



Midwest Teachers Institute
Teachers Helping Teachers

www.MidwestTeachersInstitute.org

MTI 517 Students with ADHD: Teaching with Success and Growth

ONLINE COURSE

Instructor Information:	
Instructor Name:	DR. GRETCHEN SUTHERLAND
Instructor Email:	GSUTHERLAND@SD170.COM
MTI Email:	info@midwestteachersinstitute.org
Instructor Background:	<p>Dr. Gretchen Sutherland is an accomplished educational leader in a large urban school district located outside of Chicago, Illinois. In 2017, Dr. Sutherland earned her Doctoral Degree from the University of St. Francis with her published dissertation on Student Goal Setting Conferences. She is a national presenter, delivering presentations about Blended Learning and other successful intervention programs. She was recognized as Principal of the Year in 2013 for her work to promote community partnerships. Prior to becoming a Principal, she was a Special Education Teacher and Reading Specialist. Additionally, in 2012, Dr. Sutherland distinguished herself as one of the authors and designers of the Principal Evaluation tool used throughout the State of Illinois. Dr. Sutherland earned her bachelor's degrees in Special Education from Northern Illinois University. She also earned two master's degrees in School Administration and Reading Specialization</p>

Course Information

905 Joliet Street, Suite 209. ☎ Dyer, IN 46311 ☎ Email: info@midwestteachersinstitute.org

<p>Course Format (distance learning, online, webinar, experiential onsite courses):</p>	<p>Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.</p> <p>Approximately 45 hours of instructional time is devoted to this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101.</p> <p>If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p>Prerequisites</p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.</p>
<p>Accrediting Partners</p>	<p>For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.</p>
<p>Required Books and Materials</p>	<ul style="list-style-type: none"> ● Textbook: Iseman, Jaqueline S, Silverman, Stephen M., and Jeweler, Sue. (2010). <i>101 School Success Tools for Students with ADHD</i>. Waco, TX: Prufrock Press Inc. ISBN# 978-1-59363-403-2 (<i>provided FREE with registration</i>) ● Internet access ● LMS- Canvas Account and Login ● Lesson plans and unit plans
<p>At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Gain an understanding of the challenges students with ADHD face in the classroom, InTASC 1 2. Gather effective strategies for helping students in the area of attention and planning, InTASC 7, 5 3. Use effective strategies for teaching students time management and organization, InTASC 7 4. Support a student with ADHD in effective completion of homework and use of study skills, InTASC 8 5. Encourage achievement in students with ADHD, InTASC 3, 5 6. Implement effective behavior management tools and classroom management strategies, InTASC 3 7. Learn, teach, practice and model strategies that support and empower students with ADHD, InTASC 2, 3, 5 8. Create an environment of mutual respect, acceptance, organization, flexibility, and high expectations, InTASC 3 	

9. Use strategies to differentiate instruction for students with ADHD, InTASC 8
10. Provide appropriate interventions, adaptations, and accommodations for students with ADHD, InTASC 8
11. Teach students self-advocacy skills, InTASC 3
12. Be able to use several data collection methods, InTASC 7
13. Understand the process of creating a Functional Behavior Assessment, InTASC 7
14. How to prepare for an IEP meeting and Teacher Conferences, InTASC 9
15. Gain effective strategies for communicating with parents and medical professionals, InTASC 9, 10

Course Description: This course will encourage the educator to evaluate the challenges facing students with ADHD in the classroom. The educator will learn several strategies and techniques for teaching students in the areas of attention and planning, time management and organization, homework and study skills, encouraging achievement, behavior management, selecting appropriate interventions, accommodations, and adaptations, and classroom strategies. This text provides several reproducible pages which includes worksheets, forms, checklists, and charts. The educator will also gain an understanding of effective data collection, the IEP process including appropriate accommodations, and creating a Functional Behavior Assessment. Finally, the course will cover effective communication with parents and medical personnel.

