

## CSUP Graduate Education Course Syllabus

### Helping Adolescents with ADHD

#### **ED 501 CLDE**

**Catalog Description:** This course will provide understanding and assistance to teachers working with Attention Deficit Hyperactive Disorder (ADHD) and Learn Disabilities (LD) students. Educators will be able to define and diagnose students with commonly used assessment instruments. Understandings of the legal requirements are presented along with developing IEP's and Section 504 plans. Student self-management and behavior interventions are explained. Teachers will understand the role of medication and address gifted ADHD or LD students. Educators will learn strategies for teaching homework-completion, planning and self-management skills. They address reading and writing issues in the content areas. Educators will research these topics and write Chapter and Research Reviews and develop an activity or lesson showing how the information in the book can be utilized in classrooms. (3 Credits)

**Credit Hours: ED 501:** This three-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 112.5 hours of student effort as shown in the Course requirements section as well.

**Course Format:** Distance learning, independent Study Grad Course License Renewals for working teachers.

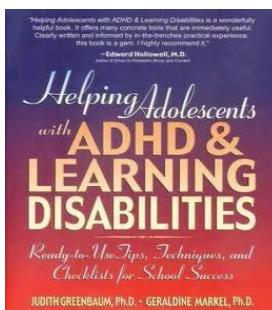
**Instructor:** Joseph C'deBaca MAED [joseph@teacherslearningcenter.com](mailto:joseph@teacherslearningcenter.com) phone 727-273-4852

#### **Course Description:**

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#### **Required Text:**

Helping Adolescents with ADHD & Learning Disabilities by Judith Greenbaum. (2001) Paramas, New Jersey: Center for Applied Research. 312 pages.



**Course Objectives:**

1. Educators will have a working knowledge about the specific special education ADHD definitions and the spectrum of problems that students with ADHD and Learning Disabilities may have.
2. Teachers will be able to understand the legal requirements and primary laws dealing with student disabilities, rights, and the underlying premises of IDEA issues and section 504 plans.
3. Educators will be able to address reading and writing issues in the content areas, graphic organizers and students organizational check lists for planning as well as other instructional strategies.
4. Participant will learn strategies for teaching homework-completion, planning and self-management skills that students with ADHD need to learn, develop and implement in to order to be successful.
5. Educators will research this topic, write chapter reviews, an essay and develop lesson or unit plans utilizing the information in the book for classroom and school applications.

**Student Learning Outcomes:** (SLOs): This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Educator Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and application of content knowledge to classroom instruction & assessment.	3
2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for students learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

## **Course Assignments:**

Read the book Helping Adolescents with ADHD & Learning Disabilities by Judith Greenbaum. Write chapter Reviews/Reflections for 10 of the chapters of your choosing. Find an article that address the concepts or issues in the book and write a Research Review. View the video: Magnificent Mind or other video on this topic and write a video review as it relates to course content. Develop a Lesson/Unit plan or a Project/Activity for the classroom or school. The last assignment involves writing a Final Application Essay linking key concepts from the course. Focus your writings and activities on the information and strategies from the book and related assignments. Show how you can apply them to a school environment, teaching methodology and instructional practice. Use SLO's in writings and rubrics below in writings.

## **Course Requirements:**

1. Book readings	2. Chapter reviews/reflections	3. Research Article Reviews
4. Project /Activity	5. Video Review	6. Final Application Essay

**Student contact Hours Course Work Time 3 credits.**

<b>Requirement</b>	<b>Points</b>	<b>Student (hours)</b>
Reading Textbook – (312 pages) Large Book	25	26.5
Writing Chapter Reviews/Reflections	30	31.0
Video Review	10	15
Write Research Article Reviews	10	15
Design Lesson/Unit Plans Project/Activity	15	15
Final Application Essay	10	10
Total	100	112.5

## **Attendance/Participation:**

Educators will choose and order their course/s at the CSUP website or [www.teacherslearning.com](http://www.teacherslearning.com) and enroll and pay. They will receive their Course Startup documents via email and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support. The Independent Study and Self-Paced format allow working teachers flexibility and freedom to learn.

## **Term Dates:**

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to See on your transcript. **Spring** – January 2<sup>nd</sup> to May 15<sup>th</sup> **Summer** – May 16<sup>th</sup> September 15<sup>th</sup>  
**Fall** – September 16<sup>th</sup> – December 31<sup>st</sup>

**Grading:** Grades automatically revert to an "F" if the course is not completed within a year.

<b>Percentage</b>	<b>Grade Level</b>	<b>GPA</b>
100% to 90%	A	4.0
89% to 80%	B	3.0
Not Allowed	No "C" grades	
Assignment	One Redo	

**Chapter Review/Reflections:** Write several paragraphs summarizing the main ideas or information you thought was significant from each chapter in the book. Paraphrased below. Paragraph bullet points of main issues are acceptable. See rubrics below for guidelines. Utilize above SLO's in your writings

1. Adolescents with ADHD and/or LD
2. Understanding Legal Requirements
3. The Learning Environment
4. Reading/Writing in the Content Areas
5. Teaching Homework-Completion Skills
6. Teaching Self Management
7. Developing IEP's
8. Behavioral Interventions
9. Understanding the Role of Medication
10. Gifted Students and ADHD and/or LD
11. Diversity and Parent Involvement
12. Preparing for the Future: Transitions

### Writing Assignments

. Read the book Helping Adolescents with ADHD & Learning Disabilities by Judith Greenbaum. Write chapter Reviews/Reflections for 10 of the chapters of your choosing. Find articles that address the concepts or issues in the book and write a Research Review. View the video: Magnificent Mind and write a movie review as it relates to course content. Develop a Lesson/Unit plan or a Project/Activity for the classroom or school. The last assignment involves writing a Final Application Essay linking key concepts from the course. Focus your writings and activities on the information and strategies from the book and related assignments. Show how you can apply them to a school environment, teaching methodology and instructional practice. Use SLO's in writings. See Rubrics below.

