

MANAGING ADHD IN THE CLASSROOM

Practical Strategies for K-12 Teachers

15-HR/1-CREDIT COURSE

COURSE INSTRUCTOR



Overview

This course offers K-12 educators practical, actionable strategies to better support neurodivergent learners, particularly students with ADHD. You'll gain a deeper understanding of what ADHD truly is and how it impacts executive functions such as focus, organization, and planning. Through empathy-building, you'll learn how ADHD shows up in real classrooms, from challenges with attention and overwhelm to the often-overlooked strength of hyperfocus. You'll explore how to design ADHD-friendly classrooms through physical and sensory supports, emotional regulation strategies, and intentional approaches to motivation. The course also provides concrete tools for explicitly teaching executive function skills and for sustaining your own energy and well-being in the classroom. You'll leave with practical strategies you can put into action immediately.



Outcomes

By the end of this course, participants will be able to...

1. Explain how ADHD impacts executive functioning and how this influences student learning, behavior, and engagement.
2. Recognize how ADHD presents in classroom settings, including both challenges and strengths such as hyperfocus, and respond with greater clarity and empathy.
3. Design and implement ADHD- and neurodivergent-friendly learning environments that proactively support focus, regulation, and task completion.
4. Apply practical strategies to explicitly teach executive function skills while sustaining their own energy and effectiveness as educators.



Jeff Horwitz

Education Consultant

Jeff is a 20-year educator and has been an administrator at independent schools in St. Louis since 2013. He is passionate that all children deserve a high-quality education and believes strongly in surrounding students with passionate adults that can provide personalized, 21st-century education, with authentic learning experiences, and use technology as a tool. He believes that the social-emotional lives of children are equally as important as the academic and that empathy and collaboration are cornerstone skills for the future. Jeff holds a Learning Designed Level 1 UDL and Level 2 UDL credential. He is passionate that all children deserve a high-quality education and believes strongly in surrounding students with passionate adults that can provide personalized, 21st-century education, with authentic learning experiences, and by using technology as a tool.

COURSE OUTLINE

REQUIREMENTS

To complete the course, you must fulfill all requirements including reviewing required materials and completing each lesson's self-assessment. At the end of the course, participants will receive a completion certificate for 15 continuing education hours. If you are seeking CTLE, clock hours or additional PD requirements, [review our FAQs](#) or [contact us](#) with any questions.

Module	Objectives	Activities
1 ADHD in the Classroom: Understanding Behavior, Brain, and Belonging	<ul style="list-style-type: none"> • Understand what ADHD is (and what it isn't) • Recognize how ADHD shows up in class • Explain executive function's role in ADHD • Build empathy for students 	<ul style="list-style-type: none"> • Watch, read and/or listen to the course lessons • Review the required and optional resources to dive deeper into the learning • Try it out! Put your learning into practice • Complete the module self-assessment
2 Designing ADHD/ Neurodivergent-Friendly Classrooms	<ul style="list-style-type: none"> • Identify common barriers for students with ADHD. • Design supportive physical, emotional, and intellectual classroom environments. • Build flexible structures using Universal Design for Learning (UDL) and Specially Designed Instruction (SDI) principles. 	<ul style="list-style-type: none"> • Watch, read and/or listen to the course lessons • Review the required and optional resources to dive deeper into the learning • Try it out! Put your learning into practice • Complete the module self-assessment
3 Building Executive Function: From Scaffolds to Self-Management	<ul style="list-style-type: none"> • Explicitly teach executive function skills. • Harness motivation and manage time blindness. 	<ul style="list-style-type: none"> • Watch, read and/or listen to the course lessons • Review the required and optional resources to dive deeper into the learning • Try it out! Put your learning into practice • Complete the module self-assessment

Courses are entirely online. To access them, you'll need a compatible web browser like Chrome or Firefox. For an optimal experience, we recommend using a desktop or laptop computer with a word processing tool or reader (i.e. Microsoft Word, Libre, or Google Docs). While our course platform is mobile-friendly, a larger screen will provide the best viewing and interactive experience. If you need personal assistance or have technical questions, you can [contact us](#) any time. Novak Education is in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).

