



MODEL TEACHING®
Education for Better Educators

Understanding and Supporting Students with ADHD

COURSE SYLLABUS



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1 Semester Credit

Course Credit Provided Through Our Partner
UMass Global

Course Offered in Partnership With UMass Global

UNIVERSITY PARTNER	CREDITS	REGIONAL ACCREDITATIONS	COURSE NUMBER
 University of Massachusetts Global A nonprofit affiliate	1 Graduate Level Semester Credit	WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC)	EDNU 9114

Clear, Template-Based Course Format.

We know teachers are busy. That's why we make our course format as straightforward as possible.

- ✓ **Template-based assignments with no long essays** – we want you to focus on the learning content seamlessly and hassle-free. You'll get high-quality learning without wasting time on long, open-ended essays.
- ✓ **No busy work** – our template prompts are designed to give you an easy way to showcase your learning so you can focus more on the content and come away with a plan of action.
- ✓ **Streamlined & standardized course format** – from video lessons to built-in live chat with our instructors; once you complete one course with us, you will know exactly what's expected for the rest of your courses.



Fast & Convenient. Start Immediately & Work At Your Own Pace.

On a tight timeline? We can help! With ultra-fast credit/transcript processing and rolling credit processing, you can make your salary advancement deadline.



- ✓ **Pick your courses & get started** – start immediately or wait to begin in the semester of your choice.
- ✓ **Ultra-fast credit & transcript processing** – get your transcripts fast. We will help you meet your salary advancement deadline.
- ✓ **1 full year of course access** – you will have a full year to choose and work on your courses. Our course bundles allow you to control when you begin your learning and in which semester.
- ✓ **100% online** – with our video-based lessons and content, you will not have to wait for textbooks or specific start times. You can begin your learning as soon as you register!

Course Title: Understanding and Supporting Students with ADHD

Credits/ Hours: 1 semester credit

Credit-hour equivalency. This course is a 1-credit hour course that consists of 15 hours of in-seat time. The course includes reading content, watching course videos, reviewing resources, reading articles and studies, and participating in course activities. Please view the “Course Outline” below for a detailed look at the course structure and components.

Course Description:

This course will help you better understand your students that have been diagnosed with ADHD. You will learn the types of ADHD, common symptoms of ADHD, and general strategies to incorporate into your classroom so that all students can be successful. The course also comes with a printable guide to help provide you with easy-to-implement ideas to build a nurturing environment that supports your students with ADHD. You will analyze and learn about this topic through videos, articles, studies, and other resources. You will also design a comprehensive implementation plan for the classroom and an original resource that can be used to support implementation.

Course Objectives:

- Define ADHD and compare the different types of ADHD
- Analyze the signs and symptoms of ADHD
- Evaluate intervention strategies that can be used in your classroom to support your students with ADHD
- Critique, analyze, and summarize specific articles, resources, and studies on ADHD.
- Plan and build a Classroom Implementation Plan for immediate classroom use focused on supporting students in your classroom suspected of or diagnosed with ADHD
- Build and describe the use of a resource aligned with the classroom implementation plan that is critical for student support and improved student academic success

Course Outline:

Module 1: Lesson. The video and article teach you the common forms of ADHD and how they may manifest in your students through specific behaviors. You will learn some strategies to support students and analyze classroom examples of teachers that do or do not adequately support their students to better understand what your students with ADHD need to thrive in your classroom.

- Completion of the content video, article reading (PDF format), and Model Teaching resource analysis and review.

Module 2: Quiz. Answer questions related to the types of ADHD, symptoms of ADHD, and support strategies for ADHD.

- Questions to check for understanding of the course content. Quizzes are automatically scored and provide feedback on answer choice rationale.

Module 3: Reflection. The reflection requires you to plan for use of the “try this task”: Considering the strategy suggestion guide provided with this course, planning for specific ideas that can be implemented into future lessons to better support your students.

- Reflect on the video lesson and article content and consider the “try this task,” then build a response for how you plan on utilizing the concepts in the course so far. Considerations and criteria for crafting your response are provided in the course module.

