

**PLEASE NOTE:**  
**SP400A – *HELPING ADD & ADHD STUDENTS***

**Replaces**

**ED408D - *ATTENTION DEFICIT DISORDERS***

**You cannot receive credit for both SP400A and ED408D.**

**COURSE TITLE: HELPING ADD & ADHD STUDENTS**

**NO. OF CREDITS: 3 QUARTER CREDITS**  
**[Semester Cr Equivalent: 2.00]**

**WA CLOCK HRS: 30**  
**OREGON PDUs: 30**  
**CEUs: 3.0\*\***

**INSTRUCTOR: GERI ROHLFF, M.A.**  
**253/862-0228**  
[larger2@earthlink.net](mailto:larger2@earthlink.net) (Put HERITAGE in Subject line)

### **ASSIGNMENT CHECKLIST**

This assignment checklist will help you plan your work. Please check off items as you complete them.

#### **CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS**

##### **A. Information Acquisition:**

- #1:** Read articles 1-5 that the instructor sends you. Read *Driven to Distraction* and *Attention Deficit Disorders: Assessment and Teaching OR Delivered from Distraction*.
- #2:** Read one other book from the bibliography or another RECENT book on the subject.
- #3:** Develop and write 3 lesson plans.
- #4:** Share your plans from #3 and your progress with a peer.
- #5:** Create an annotated bibliography related to adults or students coping with ADD/ADHD.
- #6:** Make a presentation to your teaching staff or another group about adults or children with ADD & ADHD.

**NOTE: If you are doing this course for Clock Hrs, PDUs or CEUs, then #6 is your final assignment.**

#### **400 & 500 LEVEL ASSIGNMENTS**

##### **B. Learning Application:**

- #7:** Implement your plan.
- #8:** Write a 3-4 page paper explaining the plan, the implementation, and the results.
- #9:** Assess student, parent, and teacher attitudes toward your plan.

#### **500 LEVEL ASSIGNMENT**

- #10:** In addition to the 400 level assignments, complete **one (1)** of the following assignment options.
  - Create and share resource packet for teachers related to ADD/ADHD.
  - Create and share a resource packet for parents related to ADD/ADHD.

#### **400 & 500 LEVEL ASSIGNMENT**

##### **C. Integration Paper:**

- #11:** Complete the Integration Paper by responding to the questions listed in the syllabus.

#### **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 paper by their actual name, but rather use an alias or designation such as "Student A."

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**COURSE DESCRIPTION:**

This independent study course will expose teachers of all grade levels and disciplines to the latest information about Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder. Students will read Edward Hallowell's *Driven to Distraction*, and Janet W. Lerner's *Attention Deficit Disorders: Assessment and Teaching*. **OR** Edward Hallowell's *Delivered from Distraction*, and one other recent book on the subject from the suggested book list, and current articles. Teachers will learn to recognize the symptoms, understand the current research on the brain and ADD/ADHD, then devise alternative methods to use in their classrooms so learning can take place. The goal is to reframe teacher fears and frustrations when teaching students with attention disorders with concrete pro-active strategies, thus empowering both teaching and learning.

\$10 Material fee is payable to instructor after registration. Additional costs of approximately \$30 for books to be purchased separately after registration.

**LEARNING OUTCOMES:**

As a result of taking this class, participants will

1. Learn to recognize students with ADD or ADHD in your classrooms, and make the appropriate referrals.
2. Develop empathy for students with ADD/ADHD and for their parents/families.
3. Understand the current information related to the brain and ADD/ADHD.
4. Realize and understand the genetic basis of hyperactivity.
5. Understand the law related to ADD/ADHD.
6. Devise a list of strategies from which you can choose when you are dealing with a student with ADD/ADHD in your classroom.
7. Have information at hand that you can share with your students, their parents, and your colleagues.
8. Move away from frustration and fear of ADD/ADHD and into a pro-active, collaborative arena.
9. Make a commitment to stay current on research regarding ADD/ADHD.
10. Share what is learned in this course with peers.

