



Attention Deficit/Hyperactivity Disorder: Information & Interventions for Effective Teaching

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Introduction

Welcome to *Attention Deficit/Hyperactivity Disorder (ADHD)*, an interactive distance learning course designed to help you achieve a better understanding of ADHD and provide intervention strategies to facilitate positive student change. *Attention Deficit/Hyperactivity Disorder* provides information on the history of the disorder, accepted methods to assess and identify students with the disorder, and various treatment methods that are currently being used to treat the disorder. This course also lists resources for both teachers and parents who would like more help or information about ADHD.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Attention Deficit/Hyperactivity Disorder: Information & Interventions for Effective Teaching*
Author: Mick Jackson MS/ED
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Instructor: Dr. Karen Lea
Facilitator: Mick Jackson MS/ED

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout. A participant who fails to complete the entire course in the manner intended and as outlined, may have their grade reduced or fail the course. It is the student's responsibility to contact the facilitator, instructor-of-record, or VESi registrar if there is any question as to the manner in which this course is to be completed.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application to work or work-related settings. The intervention strategies are designed to be used in the remediation of students with attention deficit ranging in age from approximately 5 years to early adolescence. Some alterations may be needed if you are working with younger children.

Expected Learning Outcomes

As a result of this course, participants will demonstrate their ability to:

- Define the characteristics of attention-deficit/hyperactivity disorder for better understanding of the disorder
- Provide a history of the disorder to increase knowledge and understanding
- Increase ability to identify and assess students possibly having the disorder
- Increase the number of intervention strategies available to remediate academic problems and distracting or self-defeating behaviors
- Provide information on various treatment methods used in the treatment of this disorder
- Increase knowledge of the referral process for parents and/or professionals in education

- Provide resources for teachers and parents to help them and the students with whom they work

Course Description

The course *Attention Deficit/Hyperactivity Disorder* has been divided into four chapters. This course provides information on such issues as definition, history, treatment and even some additional sources that may be accessed. The subject areas are sequential and, although it is not required, they should be completed in the order in which they are presented in the program. After completing these four sections you should have the *basic* framework for understanding possible causes of the disorder and effective interventions. This may also help you understand why students with ADHD have behavior problems in the classroom and other school settings and how to respond.

The first and second chapters are “**History & Prevalence**” and “**Assessment & Special Education**”; they give a clear picture of how to assess the disorder. Much of this information may be a review, but this chapter has been added so that upon completion of this chapter you will be familiar with the laws and criteria governing special education students with ADHD. Although this information may be somewhat dry, it is critical information for a classroom teacher working with students with ADHD. Furthermore, the information in this section is complete and thorough, but there is much additional information published about attention-deficit/hyperactivity disorder. We recommend that you complete readings and research outside the course materials and information to gain a fuller understanding of the disorder and its treatment. To cover all areas and issues affecting students with ADHD and their behavior would not be possible in one university course. However, this introduction section and subsequent sections should give you a firm understanding of the disorder and effective tools for facilitating positive changes with these students.

The third chapter of the *Attention Deficit/Hyperactivity Disorder* course is titled “**Resources & Approaches**.” This section discusses the occurrences of the disorder and some of the possible causes. The information in this chapter serves to increase your background knowledge of ADHD, so that an effective intervention plan can be developed to help the student with both academic and behavioral difficulties. Gaining an understanding of the possible causes of the disorder will also help in understanding a child and his/her behavioral problems, as well as his/her academic needs.

Chapter four is “**Curriculum Modifications & Interventions**.” In this chapter you will be given information on various evaluation materials used to assess areas of academic weakness, the primary one being functional behavior assessment. This chapter describes different available interventions that can be used with these students in different subject areas. You will also be taught the different aspects of reinforcement and self-management techniques most commonly used.

These four chapters should give you a firm understanding of ADHD and the laws surrounding the disorder, its diagnosis, possible causes, assessment, and evidence-based interventions.