FINAL PROJECT

MANAGING ADHD IN THE CLASSROOM

GOAL

Participants will demonstrate their understanding of ADHD and executive functioning by applying course learning to redesign lessons or routines that reduce barriers and build student independence. This project focuses on creating practical, repeatable approaches that support executive function, motivation, and sustainability in real classrooms.

FINAL PROJECT

Your final project brings together everything you've explored in this course. Take a risk, show your growth, and share your learning in a way that aligns with your role. We will provide feedback using a single-point, holistic rubric.

Regardless of the option you choose, your response should include four main sections: your why, resources, strategies, and final reflection.

Option 1: Transformation Portfolio

- **Your Why:** Paint a picture of your classroom and your teaching before this course. What challenges did you face? What challenges did learners face?
- **Cite Your Sources:** What were the top 5 resources from this course that changed how you view or how you will support ADHD?
- **Practical Strategies:** Choose 4-5 lessons or routines. For each, show what the lesson or routine looked like before taking this course and the changes you will make after the course. If the routine or lesson didn't exist before, that is fine too.
- **Final Reflection:** Describe your biggest learning or unlearnings and one measurable goal for implementation.

Option 2: Toolkit for Colleagues

- **Your Why:** Share why you chose this course and why you wanted to find better ways to support ADHD students.
- **Cite Your Sources:** Highlight resources that changed your thinking or you believe will help your colleagues (include at least 5)
- **Practical Strategies:** Design something (presentation, poster, etc.) you could share with your colleagues with 8-10 new learnings or strategies with images, templates, or links.
- **Final Reflection:** Describe your biggest learning or unlearnings, who you will share this information with and one measurable goal for implementation.

If you used AI (which we welcome you to use!)

- If you used AI tools, include a short section that lists the tool(s), the specific task(s) they helped with (such as brainstorming, editing, or organizing), and how you reviewed and adapted the output to ensure accuracy, accessibility, and alignment with UDL principles.

FINAL PROJECT (CONTINUED)

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RUBRIC

We'll use a 1 point rubric to offer feedback. Projects must meet expectations in all areas. Don't worry—you can revise and resubmit!

Section	Not Yet (0)	Meets Requirements (1)
Your Why	A narrative has been submitted and provides a starting point; now deepen the detail, add evidence, and articulate a clear problem statement linked to barriers.	Integrates multiple data sources, such as student work or engagement metrics, to illustrate challenges and explicitly connect them to barriers among neurodivergent learners and the reason for taking the course.
Annotated Bibliography	Resource list is underway; expand to five or more course-related sources and enrich each annotation with a concrete insight or next step.	Provides at least five course resources, with each annotation explaining a key takeaway and how it will inform upcoming practice.
Strategies	Practical strategies are incomplete or unclear. Artifacts do not yet show intentional redesign of lessons, routines, or resources, and before/after changes are missing, limited, or not clearly connected to supporting students with ADHD.	Practical strategies demonstrate applied understanding of course concepts through clear redesign of lessons, routines, or shareable resources. Artifacts show meaningful before/after shifts that maintain firm learning goals while introducing flexible means to reduce barriers and support executive functioning, regulation, motivation, and follow-through for students with ADHD.
Final Reflection	Reflection is started; expand to address every prompt, specify collaborators, set a measurable goal, and document any AI support.	Analyzes course influence, names needed collaborators, states one measurable six-month goal, and, if AI was used, supplies an AI log that notes the tool, its task, and basic edits.

REGISTERING & TECH

MANAGING ADHD IN THE CLASSROOM

REGISTRATION

Individuals can register directly through the course site. Learners have the option to take the course for 1 graduate-level credits or for 15 continuing education hours. Once registered, you will gain immediate access to the course. You will have six months to complete the course/access the materials.

If you will be paying with a PO, as an individual or as a group and require an estimate or an invoice, email Lon@NovakEducation.com.

Group pricing and all-inclusive memberships are available. Contact Education@NovakEducation.com for details.

TECHNOLOGY

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