

# Attention Deficit Disorder: Information & Interventions for Effective Teaching

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## Introduction

Welcome to *Attention Deficit Disorder (ADD)*, an interactive computer-based instruction (CBI) course, designed to help you achieve a better understanding of ADD and intervention strategies to facilitate positive student change. *Attention Deficit 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. The course helps you through the referral process when you feel a student needs services beyond what you are capable of or comfortable providing in your classroom environment. This course also lists resources for both teachers and parents who would like more help or information about ADD.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Information on installation and technical support can be found, and will be covered in detail, in the User Guide section of your computer software.

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## Course Materials

Title: *Attention Deficit Disorder: Information & Interventions for Effective Teaching*  
Author: Nancy Marchand-Martella, Ph.D., Ronald C. Martella, Ph.D., Charalambos Cleanhous, Ph.D.  
Publisher: Virtual Education Software, Inc. ©1999, Revised 2001  
Instructor: Mick R. Jackson MS/ED

**There is a \$25 replacement fee for CD-roms.**

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## 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 CBI 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.

### 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 may result in the assignment of a failing grade and subsequent loss of credit for the course.***

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## Level of Application

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

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## Course Objectives

- To define the characteristics of attention deficit for better understanding of the disorder
  - To provide a history of the disorder to increase knowledge and understanding
  - To increase ability to identify and assess students possibly having the disorder
  - To increase the number of intervention strategies available to remediate academic problems and distracting or self-defeating behaviors
  - To provide information on various treatment methods used in the treatment of this disorder
  - To increase knowledge of the referral process for parents and/or professionals in education
  - To provide resources for teachers and parents to help them and the students with whom they work
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## Course Description

The course *Attention Deficit Disorder* has been divided into four sections. This course will provide information on such issues as definition, history, treatment and even some referral 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 what causes the disorder. This may also help you understand why students with ADD have behavioral problems in the classroom and other school settings.

The first section is “**History, Definitions, Assessment, and Special Education**”; it gives a clear picture of how to assess the disorder. Much of this information may be a review, but this section has been added so that upon completion of this section you will be familiar with the laws governing special education students with ADD and ADHD. Although this information may be somewhat dry, it is critical information for a classroom teacher working with ADD and ADHD students. Although the information in this section is complete and thorough, there is much information published about Attention Deficit Disorder and Hyperactive 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 ADD students 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 second section of the *Attention Deficit Disorder* course is titled “**Medications, Stimulants, Resources and Gaining**.” This section discusses the occurrences of the disorder and some of the possible causes. The information in this section serves to increase your background knowledge of ADD and 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 cause of the disorder will also help in the understanding of a child and his/her behavioral problems as well as his/her academic needs.

The third section is “**Curriculum Modifications and Study Skills**.” In this section you will be given information on various evaluation materials used to assess areas of academic weakness. If you have completed assessments on ADD children in the past, some of these assessment tools may be familiar. However, some of the assessment tools may help you gain more insight into the particular problem or issue with an individual child.

Section four, “**Interventions, Functional Assessment, Reinforcements and Punishments**,” will review the rights of the child and the responsibilities of the school district and of the classroom teacher. You will also be taught the different aspects of reinforcement techniques most commonly used.

These four sections should give you a firm understanding of ADD, its diagnosis, possible causes, assessment, and the laws surrounding the disorder.

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

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## **Student Expectations**

As a student you will be expected to:

- Complete all information sections covering Attention Deficit Disorder, showing a competent understanding of the material presented.
  - Complete all section examinations, showing a competent understanding of the material presented.
  - Complete a review of any section on which your examination score was below 70%.
  - Retake any section examination, after completing an information review, to increase that section examination score to a minimum of 70% (maximum of three attempts).
  - 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.
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## **Course Sections Overview**

### ***Section 1: History, Definitions, Assessment and Special Education***

#### **1. Introduction**

This section helps teachers, school officials, community agencies, and parents understand the procedures for diagnosing ADD and ADHD. It will also explain some of the common characteristics of ADD children.

#### **2. Related Factors**

This section will discuss prevalence rates among cultures, genders, age groups, and other demographic groups. It will explore and explain possible causes of both ADD and ADHD.

#### **3. Ways of Assessing**

This section discusses the various assessment tools and procedures that can be used in the assessment of both academic and behavioral deficits in the Attention Deficit Disorder child.

#### **4. Special Education**

This section will provide information on the federal laws that govern both special education in general and the specific laws and codes that apply to the ADD and ADHD child in particular.

