GOOD PRACTICES OF USING TOOLS AND INSTRUMENTS FOR IMPROVING THE QUALITY MANAGEMENT SYSTEMS OF VET PROGRAMMES FOR LEARNERS WITH ADHD COMPENDIUM

PART 1: TEACHING METHODS

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List of cases and practices described

Introduction

Students with attention-deficit/hyperactivity disorder (ADHD) exhibit chronic behaviour difficulties that impact their academic and social functioning in school settings. These difficulties not only impair student performance, but also present significant challenges to teachers, school psychologists, and other school professionals working with these students. Although a large quantity of ADHD research literature is available to aid our understanding, the intent of the present Toolkit is instead to provide concrete support, in terms of good practices, instruments and examples, for VET providers in order to understand, implement and measure their Quality Assurance systems for ADHD (DuPaul, G.J., Jimerson, S. R., 2014).

The aims of the toolkit are to:

1. Provide school staff/teachers with practical, evidence-based guidance in managing young students with attention-deficit hyperactivity disorder (ADHD) in vocational educational environment;
2. Provide those involved in designing educational services in VET with a view on how best to meet the needs of VET students with ADHD.

This toolkit draws on evidence summarised in the identified "BEST PRACTICES" and available online tools (e.g. Quick Scan) supporting teachers and students in VET and represents a reference guide for those working with students with attention-deficit hyperactivity disorder (ADHD) in line with the Quality Assurance Framework for VET for learners with ADHD[1].

Considering the best practices collected, Partners could identify patience, creativity and consistency as key factors for facilitating the inclusion of ADHD students.

As a teacher, the role is to evaluate each child's individual needs and strengths. Then the teacher can develop strategies that will help students with ADHD focus, stay on task, and learn to their full capabilities.

This Toolkit presents some successful examples collected in five European countries (BG, EL, ES, IT, SE) that can support VET Providers in practically improving their ADHD-related services.

These tools are organised in three main sections '**Teaching Methods**', '**Training Delivery'** and '**Organisation**' focusing on the following aspects:

– School environment and accommodation
– Teaching and pedagogical methods (Starting lesson, Conducting lesson, Ending lesson, etc.)
– Classroom management (Seating, Information delivery, Student work Organisation, etc.)
– Self-awareness and self-esteem
– Cooperation with parents
– Educational system in general.

Support resources and references.

Furthermore, in order to allow a most effective and wide application of the Toolkit, each good practice presents some instructions in order to help the reader in immediately identifying:

– target group
– challenges and benefits of application
– instructions for implementation.

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[1] For further information, visit the Project's website in particular the resources and tools available: www. tools4adhd.eu/

The positive attitude is however, the most effective tool in helping a student with ADHD. Make the student a partner by saying, "Let's figure out ways together to help you get your work done."

Teachers are expected to assure the student that they will be looking for good behaviour and quality work and when they see it, they will reinforce it with immediate and sincere praise.

Finally, teachers should look for ways to motivate a student with ADHD by offering rewards on a point or token system.

In these Best Practices, the focus is on transferability potential, based on actual, hands-on experience. We draw from the experiences of the schools and educators that are describing the cases, to provide guidelines for effective transferability. We analyse the challenges that may arise and the success factors for the implementation.

Online Tools

Cognition refers to all thought processes that occur in the brain, such as concentration, memory, planning ability and perception of time. There are tools designed for students with ADHD in order to help them to concentrate, remember, plan and complete activities or manage time.

These tools can be simple memorabilia, calendars, activity schedules, but also more advanced electronic devices such as apps and smartphones. Cognitive support can, in addition to practical tools, also consist of strategies, routines and order and structure. For example, to create order and structure in everyday life, one can use image symbols, labels, colours and different storage systems. Other tools are designed to help with activity regulation.

While traditional environmental, instructional, and organisational techniques have been particularly helpful for students with attention deficit, technology is changing the way our students learn in today's classrooms, with both potential benefits and drawbacks.

Teachers characterised the impact of today's digital environment on their students' research habits and skills as generally positive, yet multi-layered and not without challenges.

Of course, both traditional and technology-driven strategies are available to address the attention needs of students with ADHD. However, it should be emphasized that these techniques can be implemented class wide as they embed universal design principles; they are therefore beneficial for all students.

By incorporating targeted environmental, organisational, and instructional techniques into everyday instructional and classroom management practices, teachers will be empowered to improve the sustained attention and academic performance of their students with ADHD.

