



Classroom Strategies for Every Teacher: ADHD, Autism, Sensory Processing Solutions for Behavior, Attention, and Regulation

EDUO 9413

3 Semester Credit/Units

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Course Syllabus

Course Overview

Regular education teachers must effectively manage behavior, attention and regulation concerns stemming from ADHD, Autism, and Sensory Processing Disorder daily and sometimes with little or no training in these areas. Gain knowledge to effectively address these concerns. This course is designed for teachers PreK-4th grade who want to learn strategies that they can use today in their classroom with students who present with these or similar disorders. Learn directly from the author, an occupational therapist, how to effectively structure your classroom and adapt activities to better meet the needs of today's classroom population.

Course Objectives:

In this course, participants will have opportunity to:

- To understand the unique characteristics of ADHD, Autism, and Sensory Processing Disorders
- To learn the different types of sensory processing disorders and how to tell the difference between them.
- To learn the different types of ADHD, along with the myths and facts of the disorder.
- To learn basic characteristics of children with autism, along with the myths and facts of autism.
- To learn about the different types of therapy available within the school districts and outside of the school districts available to students with these diagnoses.
- To learn how classroom design affects students with these diagnosis's along with better classroom design for better attention, behavior, and regulation.
- To learn the different types of sensory strategies to implement in the classroom
- To learn how to improve behavior based on sensory clues.
- To be able to review case studies, identify the problem behavior, the sensory clues, and provide ideas to help improve the student's behavior.

Course Relation to CCS or other Professional Standards

This course aligns to the standards for:

- * Standard 1 Engaging and Supporting All Students in Learning
 - * 1.1 Using knowledge of students to engage them in learning
- * Standard 2 Creating and Maintaining Effective Environments for Student Learning

- * 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- * Standard 6 Developing as a Professional Educator
 - *6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
 - * 6.6 Managing professional responsibilities to maintain motivation and commitment to all students

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3). Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading assessment rubrics for written projects and for presentation projects are found in this document.

Course Assignments

There are 7 modules which comprise this course. The modules will guide you through your current knowledge on the course matter, to gaining knowledge, to doing your own research on the course matter, to sharing and gaining tips, analyzing current students, and reflecting on how you will utilize these techniques in the classroom.

Module one

Overview	Teachers come from a place of a lot of knowledge on this course matter to little knowledge. It is important for the teacher and course instructor to understand this starting point, as well as what the teacher would like to gain from this course.
Goals/objectives	By the end of this module, the teacher will have identified their own starting point along with what they want to gain from the course.
Assignments	Write a bio about yourself, including grade you currently teach and any prior coursework/in-services you have taken on this topic of sensory processing, ADHD, and autism as it relates to behavior, attention and regulation. Please provide any knowledge you already have on this subject which you want to share. Please also provide what you hope to gain from this course. Please place this document in the drop box.

Module two

Overview	Teachers benefit from hearing the perspective of his subject from both a parent and student.
Goals/objectives	The teacher will appreciate the student's and parent perspective. The teacher will learn where a parent may be coming from when they ask for special accommodation for their child. The teacher will learn to appreciate when a student asks for a break, etc.
Assignments	Watch the following two minute videos: 1. Dear Teacher Heartfelt Advice for Teachers from Students https://www.youtube.com/watch?v=7fq6b70zos 2. The reality of parenting a child with sensory processing disorder https://www.bing.com/videos/search?q=the+reality+of+parenting+a+c

Module three

Overview	Behavior, Attention, and Emotional Regulation as it relates to Children with ADHD, Autism, and Sensory Processing Disorders is often a complex, overwhelming subject for teachers to think about tackling. Through this book, the steps to help these students is clearly broken down into do-able chunks, from identifying the issue to identifying strategies to help.
Goals/objectives	The teacher will learn classroom strategies as it relates to attention, regulation, and behavior for children with ADHD, autism, and sensory processing disorder.
Assignments	<p>Read and take your own notes on the book: Classroom Strategies for Children with ADHD, Autism, and Sensory Processing Disorders: Solutions for Behavior, Attention, and Emotional Regulation by Karen Hyche and Vickie Maertz. Used copies are available on amazon at: https://www.amazon.com/Classroom-Strategies-Children-Processing-Disorders/dp/1936128802</p> <p>There are also digital copies available here:</p> <p>https://www.christianbook.com/Christian/Books/easy_find?Ntt=Classroom+Strategies+For+Children+with+ADHD%2C+Autism+%26+Sensory+Processing+Disorders%3A+Solutions+for+Behavior%2C+Attention+and+Emotional+Regulation&N=0&Ntk=keywords&action=Search&Ne=0&event=ESRCG&nav_search=1&cms=1&ps_exit=RETURN%7Clegacy&ps_domain=www</p> <p>Please choose your 3 favorite chapters. For each chapter, please write a one paragraph summary of the chapter and one paragraph on your thoughts on the chapter, something you did not know prior to reading the chapter, or something that really spoke to you in the chapter. Please place this document in the drop box.</p>

