



# Course Syllabus

## Addressing Attention Deficits in the Classroom

Audience	Course Format	Danielson Alignment
<input checked="" type="checkbox"/> K-12 Educators <input checked="" type="checkbox"/> Special Educators <input checked="" type="checkbox"/> Inclusion Teachers <input checked="" type="checkbox"/> Instructional Coaches <input checked="" type="checkbox"/> School Psychologists	<input checked="" type="checkbox"/> 6 engaging online modules <input checked="" type="checkbox"/> Asynchronous, facilitated, collaborative <input checked="" type="checkbox"/> 24-7 access to content <input checked="" type="checkbox"/> Learn, Practice, Reflect, Master	<input checked="" type="checkbox"/> Planning and Preparation <input checked="" type="checkbox"/> Classroom Environment <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Professional Responsibilities

What You'll Learn	Course Description
<input checked="" type="checkbox"/> Key strategies for helping students with ADHD develop self-management and self-regulation skills  <input checked="" type="checkbox"/> Techniques for improving organizational skills and time management  <input checked="" type="checkbox"/> Instructional strategies and accommodations that can be used to support students with ADHD in the classroom, including the use of visual aids, modifications to the learning environment, and incorporating hands-on and experiential learning activities.	<p>This course on attention deficit hyperactivity disorder (ADHD) will provide educators with the knowledge and skills necessary to effectively support students with ADHD in the classroom.</p> <p>The course will cover the importance of creating an inclusive and equitable learning environment for all students, with a particular emphasis on ensuring that students with ADHD have full access to the curriculum and can participate fully in all classroom activities.</p> <p>Throughout the course, educators will have the opportunity to reflect on their teaching practices and develop a plan to effectively support ADHD students in their classrooms. The goal of the course is to empower educators to become confident and competent educators who can create inclusive and supportive learning environments for students with variable attention.</p>

Course Agenda	Essential Questions
1. Course Introduction 2. Culturally Responsive Approaches to DEI 3. Self-Management and Self-Regulation 4. Developing Organizational Skills 5. Instructional Strategies that Promote Access and Equity 6. Creating Inclusive Learning Environments 7. Course Wrap Up	<input checked="" type="checkbox"/> What are the best ways to foster inclusive environments for students with variable attention?  <input checked="" type="checkbox"/> What role do self-management, self-regulation, and organizational skills play in learning for students with variable attention?  <input checked="" type="checkbox"/> What instructional strategies are proven to promote access and equity to curriculum and instruction for students with variable attention?