Lesson Plan by Daniel Haffner and Kyler Kirby

Lesson: ADHD in the Classroom
Length: 40-50 minutes
Age or Grade Level Intended: College Students

Academic Standard(s):

Performance Objective(s):
Given a scenario, the student will select two appropriate adaptations to use with 100% accuracy as measured by a rubric.

Assessment:
The teachers will prepare a scenario ahead of time for the students. There will be a rubric to go along with the scenario that will identify whether the adaptations selected or not were appropriate.

Advance Preparation by Teacher:
- Computer for powerpoint presentation
- Note-taking guide for each student
- Pencils
- Assessment scenarios

Procedure:

Introduction:
1. Handout the note taking guide and then open the first two links on the PowerPoint slide so the video clip of the puppies is playing while the music is playing. Begin reading from myths and misconceptions section from the notes. (Gardner’s: visual-spatial, verbal-linguistic, musical-rhythmic)
2. After a minute or two, stop the music and video clip and tell students to take the quiz.
3. Give students a minute to attempt to take the quiz. Explain to students that what they just experienced is what a student with ADHD will often feel in the classroom. Tell students that today they will be learning about ADHD and what they can do to help students with ADHD in their classroom.

Step by Step

For all of the sections, be sure that the PowerPoint is following along with the class lecture and discussion sections.
1. Discuss the myths and misconceptions section from the PowerPoint and ask students how some of those ideas that are wrong might affect how a teacher views a student with ADHD. (Bloom’s: Comprehension, Application, Gardner’s: Interpersonal, verbal-linguistic)

2. Introduce students to what ADHD stands for and how it is one of the most common disabilities seen in the classroom.

3. Talk about the first symptom of ADHD. After talking about it, give students a minute to write down in their note-taking guide all the problems that a student with those symptoms could present. Allow one or two students to share with the group their concerns. (Bloom’s: Comprehension, Application, Gardner’s: Intrapersonal, interpersonal, verbal-linguistic)

4. Repeat step 3 for the remaining two symptoms.

5. Go through the 3 subtypes of ADHD
   a. When talking about inattentive, be sure to talk about how girls are often overlooked because girls with ADHD are often the quiet, daydreamers.

6. Give students a minute or two to turn a talk with a partner about one subtype of ADHD and how it could affect a lesson in their subject area. (Bloom’s: Knowledge, Comprehension, Application, Gardner’s: Interpersonal, verbal-linguistic)

7. Go through the slide about what ADHD means for a secondary teacher. (Gardner’s: Visual-Spatial)

8. Go through the two sections about what a teacher can do for their students with ADHD. After going through the two slides tell students that attached to their note-taking guide are additional adaptations and medications that the textbook came up with.

9. Have the students complete the adaptations scenario in their note-taking guide. Allow one or two students to share with the group their adaptations. Have one or two students share with the class their adaptations. (Bloom’s: Knowledge, Comprehension, Application, Gardner’s: Intrapersonal, Interpersonal, verbal-linguistic)

10. Go through the special concerns slide about ADHD and be sure to talk about how students with ADHD medication might be pressured into selling their meds to help their peers focus. Talk about students with ADHD do not do well with social pressure and how teachers need to be aware of the potential for drug selling, especially around tests or finals week.

11. Tell the class that the ideas they saw demonstrated today, the engaging introduction to the lesson, the note-taking guide, and the opportunity to write and share are all adaptations they can make in their own classroom. Ask the class if they have any questions or comments and allow members to share. (Bloom’s: Knowledge, Comprehension, Gardner’s: Interpersonal, visual-spatial, verbal-linguistic)

12. Pass out the assessment scenario the students are to complete individually. (Gardner’s: Intrapersonal)

13. Allow students to work on the assessment for 5 or so minutes and then collect it.

Closing

1. Ask the class to name three things the students did not know before. (Bloom’s: Knowledge)

2. Remind students of the adaptations they saw today and that they have a bibliography of all the resources used in the presentation if they have any continuing questions about ADHD.
Adaptations

Students with a Learning Disability – provide more time to work on the scenarios, allow student to use their notes on the assessment.

Enrichment – Allow student to come up with their own scenario and present it to the class to complete together.

Reflections

Was my introduction engaging?
Did the students meet my objective?
Did I demonstrate the adaptations successfully?
Did my cooperating teacher and I work together successfully?
What should I do different next time?
Assessment Scenario

You have a student in your class who cannot seem to take notes very well. One of class requirements is to take notes in both class and in the textbook at night. Give two adaptations you could do for the student, one adaptation for the notes in class and one adaptation for nightly reading assignments.

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