**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 participants their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units, which translates to 30 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

## UNIVERSITY QUARTER CREDIT INFORMATION:

### • UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

### • REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

- |  |     |
|--|-----|
| 1. Complete <i>Section A: Information Acquisition</i> assignments                          | 30% |
| 2. Complete <i>Section B: Learning Application</i> assignments appropriate for your levels | 40% |
| 3. Complete <i>Section C: Integration Paper</i> assignment                                 | 30% |

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

### REQUIRED TEXT:

- Articles and Information supplied by the instructor
- Books purchased separately:
  - *Driven To Distraction*, by Edward M. Hallowell. Local bookstores carry this for \$12.00.
  - *Attention Deficit Disorders: Assessment and Teaching*, by Janet W. Lerner. Local bookstores can order this \$18.95 VERY INFORMATIVE teaching book.

**OR**

*Delivered from Distraction*, by Edward Hallowell. (About \$15.00)

- Plus one other book of your choice from the bibliography

### MATERIALS FEE:

- \$10 materials fee payable to the instructor will cover the cost of the CHADD handouts and postage. Please complete the order form provided with your registration confirmation.

### HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:

Course Number:

Date:

Assignment #:

Instructor Name:

Course Name:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

## **ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1:**

- Read the articles the instructor sends to you.
- Read Edward Hallowell's best seller, *Driven To Distraction* and Janet W. Lerner's *Attention Deficit Disorders: Assessment and Teaching*.

**OR**

Hallowell's *Delivered from Distraction*.

- As you read either write or audio-tape record the information you find relevant to your teaching situation on a chapter by chapter basis.

#### **Assignment #2:**

Read one other book from the bibliography. Once you have read the book, respond to the following questions:

- What area of the book do you plan to implement in your teaching or life approach?
- Share specific areas of learning that were new to you.
- If you were going to share this book with another person, who would that be and why?

#### **Assignment #3:**

From the readings develop and write 3 lesson plans or series of practical options that you can implement in your classroom for students with ADD/ADHD.

#### **Assignment #4:**

Share your plans from #3 and your progress with a peer. Discuss reactions in written or audiotape form.

To document completion of this assignment, include the following:

- the date the presentation was given
- to whom the presentation was made
- a brief summary of information presented
- why you chose this person
- your evaluation of how the presentation was received as well as any insightful feedback

#### **Assignment #5:**

Create an annotated bibliography of five or more books or articles related to students or adults coping with ADD/ADHD. The annotation should include Title, Author, Publisher (or URL), length of the book or article, date of publication and your review of information contained. Add your opinion of the value of the contents of each book or article as well as any insights you may have.

#### **Assignment #6:**

Make a presentation to your teaching staff, or another group, with information that you have learned about students or adults with ADD & ADHD. It can be in the form of a Power Point, documentary interview or other design with instructor's approval. The presentation should include a copy of any handout(s) you will use.

To document completion of this assignment, include the following:

- the date the presentation was given
- the group to whom the presentation was made
- a brief summary information presented
- why you chose this group
- your evaluation of how the presentation was received

***This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.***

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

## **ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL 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 in session.

#### **Assignment #7: (Required for 400 and 500 Level)**

Implement your plan with a particular student in your classroom.

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

Write a 3-4 page paper explaining the plan, the implementation, and the results.

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

Assess student, parent, and teacher attitudes toward your plan. In other words, when you shared the information and strategies with students and parents, what were their reactions? Did your attempts enhance classroom performance? What evidence can you share to prove this? In a 1-2 page reflection paper, describe what aspects of existing practice pose a barrier to implementing desired practice. Describe any areas that need improvement and how you will modify your instruction. State any unanswered questions that may still exist.

### **500 LEVEL ASSIGNMENT**

#### **Assignment #10: (500 Level only)**

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

**Option A)** Create and share a resource packet for teachers in your school related to ADD/ADHD.

**OR**

**Option B)** Create and share a resource packet for parents related to ADD/ADHD.

### **400 & 500 LEVEL ASSIGNMENT**

### ***C. INTEGRATION PAPER***

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

Write a 2-3 page Integration Paper answering these 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?