Module four

Overview	Teachers will seek out additional resources on this subject matter.
Goals/objectives	Teachers identify resources where they can find additional information of this subject so that they can continue to learn and help students after this course is completed.
Assignments	Do your own research! Research anything further that you want to gain more knowledge on related to the reading you completed. The research may be online or through further books. Please choose two sources you gained additional knowledge through and write a one paragraph summary for each source. Please place this document in the drop box.

Module five

Overview	Teachers will start to think about strategies they can use with the students in their classrooms.
Goals/objectives	Teacher will identify strategies they have used or can use with these students.
Assignments	Need a tip, take a tip! Have a tip, leave a tip! Please share a tip on managing students' attention, regulation, and/or or behavior with children with ADHD, autism and/or sensory processing disorder. Please share this tip on the discussion board by starting a new thread. Please read a tip while you are there!

Module six

Overview	Teachers will think about students in their classroom who exhibit attention, regulation, and/or behavior concerns. They will go through the outline in the book to help guide them to strategies to implement.
Goals/objectives	Teachers will gain the confidence to successfully identify students in their classrooms with these concerns. They will identify the signs they are seeing, choose a solution along with why the solution would help, and state how to implement the solution.
Assignments	Case study time- Let's do this! Choose 2 students in your classroom who have a diagnosis of ADHD, Autism and/or sensory processing disorder, or who exhibit symptoms of one of these diagnoses. Use the structure outlined in chapter 10 of the book Classroom Strategies for Children with ADHD, Autism, and Sensory Processing Disorders: Solutions for Behavior, Attention, and Emotional Regulation to guide your case study review. For each student, outline the following: Signs/symptoms, teacher concerns, solution, reason, and how to implement. Please place this document in the drop box. Please then try your implementation for your final assignment.

Module seven

Overview	Teachers will reflect on what they learned.
Goals/objectives	Teachers will identify the growth made during this course. They will gain the confidence to implement strategies in the future.
Assignments	Reflection. Please reflect on what you learned in this class, how the implementation of your strategies worked or did not work, what you will try or not try to implement going forward, and what if anything you would like to learn more of on this topic. Please place these thoughts in a one page paper. Please place this document in the drop box.

Addendum:

1. www.OTTOOLBOX.com

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
Shows exemplary understanding of behavior, regulation, and attention as it relates to students with ADHD, Autism, and Sensory Processing disorder.	Shows basic understanding of behavior, regulation, and attention as it relates to students with ADHD, Autism, and Sensory Processing disorder	Needs more time to develop an understanding of behavior, regulation, and attention as it relates to students with ADHD, Autism, and Sensory Processing disorder
Shows exemplary application of new knowledge evidenced by specific and accurate strategies in the case study implementation plan.	Shows basic application of new knowledge evidenced by specific and accurate strategies in the case study implementation plan.	Needs more time to develop the application of new knowledge evidenced by specific and accurate strategies in the case study implementation plan.
Work is very organized. Supporting material is easy to locate, clearly labeled and aligns with course assignments.	Work is fairly-well organized. Supporting material is hard to locate, not clearly labeled, aligns only loosely to course assignments.	Work is poorly organized. There is a lack of supporting material, the material is not related to course assignments.
Assignment content and projects are original.	Assignment content and projects are original.	Assignment content and projects may not be original.
Assignment content aligns with course learning objectives and subject-related professional standards	Assignment contents align with course learning objectives and subject-related professional standards	Assignment content does not align with course learning objectives and subject-related professional standards
All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.	All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.	Submitted work does not follow suggested formatting. Work has numerous spelling and grammatical errors. Resources are not cited.