



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: ADHD and Learning: Neurodiversity, Equity, and Inclusive Practice

Course Description: This course is designed to help educators deepen their understanding of Attention-Deficit/Hyperactivity Disorder (ADHD) and implement research-based, strengths-focused practices that support neurodiverse learners in inclusive educational settings. Through the lenses of executive functioning, social-emotional learning, emotional regulation, behavior, Universal Design for Learning (UDL), equity, belonging, and student voice, participants will examine how ADHD influences learning and classroom experiences.

Participants will explore current research, authentic student perspectives, and practical classroom strategies while reflecting on the impact of bias, culture, and educational practices on students with ADHD, particularly those from historically marginalized and underrepresented groups. Throughout the course, educators will develop actionable tools and instructional approaches that reduce barriers to learning, foster belonging, strengthen executive functioning and self-regulation, and promote equitable opportunities for academic and social success.

By the end of the course, participants will have created practical resources, instructional supports, and implementation plans that can be immediately applied in their classrooms, schools, or leadership roles to build more inclusive, strengths-based learning environments where all students can thrive.

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 n 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	• Articulate a personal philosophy of teaching and learning that reflects a deep understanding of their own values, beliefs, and experiences, as well as current research and best practices. • Examine common myths, stereotypes, and inequities related to ADHD and reflect on how misconceptions and bias can impact the experiences, identification, and support of neurodivergent students, particularly students of color. • Analyze how the concept of neurodiversity challenges traditional views of "typical" learning and behavior. • Evaluate language choices and identify shifts to promote a positive self-perception in students with ADHD. • Describe strategies for designing learning spaces that affirm neurodivergent students and reduce the need for conformity. • Summarize practical changes to manage distractions and enhance engagement for students with ADHD in school.
Topics	• Understanding ADHD • Navigating ADHD • Diversity, Gender and Exception in Education • ADHD and executive function
Application to Instruction & Student Learning	• Builds foundational knowledge of ADHD through a neurodiversity and strengths-based perspective. • Challenges myths, stereotypes, and bias that can influence instructional decisions and student outcomes. • Explores how race, gender, culture, and exceptionality affect the identification and support of students with ADHD. • Connects research to classroom practice through guided reflection and discussion. • Encourages educators to examine how their beliefs and practices impact student learning and belonging. • Provides evidence-based strategies for supporting executive functioning in the classroom. • Guides participants in designing practical executive functioning routines that can be immediately implemented. • Includes equity audits to ensure classroom routines support all learners, especially students from historically marginalized communities. • Promotes culturally responsive and inclusive instructional practices that reduce barriers to learning. • Encourages participants to connect course content to their own students, classrooms, and professional settings. • Uses the Reflect–Connect–Extend protocol to help educators move from learning to application. • Requires participants to create classroom-ready resources that promote student independence, organization, and self-regulation. • Encourages ongoing reflection and revision of instructional practices based on student needs and equitable outcomes. • Fosters learning environments where students experience greater access, engagement, belonging, and success.

Session II

Objectives	● Explain the importance of understanding the "why" behind ADHD-related behaviors to inform effective responses. ● Analyze social-emotional challenges commonly experienced by students with ADHD, such as rejection sensitivity and difficulty with social cues. ● Analyze how racial bias and systemic inequities can impact the identification, interpretation, and support of ADHD symptoms in marginalized students. ● Reflect on strategies educators can use to create more equitable, culturally responsive, and inclusive learning environments. ● Create an informational resource to help students or colleagues understand and mitigate a specific SEL challenge faced by students with ADHD.
Topics	● ADHD and SEL ● Executive Function, Emotional Regulation, and Behavior ● Buildins success ● Midterm
Application to Instruction & Student Learning	● Apply strategies that strengthen student belonging, engagement, and positive relationships. ● Design learning experiences that support executive functioning, emotional regulation, and motivation. ● Use student voice, preference, and reinforcer assessments to better understand students' strengths, interests, and learning needs. ● Implement culturally responsive and strengths-based instructional practices that reduce barriers to learning. ● Reflect on how personal beliefs and instructional decisions influence equitable outcomes for diverse learners. ● Select proactive behavior supports that promote self-regulation and positive classroom environments. ● Incorporate student interests and sensory preferences to increase participation and meaningful engagement. ● Develop classroom practices that foster inclusion, belonging, and equitable access for students with ADHD and other neurodiverse learners. ● Create practical resources and action steps that can be immediately implemented in their classrooms or schools. ● Evaluate current instructional practices and identify opportunities to improve equity, responsiveness, and student success.