### ***Section 2: Medications, Stimulants, Resources and Gaining***

#### **5. Resources, Gathering Info**

This section will cover both the scientific approaches to understanding ADD 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 ADD and ADHD.

#### **6. Medications and Stimulants**

This section focuses on the various medications and stimulants used by individuals with ADD. It covers the support research on medications and stimulants.

### ***Section 3: Curriculum Modifications and Study Skills***

#### **7. Curriculum Modification**

This section focuses on the various instructional methods and adjustments that can be made in a teacher's instructional method to accommodate the ADD child. The focus is to help teachers gain new skills and insights into how best to work with an ADD child in both structured and unstructured settings. This section also focuses on helping ADD students 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 home setting to increase overall learning skills and help with the generalization of learning skills taught in the classroom.

### ***Section 4: Interventions, Functional Assessments, Reinforcements and Punishments***

#### **8. Intervention and Functional Assessment**

This section discusses intervention strategies that can be used to help an ADD or ADHD student 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.

#### **9. Reinforcement**

This section discusses some of the typical behavior management problems associated with ADD and ADHD children. It then covers accepted prevention techniques that can be used in a variety of settings to help reduce the chances of a behavior problem. This section 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 section, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. After your third attempt, each examination will lock and not allow further access. Your final grade for this course will be determined by calculating an average score of all section exams. This score will be printed on your final certificate. 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.

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### **Writing Assignments**

This course has two required writing components:

#### **TO SAVE YOUR ESSAYS:**

**Macintosh:** When you select the question or article you wish to write on, simple text or text edit will automatically be launched. When you are finished, simply click on FILE>SAVE. **Do not select SAVE AS.** You do not need to give the document a name before saving. When you are done, select FILE>QUIT. **You must quit before you write another essay.**

**Windows:** When you select the question or article, notepad will automatically launch. When you are finished, click on FILE>SAVE. **Do not select SAVE AS.** You do not need to give the document a name before saving.

#### **1) *Essay Requirement: Critical Thinking Questions***

There is a *critical thinking question* for each chapter or section. You will do research on the question and write a brief essay upon relating it to the course content (and your personal experiences when possible). To view the questions, click on ESSAY REQ, then on CRITICAL THINKING QUESTIONS. You will see the questions, one for each chapter or section. Click on the question you would like to work on; this will bring up a screen where you can enter your essay. You must write a minimum of 500 words per essay.

#### **2) *Essay Requirement: Journal Articles***

This task requires you to write a review of three journal articles of your choice on a topic related to this course. You may choose journal articles outside the instructor's selected list, provided the content of the article relates to the course and you provide the journal name, volume, date and critical information so that the instructor can access and review that article. You must write a minimum of 200 words for each essay. To view the instructor list of journal articles and write your essays, click on ESSAY REQ. The VIEW ARTICLE button will lead you to a document, listing articles the instructor recommends for your research. In the dialog box below that, click on JOURNAL ARTICLE ASSIGNMENT; this will expand the folder, which contains links to the screens where you can write your reviews. When you are ready to stop, click on FILE>SAVE. You may go back at any point to edit your essays. For more information on the features of this assignment, please consult the HELP menu.

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### **Instructor Description**

*Attention Deficit 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, the instructor of record, is a Behavioral Intervention Specialist with a Master's Degree in Special Education and 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 Disorder*, presenting to school districts, teacher groups, and at educational conferences.

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### **Contacting the Instructor**

You may contact the instructor by emailing Mick at [mick@virtualeduc.com](mailto:mick@virtualeduc.com) or calling him at 509-891-7219, Monday through Friday, 9:00 a.m. - 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten 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 CD, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at [www.virtualeduc.com](http://www.virtualeduc.com) and also the Help section on your course disk.

If you need personal assistance then email [support@virtualeduc.com](mailto:support@virtualeduc.com) or call (509) 891-7219. When contacting technical support, please know your course version number, it is printed on the CD label, your operating system and be seated in front of the computer at the time of your call.

## Minimum Requirements

### *Macintosh Operating Systems*

Mac OS 9.x or OS 10.x, 256MB of RAM and 5MB of free hard disk space, 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

### *Windows Operating Systems*

Windows 2000, XP Home, Professional or newer, 256MB of RAM and 5MB of free hard disk space; 15" or larger color monitor with a minimum resolution of 800x600, CD driver 4x minimum speed and a printer connected to your computer.

Please contact VESi if you have any questions about the compatibility of these systems.

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***Refer to the addendum included with your software package regarding Grading Criteria, Course Completion Information, Items to be Submitted, and where to send your completed information.***

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