

COURSE TITLE: AD/HD: SUCCESS STRATEGIES FOR THE IMPULSIVE LEARNER

NO. OF CREDITS: 3 QUARTER CREDITS WA CLOCK HRS: 30
[Semester Cr Equivalent: 2.00] OREGON PDUs: 30

INSTRUCTOR: BRENDA MCKINNEY, M.A.
360/607-6033 bbbbrain@comcast.net

ASSIGNMENT CHECKLIST

This assignment checklist will help you plan your work. Please check off completed items

CLOCK, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS

A. INFORMATION ACQUISITION

- ___ #1: Read the introduction. Summarize in 2-pages. **Send to instructor.**
- ___ #2: Read chapter 2 on 'Who Really Has It'. Write a 2-page commentary. **Send to instructor.**
- ___ #3: Read chapter 3 and summarize the biology of AD/HD in 2-3 pages. **Send to instructor.**
- ___ #4: Read the chapter on diagnosis. Write a 2-page response. **Send to instructor.**
- ___ # 5: View SPECT scans of AD/HD brains. Write a 2-3 page summary. **Send to instructor.**
- ___ # 6: In 2-3 pages discuss the drug and non-drug therapies available. **Send to instructor.**
- ___ #7: Go online & preview the 6 subtypes of AD/HD. Write a 2-3 page reflection. **Send to instructor.**

If you are doing this course for Clock Hrs or PDUs then you are done.

400 & 500 LEVEL ASSIGNMENTS

B. LEARNING APPLICATION

- ___ # 8: Describe in 2-3 pgs the change in your attitude toward AD/HD students. **Send to instructor.**
- ___ # 9: Develop a list to improve learning for AD/HD students. **Send to instructor.**
- ___ #10: Create a list of accommodation tips essential to your success. **Send to instructor.**
- ___ #11: In 2-3 pages describe the pay-offs in understanding AD/HD learners. **Send to instructor.**

500 LEVEL ASSIGNMENT

- ___ #12: In addition to the 400 level assignments, complete **one** of the following:
 - Create a list of resources that will help you work with your students. **Send to instructor.**
 - Create a PowerPoint to share what you learned with other teachers. **Send to instructor.**
 - Create a plan to educate parents about this new look at AD/HD. **Send to instructor.**
 - Another assignment of your own choice, with the instructor's prior approval. **Send to instructor.**

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER:

- ___ #13: Complete a 2-3 pg Integration Paper responding to the syllabus questions. **Send to instructor.**

NOTES:

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your papers by their actual names, but rather use an alias or designation such as "Student A."

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COURSE DESCRIPTION:

Diagnoses of AD/HD are exploding in the student population. As a teacher, administrator, staff developer or counselor, it is up to you to meet the needs of these students. This remarkable new book, *A New View of AD/HD*, gives educators "hope" as it examines the positive attributes of AD/HD and builds on the characteristic strengths. By embracing, rather than resisting differences in AD/HD students, a very productive and rewarding learning relationship is possible. *A New View of AD/HD* does a great job of examining the most current research and offering practical insight into how to get the best out of these distracted students. A common-sense approach offers concise action steps that really work. Your frustration will be dramatically reduced when you understand how to identify and teach to strengths instead of focusing on areas of weakness. You'll be amazed by how much more effective you'll be!

- Specific instructional techniques and practical applications that provide strategies for change.
- Ways of dealing with AD/HD students in your classroom
- Up-to-date findings on highly effective treatments and the dark side of drugs.
- A revolutionary view that challenges the old view of dysfunctional ADHD students
- Accommodation tips galore for both parents and teachers.

This course is appropriate for teachers of all subjects, grades K-12.

Order the text from Amazon, Barnes & Noble, or Corwin Press. *A New View of AD/HD: Success Strategies for Impulsive Learners* by Eric Jensen. Paperback: \$19.95, published 2003.

