



Course Title: Addressing Attention Deficits in the Classroom	
Number of Content Modules: 5	Grade Levels: K-12
Questions: PD@TeachnKidsLearn.com	TKL Catalog: https://teachingknowledgeLoop.com/external-catalog
Course available completely online (24/7 and Self-Paced)	Assignments due by the end of the term

Course Description

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.

The course will focus on key strategies for helping students with ADHD develop self-management and self-regulation skills, including techniques for improving organizational skills and time management. Educators will learn about instructional strategies and accommodations they can use to support students with ADD in the classroom, including the use of visual aids, modifications to the learning environment, and incorporating hands-on and experiential learning activities.

In addition, 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.

Throughout the course, educators will have the opportunity to reflect on their teaching practices and develop a plan for effectively supporting students with ADHD 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.

Course Objectives

- CO.1:** Educators will structure a predictable, welcoming, and affirming learning environment to provide equitable access to learning for students with learning exceptionalities and variable attention. (Danielson Components 2a, 2b, 3c, 4e)
- CO.2:** Educators will distinguish how student identity along the diversity dimensions of learning exceptionalities, learning preferences, race, gender, ethnicity, and cultural background influence learning. (Danielson Components 1b, 2b, 3c, 4e)
- CO.3:** Educators will evaluate the ways personal identities, cultural backgrounds, and biases of teachers influence equitable teaching practices and learning opportunities for students from historically underserved and marginalized groups. (Danielson Components 1b, 2a, 4e)
- CO.4:** Educators will apply techniques for teaching self-management and self-regulation to students with variable attention to promote adaptive behavior and minimize distractions. (Danielson Component 2a, 2d, 3c)
- CO.5:** Educators will use culturally responsive strategies that help students direct their attention and sustain focus on relevant learning tasks. (Danielson Components 1a, 1b, 2a, 2b, 3c, 4e)
- CO.6:** Educators will incorporate movement to meet the needs of students with hyperactivity without disrupting the learning of other students. (Danielson Components 1b, 2a, 2b, 2d, 3c)
- CO.7:** Educators will apply strategies to help students organize their materials and structure independent learning tasks with variable attention. (Danielson Components 1b, 2b, 2c, 3d, 3e, 4e)
- CO.8:** Educators will implement culturally responsive strategies to strengthen reading, writing, and mathematics skills in students with variable attention. (Danielson Components 1a, 1b, 1e, 2b, 3c, 4e)
- CO.9:** Educators will apply strategies for increasing self-efficacy and self-regulation in learners with variable attention. (Danielson Components 1b, 2a, 2d, 3c, 4e)
- CO.10:** Educators will develop home-school partnerships using asset-based, culturally responsive approaches to communication with families. (Danielson Components 1b, 2a, 3a, 3c, 4c, 4e)

Course Outline

Course Introduction Module

Topics

In this module, we will learn about the course set-up and expectations for learning and collaborating, meet our colleagues, and reflect on our prior knowledge about variable attention.

- Learn About It! Navigation and Course Requirements
- Learn About It! Course Introduction
- Learn About It! A Transformative Approach to Education
- Learn About It! Expectations and Community Agreements for Engaging in Brave Dialogue
- Reflect on It! Introduce Yourself to the Learning Community
- Learn About It! Course Objectives

Module 1: Responsive Approaches to Supporting Students with Variable Attention

Topics

In this module, you will learn about responsive approaches to support students with variable attention.

Section 1: Characteristics of Variable Attention

- Learn About It! Introduction to Attention Deficits
- Practice It! Characteristics of Attention Deficits
- Learn About It! ADHD Prevalence, Diagnosis, and Treatment
- Learn About It! Myths and Facts About Attention Deficits
- Learn About It! An Asset-Focused Lens on ADHD

Section 2 Equitable Learning Practices for Students with Variable Attention

- Learn About It! Strategies for Supporting Learners with Variable Attention
- Learn About It! Designing Equitable Learning Environments
- Learn About It! Distraction is the New Normal
- Reflect on It! Focus Amid Distraction
- Practice It! Supporting Students with Variable Attention

Module 2: Self-Management and Self-Regulation

Topics

In this module, you will learn how to design a classroom environment that supports learning and fosters a sense of belonging. You will also explore proactive strategies for managing and redirecting maladaptive behaviors.

