

Syllabus

ADHD: Everyday Strategies for Elementary Students

(3 ECTS)

Author:

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Psychology Programme

Meeting Minute #2.6-06.7/4 dated 28 June 2019

1. Course Description

a. **Title of a Course:** ADHD: Everyday Strategies for Elementary Students

b. **Pre-requisites:**

There are no prerequisites.

c. **Course Type** (compulsory, elective, optional): elective

d. **Abstract:**

This course will provide an overview of ADHD diagnosis and treatment. Course participants can expect to learn about ADHD as a developmental disorder that begins early in childhood, and participants will also learn about evidence-based approaches for diagnosing ADHD. Following that, two evidence-based treatment approaches (the Daily Report Card and Parenting Strategies) will be introduced. (Note these course activities are informational and are not intended to replace working with a licensed/trained professional).

2. Learning Objectives:

Students will be able to identify the behaviors characteristic of ADHD, the components of a diagnosis, and evidence-based treatment procedures that can be used in the school or home.

1. Identify the key areas of functional impairment, symptom presentation, and diagnostic decision-making for youth with ADHD.
2. Develop a behavioral intervention suitable for treating ADHD in the school setting.
3. Apply effective parenting and teaching strategies for supporting youth with ADHD in the home, classroom, and neighborhood.

3. Learning Outcomes:

After completing the course, the student should:

- point the components of an evidence-based assessment approach for diagnosing ADHD;
- know how to plan treatment;
- presents a number of parenting strategies that are best practice for supporting youth with ADHD

4. Course Plan

Week 1

What is ADHD?

This module introduces the history, course, prevalence, and associated issues important for understanding attention-deficit/hyperactivity disorder.

Quiz1

Week 2

Methods of assessment for screening

In this module course participants will learn about the components of an evidence-based assessment approach for diagnosing ADHD and planning treatment.

Quiz2

Week 3

School-based treatment approaches and the Daily Report Card (DRC)

This module explores the uses of an effective school-based treatment, the Daily Report Card.

Resources for Identifying and Treating Children with ADHD

Quiz 3

Week 4

Parenting strategies

This module presents a number of parenting strategies that are best practice for supporting youth with ADHD

Quiz 4

5. Reading List:

a. Required:

1. Практическая нейропсихология: помощь неуспевающим школьникам: нарушения обучения, поведения; дисграфия; дислексия; коррекция СДВГ; трудности общения; эмоциональные расстройства / Ж. М. Глозман, А. Е. Соболева, С. В. Курдюкова, и др.; Под ред. Ж. М. Глозман. – М.: Эксмо, 2010. – 288 с. – (Сер. "Новейший справочник психолога"). - ISBN 978-5-699-34915-9.
2. Does parental ADHD bias maternal reports of ADHD symptoms in children? Faraone S.V., Biederman J., Monuteaux M.C. Journal of Consulting and Clinical Psychology. 2003. T. 71. № 1. С. 168-175. <https://elibrary.ru/item.asp?id=8180170>
3. Differences between college students with adhd and without adhd in the processing of social information Wallace B.A. 2001 <https://elibrary.ru/item.asp?id=5331223>

b. Optional:

1. Big brothers and the child with adhd: effects of adhd knowledge on relationship satisfaction bonaventura j.l. 1995 <https://elibrary.ru/item.asp?id=5658625>
2. Toward a better understanding of adhd: lphn3 gene variants and the susceptibility to develop adhd Arcos-Burgos M., Muenke M.
3. ADHD attention deficit and hyperactivity disorders. 2010. T. 2. № 3. С. 139-147. <https://elibrary.ru/item.asp?id=18459399>

6. Grading System:

The final grade is calculated on the basis of formula

Final result = 0.25 * Quiz 1+ 0.25*Quiz 2+0.25 Quiz 3 +0.25 Quiz 4

Final grade will be given on a scale of 1 to 10 throughout the class. All grades, having a fractional part greater than 0.5, are rounded up. smaller than 0.5, are rounded down.

Testing for each Quiz is carried out on the online platform. All test scores are set as percentages (from 1 to 100), for successful completion you need to score 80% or higher. The final grade for the exam is exhibited on the platform in percentages, that should be transformed in a ten-point scale in accordance with the scale of compliance

- 96 - 100% - 10 points
- 85 - 95% - 9 points
- 80% - 84% - 8 points
- 0 - 79% - 0 points

7. Examination Type:

Sample Questions for assessing the quality of knowledge:

What causes ADHD?

- a) Food dyes, additives and sugar
- b) Poor parenting
- c) Too much time spent on TV
- d) No clear course is known

Which of the following is a good choice for a home-based reward?

- a) a new bike
- b) a trip to a park
- c) Extended bedtime
- d) Rewards don't work, punishment should be towards

8. Methods of Instruction:

Blended course: On-line lectures (<https://www.coursera.org/learn/adhd-treatment>) and out-of-class work.

9. Special Equipment and Software Support (if required): PC, internet acces