LEARNING OUTCOMES:

Upon completion of this course, participants will have:

1. Studied curricular design and practices that result in integration of models of best practice that lead to a better contingency-management skills and planning for all students, not just AD/HD
2. Challenged preconceived notions of learning differences while looking at the strengths of the AD/HD student
3. Explored the diagnosis controversy
4. Reviewed and designed their own professional self-development path to meet the needs of their AD/HD students
5. Studied biology and how this affects the frontal lobes
6. Reviewed and researched who really has AD/HD

COURSE REQUIREMENTS: Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 60 Washington State Clock Hours or 60 Oregon PDUs. The Heritage Institute is an approved provider of Washington State Clock Hours and Oregon PDUs.

ASSIGNMENTS HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

- Read the introduction to the book, *A New View of AD/HD*, which provides a revolutionary new look at AD/HD and why the name change has been created.
- Summarize in a 2-page paper, or create a mind map, showing the changes.
- Be sure to include information on why AD/HD has increased, why it is not outgrown, the reason it is co-morbid with other symptoms, and whether there is a difference in gender.
- **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #1.'**

Assignment #2:

- Read chapter 2, "Who Really Has It?"
- Write a 2-page commentary.
- Be sure to include what was new information for you and the significance for your classroom.
- Be sure to include information on why AD/HD has increased, why it is not outgrown, the reason it is co-morbid with other disorders, and whether there is a difference in gender.
- **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #2.'**

Assignment #3:

- Read chapter 3.
- Summarize the biology of AD/HD in 2-3 pages.
- Be sure to include symptoms of the frontal lobes, chemical dysfunction, and heredity.
- What was new information for you in this section?
- **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #3.'**

Assignment #4:

Read the chapter on diagnosis. Write a 2-page response about the diagnosis controversy.

Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #4.'

Assignment #5:

- Now go to <http://www.amenclinics.com/brain-science/spect-image-gallery/spect-atlas/images-of-attention-deficit-disorder-addadhd/>.
- View the slides of AD/HD children before and after medication.
- Make sure you look at a normal brain before you begin.
- <http://www.amenclinics.com/brain-science/spect-image-gallery/spect-atlas/images-normal-and-abnormal/>.
- Write a 2-3 page summary.
- Include what was new information for you.
- Is this the first time you have seen a SPECT scan?
- How does viewing the gallery further confuse the information on diagnosis?
- **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #5.'**

Assignment #6:

- In 2-3 pages discuss the drug and non-drug therapies available and their effectiveness.
- What was new learning for you and what will have the most significance for your classroom.
- **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #6.'**

Assignment #7:

- Go online to <http://www.amenclinics.com/clinics/information/ways-we-can-help/adhd-add/> to preview the 6 subtypes of AD/HD according to Dr. Amen. Also view the common treatment hints.
- In 2-3 pages reflect upon the following: Do you agree or disagree with the idea of the types? How can this understanding help you in the classroom?

Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #7.'

This completes the assignments required for Hours.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**B. LEARNING APPLICATION**

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom.

Assignment #8: (Required for 400 and 500 Level)

Describe in 2-3 pages the change in your attitude toward AD/HD students and what was most meaningful to you. **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #8.'**

Assignment #9: (Required for 400 and 500 Level)

Develop a list of ways to improve learning for AD/HD students in your own classroom after reading, "Solutions for Educators," chapter 7. **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #9.'**

Assignment #10: (Required for 400 and 500 Level)

Create a list of accommodation tips that will be essential to your success. Create a chart or a mind map. **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #10.'**

Assignment #11: (Required for 400 and 500 Level)

Describe in 2-3 pages the pay-offs for you in providing a classroom that understands and supports AD/HD learners. **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #11.'**

500 LEVEL ASSIGNMENT

Assignment #12: (500 Level only)

In addition to the 400 level assignments, do **one** of the following:

- Create a list of resources (web sites, journals, texts) that will help you work with your students, with notes regarding the value of each and/or how you will use them.
- Create a PowerPoint in-service to share what you learned in this course with other teachers.
- Create a plan to educate parents about this new look at AD/HD and improve their awareness.
- Another assignment of your own choice, with the instructor's prior approval.
- **Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #12.'**

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level Credit)

Write a 2-3 page Integration Paper answering these five questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to Brenda: bbbrain@comcast.net. Subject line to read 'AD-HD #13.'

