

SED-919: Transforming Classrooms for Students with ADHD

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K-12 Teachers
Course Access: <https://connect.fresno.edu>

Course Description

Move beyond surface-level strategies and rethink ADHD through a practical, classroom-ready lens. This fully self-paced course equips K-12 educators with research-based tools to understand attention, behavior, and executive functioning in real learning environments. Aligned with professional standards, participants will analyze authentic student scenarios, redesign instruction, and build supports that work immediately. Educators will leave with a personalized toolkit to improve engagement, reduce barriers, foster student independence, and create inclusive classrooms where learners with ADHD can thrive.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books:

- Bass, Richard. (2024). *A Teacher's Guide to Managing ADHD in the Classroom: Teaching Success from Kindergarten to High School*. RBG Publishing. ISBN-13: 978-1958350270. <https://a.co/d/07PEcilz>
- Holderness, Penn and Kim. (2025). *ADHD is Awesome*. Harper Horizon. ISBN-13: 978-1400338627. <https://a.co/d/09cRa4Pc>
- OPTIONAL: Bass, Richard. (2026). *Teens Who Thrive 12 Success Stories: Real Stories of Teens with ADHD*. RBG Publishing. ISBN-13: 978-1958350461. <https://a.co/d/042v4tIY>

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Ethical Principles and Professional Practice Standards for Professional Educators

(<https://www.cec.sped.org/>)

Special educators are guided by the ethical and professional expectations of the Council for Exceptional Children (CEC). Ethical principles, expectations, practice standards, and professional policies outline ways to respect the diverse characteristics and needs of individuals with exceptionalities and their families. The CEC is committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgement to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individual with exceptionalities.

11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course the student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Apply ethical principles and professional judgement, and legal/policy frameworks to support students with ADHD in ways that protect their dignity, safety, and well-being.	2, 7, 8, & 9	CE 2, 5
2. Design and implement developmentally appropriate, inclusive learning environments that maintain high expectations and promote meaningful participation for students with ADHD across K-12 settings.	1, 3 & 10	CE 2, 4
3. Use evidence-based practices, instructional data, and professional knowledge to design and evaluate academic, behavioral, and executive functional supports.	2 & 6	CE 4, 6
4. Collaborate effectively with colleagues, interdisciplinary teams, and families to support students with ADHD through respectful, culturally responsive partnerships and shared decision-making.	4 & 5	CE 1, 2

5. Advocate for equitable resources, inclusive practices, and improved professional conditions that enhance learning outcomes and quality of life for individuals with exceptionalities.	9 & 10	CE 4, 5
6. Engage in ongoing professional growth by participating in professional organizations, contributing to the field, and supporting the dissemination of knowledge and effective practices.	11 & 12	CE 3, 6

* Please refer to the section on **Ethical Principles and Professional Practice Standards for Special Educators**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Home Page	- Welcome Video - Course Syllabus - Policies and Procedures - Introduce Yourself Forum	
Module 1: Different, Not Less	- Read Intro + Chapters 1-3 (Holderness) - Read Chapter 1 (<i>A Teacher's Guide</i>) - Watch ADHD Video 1 1.1 Discussion Post: Misconceptions about ADHD 1.2 Infographic or Profile Chart 1.3 Reflection: Personal Experience & Bias	20 pts 40 pts 20 pts
Module 2: The Brain's Air Traffic Control	- Read Chapters 4-5 (Holderness) - Read Chapters 2-3 (<i>A Teacher's Guide</i>) - Watch Executive Function Video 2.1 Discussion Post: EF Challenges in Classroom 2.2 Simulation Reflection Activity 2.3 Case Study Analysis	20 pts 40 pts 50 pts
Module 3: Powered by Potential	- Read Chapters 6-7 (Holderness) - OPTIONAL: Read Stories 1-4 (<i>Teens Who Thrive</i>) 3.1 Discussion Post: Strengths vs. Deficits 3.2 Strengths-Based Strategy Plan 3.3 Reflection Journal Choice	20 pts 50 pts 20 pts
Module 4: Designing for All Minds	- Read Chapters 8-9 (Holderness) - Read Chapters 4-6 (<i>A Teacher's Guide</i>) 4.1 Discussion Post: Instructional Strategies 4.2 Differentiated Lesson Plan or Classroom Environment Redesign Plan	20 pts 80 pts
Module 5: Beyond Behavior	- Read Chapters 10-11 (Holderness) - Read Chapters 7-9 (<i>A Teacher's Guide</i>) 5.1 Discussion Post: Intrinsic or Extrinsic Motivation 5.2 Behavior Intervention Plan 5.3 Case Study Analysis	20 pts 80 pts 50 pts

Module 6: Growing Independence	• Read Chapters 12-Conclusion (Holderness) • OPTIONAL: Read Stories 5-8 (<i>Teens Who Thrive</i>) • Watch ADHD Video 2 • 6.1 Discussion Post: ADHD Challenges • 6.2 Self-Advocacy Toolkit or Skill Progression Map • 6.3 Reflection Journal Choice	20 pts 50 pts 20 pts
Module 7: Stronger Together	• OPTIONAL: Read Stories 9-12 (<i>Teens Who Thrive</i>) • Read Chapters 10-11 (<i>A Teacher's Guide</i>) • 7.1 Discussion Post: Family Partnerships • 7.3 Role Play Scenario	20 pts 80 pts
Module 8: From Insight to Impact	• Watch ADHD Video 3 • 8.1 ADHD Support Plan • 8.2 Peer Feedback • 8.3 Reflection and Future Impact	150 pts 25 pts 50 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	945 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and

	utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.