Section 1: Creating a Supportive Classroom Environment

- Learn About It! Learning in an Inclusive Community
- Identifying and Addressing Distractions
- Learn About It! Morning Meetings to Start the Day
- Learn About It! Identity and Belonging
- Reflect on It! Creating a Productive Learning Environment
- Reflect on It! Student Interview and Observation

Section 2 Managing Behaviors

- Learn About It! Identifying and Addressing Distractions
- Reflect on It! Responsive Classroom Management
- Reflect on It! Classroom Learning Zones
- Reflect on It! Creating Space for Reflection
- Learn About It! Is Fidgeting in Class Bad?
- Learn About It! Allowing Movement
- Master It! Proactive Classroom Management

Module 3: Developing Organizational Skills

Topics

In this module, you will learn strategies for helping students with variable attention stay organized and on task at home and at school.

Section 1 Helping Students Get Organized for Learning Success

- Learn About It! Importance of Executive Function
- Reflect on It! Identifying Areas of Need
- Learn About It! Focus on Transitions
- Learn About It! Multi-Tiered Systems of Support
- Reflect on It! Evidence-Based Strategies to Support Students with Variable Attention
- Practice It! Focus on Organization

Section 2 Helping Students Develop Organizational Skills

- Reflect on It! Developing Organizational Skills

- Learn About It! Developing Long-Term Organizational Habits
- Learn About It! Note Taking
- Learn About It! Sketchnoting
- Reflect on It! Organizing Tasks and Notetaking
- Master It! Identifying and Addressing Organization Needs
- Reflect on It! Communication Between Home and School

Module 4: Instructional Strategies that Promote Access and Equity

Topics

In this module, you will learn strategies for developing reading, writing, and math skills in students with variable attention.

Section 1 Supporting Success in Reading and Writing

- Learn About It! Reading Strategies for Students with Variable Attention
- Reflect on It! Motivating Students with Culturally Responsive Book Choices
- Learn About It! Learning Preferences for Students with Variable Attention
- Reflect on It! Strategies for Supporting Reading
- Learn About It! Using Summation Strategies
- Reflect on It! Strategies for After Reading
- Learn About It! Helping Students Organize Their Writing
- Reflect on It! Identifying Needs in Writing

Section 2 Helping Students Succeed in Math

- Learn About It! Identifying Math Needs
- Learn About It! Math as a Social Activity
- Reflect on It! Boosting Math Engagement
- Practice It! Creating a Math Lesson Plan

Module 5: Creating Inclusive Learning Environments

Topics

In this module, you will learn to create learning environments that promote metacognition. You will demonstrate your learning from the course by creating a profile and success plan for a student with variable attention.

Section 1: Developing a Warm, Inclusive, and Affirming Environment

- Learn About It! Connectedness to Create a Warm and Affirming Community
- Learn About It! Cultural Competency
- Learn About It! Strategies for Culturally Competent Teachers
- Reflect on It! Creating Identity-Safe Classrooms
- Reflect on It! Gifted And... A Story About Twice-Exceptionality
- Reflect on It! Why Stress at School is Toxic to Students with Variable Attention
- Reflect on It! Managing the Learning Environment for Test Taking
- Practice It! Creating a Warm and Affirming Classroom

Section 2: Learner Identity and Variable Attention

- Reflect on It! Cole's Story
- Learn About It! Good Thinking – That's So Meta (Cognitive)!
- Learn About It! Designing Learning Through Multiple Modalities
- Master It! Learner Profile and Success Plan

Module 6: Course Wrap-Up

Topics

In the Course Wrap Up Module, you will reflect on your self-efficacy for mastering the course objectives and return to your reflection from the Course Introduction about how your beliefs, assumptions, and biases influence your practice with students with variable attention.

Section 6.1 Course Wrap Up

- Reflect on It! Beliefs and Assumptions About Variable Attention Shape Practice
- Reflect on It! Course Objectives Post Survey
- Reflect on It! Course Evaluation & Course Reference List