Module 4: Reading and Content Summaries. You will read articles, watch videos, and review studies focused on students with disabilities in general, information on ADHD, and supporting students with ADHD.

- Watch all provided videos and read all provided articles, reports, and case studies. Then, choose three articles and write a summary and critical response for each chosen piece of content. Considerations and criteria for crafting your response are provided in the course module. A Content Summaries Template will be provided to you, and you will upload your completed template. You will receive instructor feedback on your submission.

Module 5: Resource Design. You will design a classroom resource aimed at supporting course concepts.

- Create your own resource that will help you implement the concepts from this course. A resource design planning template will be provided to guide you in creating your resource, but you will upload your own original resource that supports the implementation of course concepts in the classroom. You will receive instructor feedback on your submission.

Module 6: Implementation Plan. You will design a plan to implement your knowledge of effective support strategies that can be integrated in your classroom to support your students.

- Build a thorough implementation plan that you can use to implement the ideas from this course into your classroom, including key action items and dates, resource design, and planning requirements. A Classroom Implementation Planning Template will be provided to help you plan the critical components to consider for implementation and to aid you in your final response which will also include a reflection and summary of the ideas in the course. You will upload your completed template and provide an additional reflection response. You will receive instructor feedback on your submission.

Required External Resources

Not applicable. All required resources are provided within the course.

Credit Hours Calculations

Modules	In-Seat Time (hrs)
Video Content	1
Quiz	.25
Reflection	1.25
Reading and Content Summaries	7.5
Implementation Plan	3
Resource Design	2

Grading

Modules	Points
Video Content	N/A
Quiz	10
Reflection	50
Reading Content	100
Implementation Plan	100
Resource Design	50

This course provides a letter grade using a ten-percentage point grading scale. A grade of A= 90%-100% You must earn 279 points or higher in this course to receive an A. A grade of B= 80%- 89%. You must earn 248 points to 278 points in this course to receive a B. A grade of B or higher is required for credit. A grade of unsatisfactory is any score below 80% or 248 points and does not provide credit. Grading rubrics can be downloaded in the introduction module of each course within your course dashboard or at the link here: <https://www.modelteaching.com/rubrics>

References

- Arcia, Emily, et al. "Teacher understanding of ADHD as reflected in attributions and classroom strategies." *Journal of attention disorders* 4.2 (2000): 91-101.
- Barkley, Russell A. "The inattentive type of ADHD as a distinct disorder: What remains to be done." *Clinical Psychology: Science and Practice* 8.4 (2001): 489-493.
- DuPaul, George J., Lisa L. Weyandt, and Grace M. Janusis. "ADHD in the classroom: Effective intervention strategies." *Theory into practice* 50.1 (2011): 35-42.
- Hart, K. C., Fabiano, G. A., Evans, S. W., Manos, M. J., Hannah, J. N., & Vujnovic, R. K. (2017). Elementary and middle school teachers' self-reported use of positive behavioral supports for children with ADHD: A national survey. *Journal of Emotional and Behavioral Disorders*, 25(4), 246-256.
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- Poznanski, Bridget, Katie C. Hart, and Elizabeth Cramer. "Are teachers ready? Preservice teacher knowledge of classroom management and ADHD." *School Mental Health* 10.3 (2018): 301-313
- Sagvolden, Terje, et al. "A dynamic developmental theory of attention-deficit/hyperactivity disorder (ADHD) predominantly hyperactive/impulsive and combined subtypes." *Behavioral and Brain Sciences* 28.3 (2005): 397-418.
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- Tucha, O., et al. "Attentional functioning in children with ADHD—predominantly hyperactive-impulsive type and children with ADHD—combined type." *Journal of neural transmission* 113.12 (2006): 1943-1953.
- Weiss, M., D. Worling, and M. Wasdell. "A chart review study of the inattentive and combined types of ADHD." *Journal of Attention Disorders* 7.1 (2003): 1-9.

COURSE SUBMISSIONS

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All submissions must be performed within the Model Teaching course platform. If you need assistance in submitting assignments, please contact us.