After you complete each chapter of the course, an examination will be used to evaluate your knowledge and ability to apply what you’ve learned.

Student Expectations

As a student you will be expected to:

- Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Course Overview

Chapter 1: History & Prevalence

This chapter helps teachers, school officials, community agencies, and parents understand the procedures for diagnosing ADHD. It will also explain some of the common characteristics of children with ADHD. This chapter will also discuss prevalence rates among cultures, genders, age groups, and other demographic groups. It will explore and explain possible causes of ADHD.

Chapter 2: Assessment & Special Education

This chapter discusses the various assessment tools and procedures that can be used in the assessment of both academic and behavioral deficits in the child with attention-deficit/hyperactivity disorder. This chapter will also provide information on the federal laws that govern both special education in general and the specific laws and codes that apply to the child with ADHD in particular.

Chapter 3: Resources & Approaches

This chapter will cover both the scientific approaches to understanding ADHD and the controversial treatments that currently are being used to treat the disorder. The explanation will focus on research that has shown promise in the control of ADHD. This chapter will also focus on the various medications and stimulants used by individuals with ADHD. It covers the support research on medications and stimulants.

Chapter 4: Curriculum Modifications & Interventions

Chapter four focuses on the various instructional methods and adjustments that can be made in a teacher's instructional method to accommodate the child with ADHD. The focus is to help teachers gain new skills and insights into how best to work with a child with ADHD in both structured and unstructured settings. This chapter also focuses on helping students with ADHD learn new and effective strategies to help them become more successful in an academic environment. These are also strategies that can be used in both a community and a home setting to increase overall learning skills and help with the generalization of learning skills taught in the classroom. This chapter also discusses intervention strategies that can be used to help students with ADHD maintain focus and stay on task, and to reduce the number of distractions and off-task behavior. These strategies can be used in the classroom, community, or home environment. Also discussed in this chapter are some of the typical behavior management problems associated with ADHD children. Included is discussion of accepted prevention techniques that can be used in a variety of settings to help reduce the chances of a behavior problem. This chapter also discusses specific techniques and procedures that can be used to remediate behavior problems when they occur. These techniques can then be developed into a behavior intervention program. Such a program can be used to monitor and remediate behaviors in a variety of social settings.

Examinations

At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam section before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines that were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Facilitator Description

Attention Deficit/Hyperactivity Disorder has been developed by a team of professionals with educational backgrounds in the areas of clinical psychology, behavioral science, and behavior analysis and therapy. Mick Jackson is a Behavioral Intervention Specialist with a master's degree in Special Education with a focus on Behavioral Theory. He has 15 years of combined experience in self-contained special education classrooms, resource rooms, and a hospital day treatment setting. He has conducted oral seminars on *Attention Deficit/Hyperactivity Disorder*, presenting to school districts and teacher groups, as well as at educational conferences. Please contact Professor Jackson if you have course content or examination questions.

Instructor Description

Karen Lea holds a Ph.D. in education. Dr. Lea has 15 years' experience teaching at the K–12 level and another 14 years' experience teaching education courses at the undergraduate and post-graduate level. Currently she is a coordinator for a cadre of instructional developers and project manager for aerospace online training. Dr. Lea has been professionally published over fifteen times and has served on over a dozen panels and boards, including serving on the NCATE (CAEP) Board of Examiners.

Please contact Professor Jackson if you have course content or examination questions.

Contacting the Facilitator

You may contact the facilitator by emailing Professor Jackson at mick@virtualeduc.com or calling him at 509-891-7219, Monday through Friday, 8:00 a.m. – 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to 10 minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance, then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

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Course content is updated every three years. Because of this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.

Updated 2/19/26 JN



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letters will be assigned as follows:

90% to 100%	A
80% to 89%	B
70% to 79%	C
69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions:

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.
- Course Evaluation: Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.
- Print Certificate: You can print a copy of your course certificate for your records. Print Certificate: You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.