



LILIE, LLC Course Information

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Title of Course (*45 hours*): Students with ADD

Course Description: This course delves into the many topics surrounding the study of ADHD: history, theory and brain research, diagnosis, symptoms, medical treatments, behavioral modifications and classroom suggestions. Students have the opportunity to develop individual classroom manuals which detail ADHD accommodations across multi-leveled curriculum settings.

Overall Course Objective and Expectation(s):

- Educators will learn what ADD/ADHD is.
- They will also discover typical symptoms and methods of diagnosis.
- We will explore the latest treatments (both medicinal & homeopathic) and discuss teaching strategies for educators to use in their classroom.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

- Putting on the Brakes: Understanding and Taking Control of Your ADD or ADHD by Patricia O. Quinn, Judith M. Stern, and Joe Lee
- Superparenting for ADD: An Innovative Approach to Raising Your Distracted Child by Edward M. Hallowell M.D. and Peter S. Jensen
- School Success for Kids With ADHD by Stephan M. Silverman, Jacqueline S. Iseman, and Sue Jeweler
- Smart but Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential - Peg Dawson EdD;

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

- What is ADD?
- The history of ADD
- The difference between ADD & ADHD
- What its like to have ADD
- Review a facts/myths sheet on ADD

Objectives:

Educators will define and understand the disability and how the brain works for students with this disability.

Impact on Classroom Instruction:

Educators will:

- become more aware of what it is like to have ADD and what their students are going through.
- discover information and facts about the disability.
- learn ways in which to support students more thoroughly and be able to judge behaviors more accurately.

Learner Outcomes:

- Teachers will be able to sympathize and relate more to their ADD students.
- Teachers will identify students with the disability and will be able to diagram their symptoms
- Teachers will also be able to interpret behaviors of ADD students and be able to analyze their actions

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Educators must reflect on what they read and participate in daily discussions on the presented material.
- They will also be asked to anonymously discuss ADD students they currently work with in their own schools.



Week II

Topic(s):

- Educators will learn about symptoms and common issues in students with ADD, the diagnosis process and "causes" for ADD.

Objectives:

- Teachers will be able to understand what scientists and researchers believe contribute to ADD and what to look for in their own classrooms.
- Educators will be able to see the most common symptoms of the disability.

Impact on Classroom Instruction:

- Educators will now understand the history of ADD in terms of what happens in a student's body and brain.
- Teachers can now categorize ADD behaviors and be able to set individual goals for each student based on how their learning is influenced by their disability.

Learner Outcomes:

- Teachers will be able to recognize students struggling with ADD and be able to relate to them.
- The connection will allow teachers to assist and speak with students and families more freely and with practical knowledge of the situation.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Class participants will be asked to discuss at least three behaviors they have studied in the reading materials and link them to personal teaching experiences they have gone through. Clear and concise discussion of the materials learned thus far will also be expected. Discussion on behaviors will be critiqued by both classmates and instructor.



Week III

Topic(s):

We will look at the various treatments of ADD and educational student rights as well as evaluate and examine each others book projects.

Objectives:

- Educators will learn how ADD is treated and the latest research and findings on the disability.
- Teachers will also post a summary of the book they read to the class.
- From these projects we will formulate ideas on how to approach the ADD student and understand more clearly what students and families go through.

Impact on Classroom Instruction:

- Teachers will be able to understand the treatments discussed at CSE's & in talks with families/students.
- Educators will also be able to start implementing behavior mod. strategies within their classrooms as well as devise learning plans that stimulate ADD students to participate while managing their behaviors is the goal.
- We will rate projects and formulate tools to use.

Learner Outcomes:

- Teachers will know about a variety of treatments: medicinal, homeopathic and counseling/behavior modification techniques.
- Through a book project, teachers will also walk away with the knowledge of helping kids deal with their ADD and understand how to learn.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- All participants will be asked to explain how they could improve a situation they currently have in their classrooms with the new strategies and information they have learned so far.
- Book projects will reflect research and knowledge gained.



Week IV

Topic(s):

- The issues that teachers experience or come across when teaching ADD students through an exploration in both the elementary setting and the high school setting.

Objectives:

- We will prepare teachers for situations by examining issues and potential situations.
- With the creation of a classroom manual or reference guide, educators will have information on ADD at their fingertips.

Impact on Classroom Instruction:

- How to deal with impulsivity, social issues and other key elements will be discussed so teachers can utilize ideas, strategies and methods themselves.
- The manual created by each student will stand as a daily tool and reference guide for teachers in the classroom.

Learner Outcomes:

Participants will summarize all of the knowledge learned the last four weeks and be able to utilize methods and tips in the classroom. The manual will be posted for all students to revise, suggest change and copy. Educators will be able to take away several valuable documents for future use.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- The manual or guide created in the class will demonstrate knowledge learned
- Suggestions for the paper include: researching and compiling a list of local organizations within one's community for families with students who have ADD, a summary and discussion of behavior modification techniques, discussion on the effects of diet and ADD, the discussion of ADD and treating it holistically, anonymously interviewing someone with ADD and reporting on the findings/coping skills that student has.