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Brenda McKinney, MA Nationally Certified Brain Instructor, brings 25 + years of educational experience as a classroom teacher 6-12, a mentor teacher, consultant, motivational speaker, university instructor, and a reading specialist to each of her classes. Brenda provides consultation, seminars, in-services, and dynamic presentations to schools, businesses, and organizations throughout the Pacific Northwest. She has a MA from Washington State University, is Nationally Certified in Brain Based Learning through Jensen Learning Corporation, and has her BA from University of Washington. She has presented at regional, state, national, and international conferences on reading and on neuroscience and education. Brenda currently teaches for Skyview High School, an open concept school in Vancouver, WA, where she specializes in English and psychology and working with at-risk students. Brenda is the CEO of her own company, BrainVolution, and brings her unique teaching style and enthusiasm to teachers throughout the state. Brenda focuses on the connection between education and neuroscience and how to provide a quality education for all students. Brenda has gone through life changing experiences to achieve the peak state of optimizing her own brain and life. Educators have found success and inspiration from working with Brenda on this personal level. Brenda has been a popular teacher for The Heritage Institute since 2002 and has developed unique courses that support change. Teachers have been delighted with her humor, insight, practical ideas, and willingness to do anything to reach kids.

**AD/HD: SUCCESS STRATEGIES FOR THE IMPULSIVE LEARNER
BIBLIOGRAPHY**

Amen, Daniel Dr. ***Healing ADD: The Breakthrough Program that Allows You to See and Heal the 6 Subtypes of ADD.*** Berkley Publishing Group, 2002.

Dr. Amen begins with a list of dead-on myths (including "ADD is overdiagnosed") and surprising facts ("Many people with ADD are never hyperactive"). From this intriguing beginning flows a highly readable chapter on the signs and manifestations of ADD in all ages. Dr. Amen's full description of SPECT imaging includes multiple brain scan photos that nicely support his theories. But the most satisfying element of this well-researched presentation occurs in the final half of the book; here, Amen thoroughly explores the biological (diet, exercise, medication), psychological (from personal coaching to psychotherapy), and social support (parenting and school strategies) needed to heal each type of ADD.

Ratey, John. SPARK: ***The Revolutionary New Science of Exercise and the Brain.*** New York: Little Brown and Company, 2008. 285 pages. Chapter 2.

Spark embarks upon a fascinating and entertaining journey through the mind-body connection, presenting startling research to prove that exercise is truly our best defense against everything from depression to **ADD** to addiction to aggression to menopause to Alzheimer's. Filled with amazing case studies (such as the revolutionary fitness program in Naperville, Illinois, which has put this school district of 19,000 kids first in the world of science test scores), SPARK is the first book to explore comprehensively the connection between exercise and the brain.

Dendy Ziegler, Chris. ***Teenagers with ADD and ADHD.*** Bethesda, MD: Woodbine House, 2006. ***Teenagers with ADD and ADHD.*** gives parents insight on everything from understanding the diagnosis to treatment options, and from behavioral and academic issues, to parent involvement and self-advocacy. The new edition includes additional or updated information in several areas. A separate chapter on medications provides details on specific drugs, including many new ones, and what research shows about their effectiveness in improving attention, impulse control, and distractibility. Dendy discusses new findings about the role of executive function problems and how they relate to teenagers difficulties with organizational skills, long-range planning, and staying on task. She advises parents on their role in working with schools to find strategies for academic