Session III

Objectives	● Analyze how bias, culture, and equitable practices can impact ADHD identification, diagnosis, and support for students from underrepresented and marginalized backgrounds. ● Develop a deeper understanding of ADHD through authentic student experiences and perspectives. ● Reflect on the role empathy and belonging play in supporting students with ADHD. ● Identify ways to create more inclusive, supportive, and responsive learning environments for students with ADHD. ● Explain the three principles of Universal Design for Learning and their application in educational settings. ● Redesign an existing lesson or activity using the principles of UDL to enhance accessibility and engagement for students with ADHD. ● Articulate a plan for implementing chosen academic strategies and predict hopeful results for the student. ● Identify a variety of effective classroom accommodations and instructional strategies for students with ADHD
Topics	● Equity and advocacy

	• ADHD and UDL
Application to Instruction & Student Learning	• Apply equitable and culturally responsive practices that improve identification, support, and access for students with ADHD and other neurodiverse learners. • Select and implement classroom accommodations and evidence-based instructional strategies that reduce barriers and increase student success. • Use authentic student perspectives and lived experiences to strengthen empathy, build belonging, and inform instructional decision-making. • Design learning environments that recognize and affirm students' strengths, identities, cultures, and diverse learning needs. • Apply Universal Design for Learning (UDL) principles to redesign lessons that provide multiple means of engagement, representation, and action and expression. • Analyze student case studies to identify appropriate supports, accommodations, assistive technology, and intervention strategies based on individual strengths and needs. • Reflect on how personal beliefs, implicit bias, and instructional decisions influence equitable outcomes for students from historically underserved and marginalized communities. • Develop practical strategies that promote executive functioning, engagement, self-regulation, independence, and academic success. • Evaluate instructional practices and identify opportunities to create more inclusive, accessible, and supportive learning environments for all students. • Apply course learning to classroom, coaching, leadership, or school settings to promote equity, belonging, and meaningful participation for every learner.

Session IV

Objectives	• 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. Further, we will discuss and study: • Investigate an ADHD-related topic, challenge, or area of interest and apply course concepts to create practical, strengths-based, and inclusive supports that promote belonging, engagement, and success for students with ADHD and other neurodiverse learners. • Analyze how belonging, identity, and equitable, strengths-based practices can support marginalized, underrepresented, and neurodiverse students with ADHD in creating more inclusive learning environments. • Identify and research a challenge related to supporting families of students with ADHD and develop practical strategies and solutions to strengthen home-school partnerships and student success. • Reflect on their professional growth and articulate the impact of their learning about ADHD on their teaching practices, students, and the broader educational community.
Topics	• Final • Awareness to action • Inclusion vs belonging • Family partnerships and student success
Application to Instruction & Student Learning	• Investigate authentic challenges related to supporting students with ADHD and other neurodiverse learners through inquiry and evidence-based research. • Apply course concepts to design practical, strengths-based resources that improve instruction, student engagement, and equitable learning opportunities. • Develop strategies that strengthen family-school partnerships and promote meaningful collaboration to support student success. • Design inclusive learning environments that foster belonging, student voice, and equitable participation for all learners.

	● Integrate research-based practices related to executive functioning, social-emotional learning, emotional regulation, Universal Design for Learning (UDL), and inclusive instruction into professional practice. ● Analyze educational challenges through an equity lens to identify barriers and develop actionable, culturally responsive solutions. ● Create practical tools, resources, and professional learning materials that can be implemented in classrooms, schools, or leadership settings. ● Reflect on professional growth and evaluate how new learning influences instructional decisions, advocacy efforts, and support for students with ADHD and their families. ● Promote strengths-based, inclusive practices that affirm students' identities, cultures, abilities, and diverse learning needs. Apply learning beyond the classroom by sharing knowledge, advocating for equitable practices, and fostering positive change within school and community settings.
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Objectives	
Topics	
Application to Instruction & Student Learning	