Course Syllabus

Idaho State University - Albion Institute

What Every Teacher Should Know About ADHD (PD)

EDUC 5597 - 0126

Description

Attention-Deficit/Hyperactivity Disorder (ADHD) is highly common among school-age students, making an understanding of ADHD essential for K–12 educators and school leaders. This course examines how the ADHD brain functions and how ADHD can influence students' academic, social, and emotional experiences. Participants will develop greater insight into the needs and strengths of students with ADHD and consider how informed support can improve students' learning experiences and sense of self.

Participants will learn practical, evidence-informed strategies for supporting the academic, social, and emotional growth of students with ADHD. Research shows that the more trained and equipped educators and leaders are in working with neurodivergent students, the less burned out and more confident they feel in working with these students. The course also addresses approaches that can strengthen teacher-student and parent-teacher relationships, helping educators create more effective and supportive learning experiences for students with ADHD.

Enrollment, Delivery, and Completion Information

- EDUC 5597: What Every Teacher Should Know About ADHD
- Course Completion: 30 clock hours awarded upon successful completion (graded as Satisfactory/Unsatisfactory)
- Enrollment Type: Open enrollment with self-registration
- Completion Timeframe: Six months from the date of enrollment
- Delivery Format: Fully online
- Purpose: K-12 professional development for recertification/relicensure and, where applicable, salary advancement.*

*Always check your state's relicensure requirements and your school or district's requirements before registering for a course to confirm how the course may be used.

Recertification and Professional Advancement Statement

Successful completion of this course results in a satisfactory or unsatisfactory completion status. This course provides 30 clock hours of professional development that may be applied toward teacher license renewal or recertification requirements. Learners enroll as non-matriculated students, and course completion is recorded on an Idaho State University transcript.

Depending on state, district, employer, and applicable salary schedule requirements, these clock hours may also be eligible for salary advancement, lane movement, or other forms of professional advancement. Acceptance and application of clock hours toward recertification, salary advancement, or other professional purposes are determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, district policy, or other approving entity. Educators are encouraged to verify eligibility and obtain any required pre-approval before enrolling.

Student Expectations

Learners are expected to complete all activities and engage with the content in good faith. The course includes academically engaging learning through readings, lectures, videos, applied activities, and other instructional materials designed to support professional learning and implementation in educational settings. Successful completion requires meaningful participation in all required course components and learning activities as described below:

- Spend the time necessary to complete all assigned learning materials, activities, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools (e.g., PowerPoint), Adobe Acrobat files (PDF), file downloads and uploads, and viewing videos.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student's ability to complete assignments successfully, particularly those involving file handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

General Technology Hardware for Online/Hybrid Courses - ISU Help Desk

No textbook purchase is required for this course.

Learning Outcomes

1. Describe three key features of ADHD brain functioning and identify six common ADHD symptoms in youth.
2. Explain the attention and direction-following challenges associated with ADHD and apply five strategies to support focus and compliance.
3. Identify three learning challenges commonly experienced by learners with ADHD and implement subject-specific instructional tools to support learning.
4. Analyze how ADHD-related impulsivity and behavioral challenges can interfere with learning and apply five strategies to increase engagement, strengthen the teacher–learner relationship, and support self-esteem.
5. Explain how ADHD affects organization and time management and apply five effective strategies to improve organization and time awareness.
6. Describe three ways ADHD brains are uniquely motivated and use supportive approaches to build learner self-esteem and emotional regulation.
7. Explain why homework completion can be difficult for learners with ADHD and apply five strategies to increase success with independent work.
8. Apply five practical approaches to strengthen parent–teacher collaboration and select effective accommodations that support learners with ADHD.

Course Modules

Time Allocation	Module Content

3.5 hrs	Module 1: Understanding ADHD– Discovering Truth about the Highly Misunderstood Disorder
3.5 hrs	Module 2: Focusing and Following Directions
3.5 hrs	Module 3: Learning Challenges
3.5 hrs	Module 4: Emotions, Behavior and Hyperactivity
4.5 hrs	Module 5: Executive Functioning: Organization & Time Management
3.5 hrs	Module 6: Motivation, Emotions and Self-Esteem
4.5 hrs	Module 7: Homework and Studying
3.5 hrs	Module 8: Accommodations and the Teacher- Parent Relationship

Assignments and Grading

Successful course completion requires participants to complete all required learning activities and achieve a score of at least 80%.

Academic Integrity

Students are expected to follow institutional policies on academic honesty. Plagiarism, cheating, or misrepresentation of work undermines learning and will result in appropriate consequences as defined by university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the Disability Services office as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.