EDCD 797 004  
Advanced Topics in Education: Counseling Children and Adolescents with ADHD  
Fall 2004  
Monday 4:30 p.m. – 7:10 p.m.  
Robinson Hall A 308

PROFESSOR(S):  
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Office location  
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COURSE DESCRIPTION:  
A. Prerequisites: Limited to students in Graduate Counseling and Development Department  
B. Counseling Children and Adolescents with Attention Deficit/Hyperactivity Disorder (AD/HD) presents best practices for understanding, managing, and counseling AD/HD students. Theories, techniques and intervention strategies for working with the Attention Deficit/Hyperactivity Disorder (AD/HD) student will be presented. This course will explore medical management, current research trends, counseling, educational, and family issues related to this population.

NATURE OF COURSE DELIVERY:  
This course is taught using lectures, discussion, videos, guest speakers, and experiential activities.

STUDENT OUTCOMES:  
This course is designed to enable students to:  
1. Understand the role of the school counselor in managing the AD/HD student.  
2. Gain increased knowledge of diagnostic criteria and special issues affecting this population.  
4. Develop a series of lesson plans to be used in group sessions with AD/HD students.  
5. Acquire a working knowledge of available resources to assist in AD/HD management.

PROFESSIONAL STANDARDS:  
EDCD 797 is an elective course that fulfills the elective requirement for the M.Ed. degree in Counseling and Development for students seeking that degree whether they enter the profession in a school or community settings. The option to take an elective allows students the opportunity to broaden their knowledge concerning a variety of counseling topics.
REQUIRED TEXTS:
Handout Packet
Text: Attention without Tension by Edna D. Copeland and Valerie L. Love. 1995

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements:

➢ Active Participation & Technology Competence is expected in all class activities. Students are expected to attend all classes and come to class prepared having completed all readings and written assignments. Students are expected to be able to use a computer, send and retrieve email, open attachments, gain access to the internet, and conduct a library search online. [10 points]

➢ Professional Library Assignment [25 points]. Choose one of the following assignments:

○ Review and consider purchasing a book for your professional library. Select a book concerning AD/HD to add to your professional library. Prepare a three-minute book talk and compose a two- to three-page review / handout of the book for each class member. Include purchasing information, summary of information and format of book, identify the audience for this book, and discuss its strengths and weakness.

○ Review and consider purchasing for your professional library six books to be used with students (bibliotherapy).

△ Select two books appropriate for children K-3, two more for children grades 4-8, and two more for adolescents. Read each book and provide the following information about each in a handout for class members (no more than three pages).

1. Title, author, and publisher of the book
2. A short synopsis (3-4 sentences), including a recommended audience or recommended use of the books
3. A three-minute talk encompassing the highlights of favorite books or possible uses of the books

➢ Final Group Project Presentation [65 points]. You will make a presentation on a current issue or topic related to managing children and/or adolescents with AD/HD. The presentation will be twenty minutes in length with a five-minute question and answer period at the end. Demonstrate proficiency in the area of technology by using Power Point, original video, overhead transparencies, etc. Also include handouts, interactive activities, and/or the demonstration of counseling strategies suggested to address the issue. Topics will be assigned the first night of class.

Summary of Grading System & Course Requirements

| Attendance, Participation, Technology       | 10 points |
| Book Review                                | **25 points** |
| Final Group Project Presentation           | 65 points |

TOTAL: 100 points
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>August 30, 2004</td>
<td>Course Overview and Introduction to AD/HD</td>
<td>Text: For October 13 read and be prepared to discuss pages 4-79, 129-143, 166-171</td>
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<tr>
<td>September 13, 2004</td>
<td>Communication, Family, Educational Issues</td>
<td>Professional Library Assignment Due Text: For October 20 read and be prepared to discuss pages 80-113, review forms on pages 145-163 Work on Final Project</td>
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<tr>
<td>September 20, 2004</td>
<td>Behavior Management</td>
<td>Text: For October 27 review forms on pages 119-128 Work on Final Project</td>
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<td>September 27, 2004</td>
<td>Problem assessment, goal setting, small group counseling, community resources</td>
<td>Final Project Due Next Week</td>
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<tr>
<td>October 4, 2004</td>
<td>Final Project Presentations</td>
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ASSESSMENT RUBRIC(S)

COURSE
Assignment rubric

Name: ___________________________
Date: __________________________

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<tr>
<th>CRITERIA</th>
<th>No Evidence 1</th>
<th>Beginning (Limited evidence) 2</th>
<th>Developing (Clear evidence) 3</th>
<th>Accomplished (Clear, convincing, substantial evidence) 4</th>
<th>SCORE</th>
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Comments: