



**DIGITAL
LEARNING
TREE**

in partnership with

UND UNIVERSITY OF
NORTH DAKOTA
PROFESSIONAL DEVELOPMENT FOR EDUCATORS

T&L 2900 – UND2016—ADHD Classroom and Teaching Strategies

Course at a Glance

Instructor/Presenter: Bonnie Terry

Length: 45 hours, complete in four months

Dates: Rolling admission

Number of Professional Development Credits: 3, from the University of North Dakota

Introduction

Each year, thousands of students arrive in classrooms wanting to be educated and inspired by their teachers. Unfortunately, many educators feel like they are unprepared to meet the needs of their students. Between 15 and 20% of students in every classroom have ADHD and/or other learning challenges. Teachers try teaching the way THEY were taught, and find their students sleeping, daydreaming, misbehaving, and disengaged from the learning process due to ADHD or the other learning challenges they face.

Teachers are told to differentiate, remediate, and use inclusion techniques – but are overwhelmed by the attention difficulties and learning challenges their students have.

“How can I teach this student when he just interrupts the class?”

“This student doesn’t pay attention, I don’t know what to do to get him/her to focus.”

“How do I get my students to remember the lessons?”

“Am I ever going to be able to teach the lessons, it seems all I do is try to keep the peace?”

“Is there a way to help my students all thrive and learn to love learning?”

This course is designed to lessen teachers’ pain, suffering, frustration, and confusion, while lessening the time it takes for them to understand how to use the BEST educational practices for inclusion and differentiated instruction available.

Every class of 30 students has 3 to 5 students with ADHD who can challenge even the best teachers. Once teachers have a better grasp of ADHD, how we learn, and learn the techniques/strategies in the course, teaching becomes easier and all students thrive.

I have discovered that teachers will NOT implement classroom strategies unless they meet these four criteria:

1. They have to be inexpensive (FREE is BEST).
2. They have to be EASY to implement.

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3. They have to save a teacher time, effort, or work.
4. They have to result in an increase in student learning or engagement (BOTH is BEST).

As an educational therapist, educational consultant, learning disabilities specialist, an ADHD expert and author for the past 40+ years, I have been exposed to hundreds of educational strategies and techniques. To meet educator needs, I have put together a collection of my "Top Strategies and Best Practices" that educators can integrate into their lessons tomorrow!

This ADHD classroom and teaching strategies course is designed for everyone involved with learning. It is a perfect fit for:

- General educators
- At-Risk educators
- Special educators and RTI
- Parents of ADHD students

This online, self-paced program can be started and completed at the student's own leisure **within four months from the course start date.**

Learning Objectives

After completing this course, educators will:

- Understand ADHD
- Know practical strategies to differentiate instruction
- Understand and be able to implement the inclusion model so all of their students succeed
- Know alternative methods and techniques for living with ADHD
- Be able to implement strategies for successful learning in the inclusive classroom
- Provide your students with opportunities to thrive
- Know the best education apps that work for all students, including their ADHD students
- Know motivational strategies that will work on disconnected students

This DLT ADHD classroom and teaching strategies course teaches how to improve class performance of all students in just minutes a day. This is critical, because **research demonstrates that incorporating academic instruction, behavioral interventions, and classroom accommodations improves both academic performance and the behavior of students with ADHD. Additionally, teaching with these techniques creates an enhanced learning environment for all students.**

Reference materials include a list of resources for both teachers and parents who would like more help or information with ADHD.

Session Topics

The course includes 30 lessons covering the following topics.

- ADHD and inclusion.
- Misdiagnosed ADD/ADHD.
- Educational problems caused by ADHD.
- ADHD and how we learn.
- What is inclusion?
- Executive function and self-regulation.
- ADHD success learning strategies.
- Planning school projects.
- ADHD and diet.
- ADHD medications.
- Alternative management for ADHD.
- Classroom management for ADHD – Behavior management in the classroom.
- Classroom and home management for ADHD.
- ADHD and 504 Plans.
- Differentiated instruction.
- Physical exercise and ADHD.
- Strategies for teachers.
- ADHD and autism.
- Best ADHD apps for organization and education.
- ADHD in a nutshell.

Methods of Instruction Include

- Individual lessons
- Multiple-choice quizzes
- Assignments
- PowerPoint presentations (200 + slides)
- Final reflective assignment

Text and/or Other Materials

Video, screen captures, multiple-choice quizzes, and PowerPoint presentations are provided by the instructor in this online course. There are NO required textbooks.

Assignments & Grading Percentages toward Final Grade

This course has four assignments, including a final reflection assignment. The course includes twenty-nine multiple-choice quizzes plus a final which is multiple-choice. The final assignment encourages participants to integrate what they have learned during the course into an applicable teaching plan.

Percentage of Course Credit:

Quizzes 70%
Assignments 30%

Grading

This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.

The course administrator will review students' answers and provide feedback. Students will be evaluated on their quiz grades, assignment presentation, and the quality of all the assessments required for this course. There is an opportunity for the students to repeat the quiz twice should they fail.

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life, Section 3-3 at <http://sos.und.edu/csl/>.