### **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:**

**Geri Rohlf, M.A.**, brings over 26 years of experience teaching students who are academically at-risk, learning challenged, and/or honor students. She rec'd B.A. in English from the UC-Davis 1976, and M.A. in Spec. Ed./Learning Disabilities from San Francisco State 1983. Geri teaches in the mainstream and Alternative Ed after school. She is currently the Dept. Chair of English at Auburn Riverside High School in Auburn, WA. In 2007, Geri was inducted into the National Teachers Hall of Fame. She has been recognized in the Who's Who in America's Teachers (2005, 2004, 2002, 2000, 1996), Auburn School District's Secondary Teacher of the Year (2004), Puget Sound's 2005 Regional Teacher of the Year, Auburn Wal-Mart's Teacher of the Year (2004), Washington State Wal-Mart Teacher of the Year (2004), Auburn School Board's Certificate of

Recognition for working with at-risk students (2001), King County's Voc. Ed. Cooperative's Spec. Ed. Teacher of the Year (1995), Christa McAuliffe Award for Excellence in Ed. in the State of Washington (1993), She's teacher friendly, flexible, and loves facilitating classes where the learning is useful in the classroom.

**HELPING ADD and ADHD STUDENTS  
BIBLIOGRAPHY & SUGGESTED READING LIST**

- Alfultis, Susan. *Inside Attention Deficit Disorder*. Available through ADDA 800/487-2282. 1991.
- Barkley, Russell. *Taking Charge of ADHD: The Complete, Authoritative Guide for Parents*. Guilford Publications, NY. Dec.1995. To order, call 800-365-7006, FAX 212/966-6708. \$16.95 paperback.
- Corman, Cliff; Trevino, Esther. *Eukee The Jumpy Jumpy Elephant*, ADD Warehouse. 800/233-9273
- Fowler, Mary. *Maybe You Know My Kid. A Parent's Guide to Identifying, Understanding and Helping Your Child with Attention Deficit Disorder*. Birch Lane Press. 1990.
- Gordon, Michael; McClure, Daniel. *The Down & Dirty Guide to Adult ADD*. GSI Publications, Inc. New York FAX 315/446-2012.
- Hallowell, Edward and Ratey, John. *Answers to Distraction*. Pantheon. 1994.
- Hallowell, Edward and Ratey, John. *Driven to Distraction*. Touchstone Books. 1994.
- Hallowell, Edward and Ratey, John. *Delivered from Distraction*. Ballentine Books. 2006.
- Hartman, Thom. *ADD Success Stories*. Trade Paper. 1995. 800/233-9273)
- Ingersoll B.D. & Goldstein, S. *Attention Deficit Disorder and Learning Disabilities: Realities, Myths, and Controversial Treatments*. Doubleday. 1993.
- Kelly, Kate and Ramundo, Peggy. *You Mean I'm Not Lazy, Stupid, or Crazy?!* Tyrell and Jerem Press, Box 20089, Cincinnati, OH 45220. 1993
- Lerner, Janet. *Attention Deficit Disorders: Assessment and Teaching*. Brooks/Cole Publishing, 1995.
- Pera, Gina. *Is It You or Me or Adult ADD?* 1201 Alarm Press, 2261 Market Street #230, San Francisco CA 94114 (1 888 891-6668) 2008
- Ratey, Nancy. *The Disorganized Mind: Coaching Your ADHD Brain to Take Control of Your Time, Tasks, Talents*. St. Martin's Press, NY 2008.
- Rief, Sandra. *How To Reach and Teach ADD/ADHD Children*. ADD Warehouse. 800/233-9273.
- Sarkis, Stephanie Moulton. *Making the Grade with ADD: Student's guide to Succeeding in College with ADD*. New Harbinger Publications, Oakland, CA. 2008.
- Solden, Sari. *Women With Attention Deficit Disorders*. Underwood Books. 1995. To order this book on tape, write to Sari Solden, MS. P.O.Box 3320, Ann Arbor, MI 48106.
- Weiss, Lynn. *Attention Deficit Disorders in Adults: Practical Help for Sufferers and Their Spouses*. Taylor Publishing Company. 1992.

**OTHER BIBLIOGRAPHIC SOURCE:**

ADD Warehouse  
300 N.W. 70th Avenue, Suite 102  
Plantation, Florida 33317.  
800/233-9273

This company distributes a catalog of books, videotapes, and other resources on ADD