Learning Strategies: Professional literature analysis, personal reflection, project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Assessments		Approximate contact hours for each assessment
Answer and Discuss- Weekly Questions Posted By Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question.	45 points	6 hours
Reflect and Respond to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.	90 points	9 hours
Application Assignments#1 and #2 (45 points ea)	90 points	10 hours
Research Project- Due end of week # 4	100 points	10 hours
Evaluation/Reflection Paper- Due end of week #5	100 points	10 hours
Total	425 points	45 hours

Grading Scale: A (90-100%); B (80-89%)****Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2 assignments @45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.

<i>Accuracy</i> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric-100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
<i>Understanding of web tool</i> ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
<i>Practical evidence</i> ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
<i>Completion</i> ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
<i>Grammar and Spelling</i> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<i>Sequencing</i> ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing	Response is written in a clear, concise, and well	Response is mostly clear, concise, and well	Response is somewhat unclear and/or	Response is mostly unclear and/or

_____/20	organized manner. Thoughts are presented in a coherent and logical manner.	organized. Thoughts are presented in a coherent and logical manner.	disorganized. Some thoughts are presented in a coherent and logical manner.	disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection _____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1 – Planning, Organization, and Homework

- Syllabi/Assignment Review
- Read Chapters 1-3 in your textbook.
- Answer and Discussion Activity- Answer Week #1 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Week 2 – Achievement and Behavior

- Read Chapters 4-5 in your textbook.
- Answer and Discussion Activity- Answer Week #2 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Choose a student identified with ADHD in your current or previous class or one of a colleague. Provide brief background information for the student including two student strengths and areas of interest. Using Tool 21: Strength-Based Instruction and the Checklist provided, develop a lesson plan for this student which includes the subject, learning targets, delivery of the lesson (which should include the suggestions listed in the text), content, process, and product. Then provide at least three examples of how this lesson was adapted for the student’s strengths based on suggestions from the text.

Week 3 – Strategies

- Read Chapters 6 in your textbook.
- Answer and Discussion Activity- Answer Week #3 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Using Tool 34: Adaptations/Accommodations for Overcoming Obstacles Checklist, choose two of the

four areas students with ADHD demonstrate weaknesses (writing, organization, reading, and memory). For each of the weaknesses use the information provided in the checklist to identify two strategies you can implement in your classroom for each of the following subcategories: assistive technology, instructional materials, teaching/assessment methods, and instruct students in. For each of your two chosen weaknesses, reflect on whether or not these strategies have changed your teaching perspective in regards to teaching the weakness. Write 2- 3 pages, APA Format

Week 4 – Data Collection and IEP Planning

- Read Chapters 7-8 in your textbook.
- Answer and Discussion Activity- Answer Week #4 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

1. The text presents several coexisting conditions that students with ADHD may have. Choose one of the coexisting conditions to research using two or more sources. Explain the impact that a student with ADHD and the additional coexisting condition will have on the student’s learning, personal relationships, productivity, personal safety, and self-esteem.

** Reflection should be 3 to 5 pages in APA format.

** Use several informative references to substantiate your paper.

** Cite your work

Week 5 –Parents

- Read Chapter 9- 10 in your textbook.
- Answer and Discussion Activity- Answer Week #5 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Using Tool 32: Effective Instruction Checklist conduct a self-evaluation of your instruction techniques. Evaluate your instruction techniques by using the checklists provided in the following areas: Promote On-Task Performance, Provide for Student Choice, Provide a Variety of Resources, Materials, and Task Appropriate to the Learning Needs of Individual Students, Create Cooperative and Flexible Grouping, Emphasize Process or Strategy-Based Instruction, Reinforce Student Self-Management and Self-Control, Maintain Positive Classroom Management, Provide Instructional Relevance of Evaluation Procedures, and Use Collaborative Teaching. Your evaluation should include listing each of these areas from strongest to weakest. Provide at least two to three strengths for each area and how you currently support this area in your classroom. Provide at least one to two weaknesses for each area and how you plan to improve for each area.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

InTASC Principles

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.