



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Supporting Students with ADHD

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

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	<ul style="list-style-type: none"> • In depth discussion and research on the history of ADD. • Roundtable talk about personal experiences in the classroom with ADHD. • Examination of cultural viewpoints, diverse students and ADHD • Understand signs and symptoms. • Be able to connect cultural awareness, responsiveness and to your teaching. • General survey of current school approaches. • Research and videos on the stigmas/myths/beliefs of ADD in the community. • Case study research/project and discussion. • Connect how ADHD may be reflected or recognized in/across different cultures, races or religions. • Goal: create a well-rounded basic knowledge of ADHD in all of our students today. • Discussion of Covid and its overall impact on ADHD students
Topics	Introductions Understanding ADHD Treating ADHD Race and ADHD
Application to Instruction & Student Learning	<p>Participants will</p> <ul style="list-style-type: none"> • Be able to sympathize and relate more to their ADD students. • Identify students with the disability and will be able to diagram their symptoms • Be able to interpret behaviors of ADD students and be able to analyze their actions • Identify what is working in some classrooms and what is not and why • Understand cultural factors and the impact they have on families, students & when coupled with ADHD • Understand a family's journey to an ADD diagnosis as well as see the various paths schools use in identifying students. • Educators will be able to begin to see the impact of students of different races or cultures and ADHD diagnosis'. <p><u>Educators will view ADHD with the eyes of the pandemic & education</u></p>

Session II

Objectives	<ul style="list-style-type: none"> • Students will understand cultural myths and 'rumors' about ADHD and obstacles such creates • Understand the perspective of some parents • Study co-disorders, traits and impact • Understand the information that scientists and researchers say causes ADHD in our students • Understand what traits and behaviors doctors and psychiatrists assess when diagnosing ADHD • Discuss how Covid has impacted students, specifically those with ADHD & our classrooms
Topics	Myths of ADHD

	<p>Co-Disorders Diagnosing ADHD Causes Midterm</p>
<p>Application to Instruction & Student Learning</p>	<p>Participants will be able to</p> <ul style="list-style-type: none"> • Understand what scientists and researchers believe contribute to ADD and what to look for in their own classrooms. • Recognize see the most common symptoms of the disability & be able to comprehend the role of culture in diagnosing ADHD. • Understand the link and connection of co-disorders. • Understand the role of diverse cultures and their viewpoint of learning disabilities • Relate and converse with families more clearly about ADHD • Recognize students struggling with ADD and be able to relate to them and connect with them. • Focus on the ‘entire picture’ of an ADHD student, to gain a better understanding and then ability to transfer knowledge and create a positive learning environment. Connecting with families as well as with individual students will help participants see this “picture” more clearly. • Understand the different emotional implications Covid 19 has had on our ADHD students. • Craft potential conversations with parents so educators are prepared for questions about ADHD and what the school can do • Demonstrate knowledge of ADHD. • Being to understand our own biases relevant to equitable practices in each classroom & school

Session III

<p>Objectives</p>	<ul style="list-style-type: none"> • Early signs of ADD/TBI’s • Treatment of ADD • What do the homeopathic professionals recommend? • How does ADD impact diet and sleep? • Improving learning in the classroom. • Discussion on creating brave learning opportunities and communities. • Teacher strategies for working with ADHDers. • Discover strategies for working with ADHD student while distance learning • Behavior management strategies for online classrooms • Educational rights for students with ADD/ADHD
<p>Topics</p>	<p>Early Signs of ADHD TBIs and ADHD Sleep Disorders and ADHD Treatments Nutrition and ADHD</p>
<p>Application to Instruction & Student Learning</p>	<p>Alternative approaches are discussed at length during this week covering recognition and new studies that are trying to detect ADD at young ages. We also discuss traditional and new-age/non-traditional approaches, statistics and success rates. This week’s focus allows participants to learn about provide information regarding methods for families who are unwilling to medicate or ‘traditionally treat’ their student. Resources aimed at educating families are explored at length that will prepare participants for the many conversations with counselors, school personnel and families. The awareness of alternative approaches will help families who are hesitant about medications and medicating their young child.</p> <p>Participants will also be aware of signs, symptoms and the implications of ADD in a student’s life so that they can best meet the unique needs of each of their students with ADHD.</p> <ul style="list-style-type: none"> • All participants will be asked to explain how they could improve a situation they currently have or have had in their classrooms with the new strategies and information they have learned so far. • Creating open, brave classrooms

	<ul style="list-style-type: none"> • This week's focus will include a lot on nutrition and the brain. We will discuss and study the impact of diet and ADD. We will further connect awareness of the different races and cultures in our classrooms and the dietary habits of all populations in our rooms. • Presentation of Midterm.
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Session IV

<p>Objectives</p>	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • FINAL PROJECT- will be shared with the class. These projects will demonstrate cumulative knowledge learned and the ability to take the knowledge to the classroom of each class participant. It will also provide resources for all students in the course. <p>Further, we will discuss and study:</p> <ul style="list-style-type: none"> • behavior modification techniques we can use to teach and work with ADD/ADHD students • What are the classroom issues Teachers (and students) face when there are ADD/ADHD kids in the class? • Discussion of the social issues/impulsivity issues and the effects on fellow classmates. • Discussion on social/ethnic impact on possible classroom management techniques. • Discussion on supporting ADHD students while on distance learning. • Strategies for improving education, material learned, student connections and family relationships are reviewed. • Teaching strategies that help the ADHD student learn more effectively • Reflect and create strategies for a more equitable educational setting that supports all learners. • know how to incorporate strategies that will support ADHD students and be sure to connect those lessons to ideas embracing tolerance, sensitivity, and students own personal lives/ experiences • reminder on cultural responsibility of educators today • resources for teachers who are teaching hybrid/have distance learning students.
<p>Topics</p>	<p>Final Tips for Different Classrooms Behavior Charts Diversity Awareness</p>
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • Overall talk on how to work more productively with the ADHDer. This gives Teachers the tools and words to deal with families and students struggling with ADHD. • Purposeful classroom tips and strategies to help the ADD student learn most efficiently will be reviewed. • Review all of the discussions and articles read. Main points and strategies are reiterated and reviewed. • Participants will have a variety of “tools” to refer to when considering their educational setting. The Finals shared will allow all course participants access to a “quick library” of resources that they, in turn, can select and study to improve their skills/sharpen their “tools” for managing ADHD in the classroom. • Suggestions and strategies are outlined as well as reference material, agencies, organizations that can be provided to families. <p>Teacher strategies to motivate and capture the attention of ADHD student who are remote learning.</p>