TECHNOLOGY REQUIREMENTS

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Courses are held 100% online. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool or reader (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses. You can review our technology requirements along with other frequently asked questions at our FAQ page here: <https://www.modelteaching.com/faq>

TECHNICAL QUESTIONS

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If you need personal assistance or have technical questions, you can contact us by accessing the support feature built into our course platform, email us at courses@modelteaching.com, or live chat with us at www.modelteaching.com.

COMPLIANCE WITH THE AMERICAN DISABILITIES ACT

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In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, any participant that has a permanent or temporary condition that might affect their ability to complete the course should contact us at courses@modelteaching.com upon enrollment. We will make reasonable accommodations or modifications to the course.

ACADEMIC INTEGRITY

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Participants are responsible for fully interacting with the course content, modules, resources, readings, and assignments. All responses, projects, and other assignments are the sole responsibility of the course participant, and plagiarism or cheating is not tolerated. Submissions should be your own work and design, and all submissions and assignments should be completed independently. Any outside sources should be properly cited. If you have questions about what constitutes plagiarism or cheating, you should contact us at courses@modelteaching.com.

Why Model Teaching?

Courses Focused on Relevant Teaching Content That You Can Actually Use

We focus our professional development courses on what's important to you: relevant content focused on specific teaching strategies & evidence-based instructional best practices. Earn pre-approved PD hours and regionally-accredited academic credit through our university partner UMass Global.

Clear, Straight-Forward Lessons Designed by Experienced Educators

Our courses provide high-quality content in a format that makes it easy for developing teachers to learn new skills and methods for use in their own classroom. Our courses are designed to provide effective professional development for busy teachers in a format that makes learning easy.

Comprehensive, Ready-To-Use Resources, Tools, & Templates Provided With Every Course

Each course comes with a variety of resources, tools, graphic organizers, activities, student lesson content, and lesson templates you can use to immediately implement your new training in your own classroom. If not teaching, simply save your resources for future use.

Immediately Implement What You Have Learned

For teachers who are currently teaching, we provide step-by-step support and real-world examples that you can use immediately in your classroom or school, along with implementation resources. Not teaching? No problem! You do not have to be currently teaching to take our courses.

What are Model Teaching Courses Used For?

- ☒ Salary Advancement
- ☒ Teaching License Renewal
- ☒ Instructional Improvement
- ☒ Great for Current Teachers & Teachers Not Currently Teaching



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EDUCATION FOR BETTER EDUCATORS

THIS TRAINING COURSE WAS INCREDIBLE. MY LEADERSHIP TEAM LEARNED SO MUCH ABOUT THEMSELVES AND WHAT WE NEED TO DO ON OUR CAMPUS. I WANT MY ENTIRE STAFF TO HEAR THIS MESSAGE!

-PRINCIPAL

I AM FINDING ALL YOUR COURSES USEFUL, BUT THIS ONE IS CLEARLY MY FAVORITE SO FAR, MOSTLY FOR THE WAY I WAS ABLE TO PUT SO MANY OF MY OWN IDEAS INTO THE LESSON WHILE STILL FEELING I HAD ACCOMPLISHED ALL THAT WAS REQUIRED. WELL DONE!

-ELEMENTARY TEACHER

WHAT YOU PRESENTED IN [THIS COURSE] IS NOW PART OF MY GOALS AND ACTION PLANS FOR THE SCHOOL YEAR. I'M SO EXCITED TO PUT THESE TO USE!

-ELA TEACHER

WITH SUCH A BUSY SCHEDULE, IT'S HARD TO IMPLEMENT NEW STRATEGIES AND TECHNIQUES BUT THIS COURSE MADE IT SO EASY! THE COURSE GAVE ME GREAT IDEAS ON HOW TO USE COLLABORATIVE LEARNING GROUPS WITH MY STUDENTS AND THE RESOURCES AND PLANNING DOCUMENTS MADE IT EFFORTLESS TO GET STARTED!

-SCIENCE TEACHER

FOR A FULL LIST OF CURRENT REVIEWS, PLEASE VISIT:

www.modelteaching.com/latest-course-reviews

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