**Writing Format** Use size 12 font size and 1.5-line spacing, **Bolded** headers and titles. Feel free to use your own styling format or an APA/MA writing style format.

**Email Assignments to:** [teacherslearningcenter@gmail.com](mailto:teacherslearningcenter@gmail.com) in 1- or 2-Word docs. all together when they are all completed. Not individually. Instructor: Joseph C'de Baca 727-273-4852

### Required Assignments

1. Book readings
2. Chapter reviews/reflections
3. Research Article Reviews
4. Project or Activity or Lesson
5. Video Review
6. Final Application Essay

### Grading

Chapter Reviews & Reflections	50	90 - 100 = A
Research Article Review	20	80 - 89 = B
Project or Activity or Lesson	10	70 - 79 = C
Video Review	10	60 - 69 = D
Application Essay	<u>10</u>	0 - 59 = F

**Total 100** Grade B or better required

**Rubrics:****Course Assignment Rubrics Chapter Reviews/Reflections**

<b>Chapter Reviews</b>	<b>Basic (30 pts.)</b>	<b>Proficient (40 pts.)</b>	<b>Advanced (50 pts.)</b>
<p>Read the book and write chapter review-reflections for each chapter in the book.</p> <p>Write 3 to 4 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Write your own personal experiences and reflections about concepts that were enlightening and applicable to teaching.</p> <p>Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p>	<p>Writes a basic narrative of the chapters' contents.</p> <p>Includes major points expressed by the author.</p> <p>Includes at least one book citation or example.</p>	<p>Writes a general narrative of the chapters' contents with limited personal reflection.</p> <p>Expresses major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that apply.</p> <p>Includes experiential examples.</p> <p>Error Free</p>	<p>Writes a complete narrative of the main points of each chapter.</p> <p>Writes personal reflections that include the student's experiences with these issues as they relate to their personal classroom experience.</p> <p>Expresses major points of each chapter and provides in-depth elaboration.</p> <p>Includes any state, district, or national academic standards that may apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in schools.</p>

**Research Article Review Assignments Rubric**

<b>Article Review</b>	<b>Basic (10 pts)</b>	<b>Proficient (15 pts)</b>	<b>Advanced (20 pts)</b>
Research course topic and locate 2 articles one is a peer-reviewed and the other a secular relevant article that	Writes 2 article reviews. One peer reviewed and on secular article with citation link	Writes review of article with a few references of information.	Writes review of article with several informative references and thoroughly demonstrates the connection between article and course content.

<p>relates to the course content. We want to see what is happening nationwide regarding this topic.</p> <p>Write an article review and personal reflection connecting article with the course content and school.</p>	<p>The reviews shows connections between course content and article content.</p> <p>*Must Include and submit a copy or link of the article utilized in this assignment.</p>	<p>Some critical analysis and solutions.</p> <p>Explores the connection between course and article content, showing full understanding of both interrelationships for teaching considerations.</p>	<p>Reflection incorporates abstract and critical analysis and alternatives or solutions.</p> <p>Personal experiences and perspectives are included.</p> <p>Review applies information learned to potential classroom situations.</p>
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### **Required Lesson/Unit Plan or Activity Rubric**

Activity, Lesson	Basic (5 pts.)	Proficient (10 pts.)	Advanced (20 pts.)
<p>Write a unit and a lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment.</p> <p>Other activities include: staff development, State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</p>	<p>Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.</p>	<p>Creates a general activity and lesson plan and unit plan that demonstrates two or more course applications of the various topics or concepts.</p> <p>Includes any state, district, or national academic standards that apply.</p> <p>Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</p> <p>Error free</p>	<p>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles. Contains concrete and abstract activities for practical classroom applications of several concepts from the course content. Addresses any state, district, or national academic standards that may apply in the activity.</p> <p>Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving academic achievement.</p>

## Final-Application Essay Rubric Assignment

Application Essay	Basic (5 pts.)	Proficient (10 pts.)	Advanced (10 pts.)
Write a 3-page essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and personal development.	Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.	<p>Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments.</p> <p>Writing addresses any state, district, or national academic standards.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.</p>	<p>Thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools.</p> <p>Includes student's personal and experiential reflections with any state, district, or national academic standards that apply. Writing offers solutions as they apply to instructional applications in class and schools.</p> <p>Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students along with academic achievement.</p>



### QUEEN BEES & WANNABES

Helping Your Daughter Survive Cliques, Gossip, Boys, and the New Realities of Girl World  
ADVICE ON EARLY PUBERTY, THE ONLINE WORLD OF SOCIAL NETWORKS, AND CYBERBULLYING

**Late Work: Assignments** are late if they are not completed within 6 months. Late assignments will receive a 20% reduction. An "F" grade will be posted if the course work is not completed on time.

**Incomplete Grades:** Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:** If you have a documented disability that may impact your work in this class/course and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in OSC 201.

**Academic Dishonesty:** Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

**Academic Misconduct** is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct

## **Institutional Equity Statement**

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at [nicole.ferguson@csupueblo.edu](mailto:nicole.ferguson@csupueblo.edu), phone 719-549-2210, or in person at LARC 187.



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