
Independent Study Course Syllabus

Course Number: EDUC 909

Course Title: Inclusive Instruction and the ADHD Student

☐ Online ☒ Distance Learning

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Units: 3

Grade Level: K-8

Course Description

This course is designed to assist teachers in developing new strategies and activities to differentiate instruction in a heterogeneous inclusive educational environment. Effective strategies will be identified to assist in developing organization and study skills, and motivating reluctant learners, regardless of a student's learning style or ability level. Students will have the opportunity to build communication and collaboration skills with parents, other professionals, and paraprofessionals.

The materials provided include the best selling book by Sandra Rief *How to Reach and Teach All Children in the Inclusive Classroom* and two DVDs produced and presented by Sandra Rief. These excellent resources provide information for personal growth, parent support, and staff development.

Using the Course Guide, teachers will provide written responses to chapters and articles which they have found to be of interest and applicable to their needs. In addition, they will evaluate and respond to the videos and the websites provided. This course is designed to assist both general education and special education teachers leaving them better equipped to meet the behavioral challenges coming their way in the 21st Century. (Especially applicable to grades K-8).

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Materials used in this class:

How to Reach and Teach All Children in the Inclusive Classroom by Sandra F. Rief and Julie A. Heimburge 2nd edition c. 2006

This book, written by Sandra Rief, California Resource Specialist of the Year and internationally known author, speaker, and teacher trainer and Julie Heimburge, long time San Diego teacher, provides numerous adaptable and ready-to-use strategies, lessons, and activities. The textbook provides more than one hundred full-page reproducible classroom management tools, and practical, positive, teaching techniques designed to assist instructors and parents in guiding students toward academic, social, and emotional success.

DVD: Sandra Rief presents ADHD & LD: Powerful Teaching Strategies and Accommodations With RTI

This video presents a variety of proven and practical classroom strategies for improving the performance of ALL elementary and middle school students.

Topics include:

- Instructional Strategies for Engaging Students' Attention & Active Participation
- Classroom Management & Behavioral Interventions
- Collaboration & Teaming for Success

DVD: How to Help Your Child Succeed in School - Strategies to Help Your Child Succeed in School

Topics include how parents can help their child:

- Develop reading, writing and math skills
- Build organization and study skills
- Survive the daily homework assignments
- Cope with learning difficulties

Additionally, there are journal articles as well as websites pertaining to ADHD and other developmental factors known to impact childhood behavior that you are asked to review

Course Requirements

Students are to:

- Watch the DVD, ***Sandra Rief Presents ADHD & LD: Powerful Teaching Strategies and Accommodations with RTI***. Respond to the discussion questions in the course guide

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and identify practices that you use and practices that you would like to incorporate into your classroom.

- Write 1-2 page responses on five chapters of your choice and two required chapters after reviewing the book ***How to Reach and Teach All Children in the Inclusive Classroom*** and choosing the chapters most pertinent to your teaching situation.
- Prepare and present a lesson plan based on the 100% SMART ACTIVITY on p. 31 of the textbook. Students may use the sample lesson plan format provided. Please include the standards you are addressing in the lesson.
- Develop a monthly newsletter to parents based on Form 9.1 Parent Interest Form.
- Watch the DVD, ***How to Help Your Child Succeed in School***. Respond to the discussion questions after viewing the video including how you, as the teacher, might be able to assist parents in fulfilling their part in the education process.
- Interview a school counselor, resource specialist, or school psychologist concerning the formal and informal processes that should occur when a teacher suspects that a student has ADHD. How are parents informed and what protocols does your school district have regarding Student Study Teams and Response to Intervention?
- Respond to the articles and websites by summarizing and evaluating their application to the classroom.
- Write a one page reflection on your lesson plan and how you felt it achieved your objectives. If you are not teaching then write a one page reflection on what you feel are your most significant new ideas learned in the course.

If you wish to attain a grade of A, you are asked to complete a Behavioral Case Review of a student and an Academic Concerns Case Review completed at an A level of work according to the grading rubric.

National Standards

The National Board for Professional Teaching Standards developed the following 5 Core Propositions that characterize National Board Certified Teachers (NBCTs)

Prop. 1: Teachers are committed to students and learning.

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Prop. 2: Teachers know the subjects they teach and how to teach those subjects to students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Prop 3: Teachers are responsible for managing and monitoring student learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Prop. 4: Teachers think systematically about their practice and learn from experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Prop 5: Teachers are members of learning communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

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Learning Objectives

Students will:

Implement methods to communicate with parents more effectively and develop strategies to promote teamwork between parents and the school. (Prop. 5.1, 5.5)

Reflect on their own teaching practices through written responses and (1.3, 2.3, 4.3)

Demonstrate growth in their ability to accommodate diverse learning needs of some students in the classroom. (Prop. 1.1, 1.2, 2.3, 4.3)

Learn the importance of organizing a systematic approach to all behavioral and learning difficulties. (Prop 1.2, 2.1, 5.1)

Develop and implement new instructional and management strategies that reach and teach students with learning or behavioral challenges. (Prop 3.1, 4.1)

Evidence of Learning

In evaluating your work, the instructor will look for

- evidence of mastery of learning objectives through students' reflective writing assignments
- evidence of thoughtful analysis of learning objectives through ability to make practical application of the material in lesson plans and responses.

Course Requirement and Grading Rubric:

Grading Policies and Rubrics

Grading for this course is an option letter grade or pass/fail. To receive a "pass" grade for the course a minimum of 240 points (80%) must be attained.

Pass/Fail

If you choose the Pass/Fail option, to receive credit, your coursework must be at a minimum 80% level.

Letter Grade

100 - 90% = A (270 – 300 points)

89 - 80 = B (240 – 269 points)

Grading Rubric for All Assignments

A" Range (Credit)

- Entire assignment is completed
- Responses to assignments are clearly written and well organized
- Work is free from errors in grammar, spelling, and word choice

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- Responses specifically address the responses required in the assignment for an “A” grade
- Responses showed a high degree of thought and analysis

B” Range (Credit)

- Entire assignment required for a grade of B is completed
- Responses to assignments are clearly written and organized
- Errors in grammar, spelling, and word choice are very infrequent
- Responses specifically address the responses required in the assignment
- Responses are adequate in length, content coverage, factual accuracy
- Responses showed moderate degree of thought and analysis

No Credit

- Less than the entire assignment is completed
- Responses to assignments are not clearly written or organized
- Errors in grammar, spelling, and word choice are evident
- Responses did not specifically address the questions/issues in the assignments
- Responses are inadequate in length/content coverage/factual accuracy
- Responses showed little or no thought or analysis

Instructor/Student Contact

All required assignments must be completed to receive a passing grade/credit for the course. Please note that three email contacts are required from you:

- Please email your instructor when you have received your course materials. At this time, please preview the material and ask any questions you may have.
- Please email again when you have completed Response #8 as a progress report as to how you are doing. Please feel free to ask any questions you have.
- Please email me when your work is complete and in the mail.

On these three occasions or at any time you may email or phone me with questions about the course work. **I am here to help.** EMAIL: jrtaylor27@gmail.com 559-877-4841

Mailing Instructions

Please send all completed assignments together in the envelope included with your course material and pre-addressed to the instructor. Be sure to include the “Assignment Check List”. **Please do not mail your work to the instructor in a way that requires a signed receipt. This will delay the receipt of your work.**

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Thank you for enrolling in this course! If you found it to be of value, please recommend it to your friends/colleagues.

Bibliography

Karten, Toby J. *Inclusion Strategies That Work!* Corwin, 2010.

Mastropieri, Margo & Scruggs, Thomas E. *The Inclusive Classroom*. Pearson, 2010.

Rief, Sandra. *The ADD/ADHD Checklist: A Practical Reference for Parents and Teachers*. Jossey-Bass, 2008.

Rief, Sandra and Heimburge, Julie. *How to Reach and Teach All Children in the Inclusive Classroom* 2nd Edition. Jossey-Bass, 2006.

<http://drthomasebrown.com>

http://ccf.buffalo.edu/pdf/school_daily_report_card.pdf

http://www.educationworld.com/a_issues/issues/issues148.shtml

<http://help4teachers.com>

<http://brains.org>

<http://help4teachers.com>

http://helpguide.org/mental/adhd_add_teaching_strategies.htm

http://helpguide.org/mental/pdf/Teaching_tips_ADHD_PDF-1.pdf

<http://www.ldonline.org/article/19975>

http://my.clevelandclinic.org/disorders/Attention_Deficit_Hyperactivity_Disorder/hic_Accommodation_Plan_for_Teachers_and_Parents_LD_and_ADHD.aspx

http://ccf.buffalo.edu/pdf/school_daily_report_card.pdf

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be

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posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing underlying assumptions</i> , <i>interpreting</i> and <i>evaluating relevant information</i> ,

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and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.