By modelling use of the most up-to-date apps that centre on study skills, organization, and engagement, teachers can also attend to the characteristics and needs of their students with ADHD. In doing so, teachers can create an equitable and enhanced learning environment for all students in the age of increasing digitalization.

At the end of this toolkit (Annex) you will find a list of different apps and online resources that can support teaching and learning for students with ADHD.

1. Teaching Methods

PROFESSIONAL SCHOOL FOR TEXTILE AND FASHION DESIGN (BG)

Partner:	NART – National Association of Resource Teachers
Country:	Bulgaria

Tags
☒ School environment and accommodation ☒ Teaching and pedagogical method

Area of implementation
Country: Bulgaria City: Sofia School or institution: Professional school for textile and fashion design

Target Group
Students with ADHD in 8th, 9th and 12th school grade

Description of the good practice

✓ There are three students with ADHD in the Fashion design module;
✓ Evaluation is made and supported by the Regional centre and provides the inclusive education of the students
✓ Full team of specialists is provided: resource teacher/special educator, speech therapist, psychologist, counselling with the parents and the regular teachers
✓ An individual team is provided for each of the three students for individual support provision, which works with all teachers of the students and the parents
✓ Individual Education Plan (IEP) is developed for each of the students, which includes:
  ❖ Flexible educational programme according to the individual student's needs and the need for more frequent recess times
  ❖ Adaptations of the school content in the academic and the specialized school subjects
  ❖ Many activities are included with a focus on acquiring of practical skills in the fashion design module, which provides also physical activities, sensory stimulation (both are essential for keeping the students on the right levels of sensitivity and activity)
  ❖ Development of individual assessment criteria for evaluating the students' academic progress according to the individual needs of each student, to the individual level of self-regulation and to the learning style (written, oral, presentations, school projects etc.)
✓ Intensive work for increasing the teachers' knowledge and skills, working directly with the three students with ADHD through seminars, trainings and consultations in a partnership with other specialists.

Challenges for implementation
✓ Increasing the number of students with ADHD who get access to professional and vocational education in the areas of textile and fashion design ✓ Providing of out-of-the school professionals and consultants, who consult on the adaptations in the school environment and the school activities (occupational therapist and/or cognitive-behavioural psychologist);

✓ Including more school teachers in seminars and other trainings in order to increase the whole staff's awareness on issues regarding ADHD.   ✓

Key Factors for implementation

- ✓ Work on increasing the awareness about ADHD and the level of knowledge and experience
- ✓ Work on the educational plans and programs in both academic and specialized school subjects, which should meet the best the needs of students with ADHD
- ✓ Set up realistic goals and objectives and joint partnership between parents and teachers.

Recommendations/Instructions for implementation

- ✓ Building a complete team of specialists (team for supporting the individual development), including speech therapist, psychologist, resource teacher, occupational therapist, if needed a personal consultant, etc.
- ✓ Preparing teachers and delivering trainings to them in the schoo
- ✓ Developing IEPs according to the individual needs of every students with ADHD
- ✓ Adapting the school contents and the school environment
- ✓ Assessing and evaluating precisely all students with ADHD and choosing the most appropriate ways for assessing the students' progress according to the individual learning style, leading sensory system, memory, attention, needs for recess, etc.
- ✓ Establishing a model of communication between all participants - special education specialists, teachers, parents, youths with ADHD through a diary, video-book, regular team meetings, portfolios, communication books etc.

Results/Impact

- ✓ Quality education in the professional area of fashion design
- ✓ Provision of an adapted inclusive environment for students with ADHD
- ✓ Development of self-esteem and good functional skills in the students with ADHD, as well as in the teachers, who shall provide quality training, work in different speeds and help accordingly their students to learn and understand the school content
- ✓ Development of quality communication between teachers, special education specialists, parents and the ADHD students themselves, aiming high level professional/vocational training, socialization and independence.

Information/Contact

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TWELVE GOLD RULES FOR BEING A GOOD COACH FOR ADHD STUDENTS (IT)

Partner:	Effebi Association
Country:	Italy

Tags

☒ Teaching and pedagogical method

Area of implementation

Country: Italy
City: Rome
School or institution: AIFA ONLUS – Italian Association of Families with ADHD

Target Group

These guidelines are addressed especially to special needs teachers and trainers who work directly with ADHD students. Nevertheless, as a coach is a person who teaches learning strategies, these guidelines can be addressed also to any other professional figure working with ADHD and inclusive education in general.

Description of the good practice

Having a coach for a student with ADHD is very helpful as a coach shows the student how to execute a task, achieve a good result, plan to work. Furthermore, a good coach pushes the student to improve and to not give up, encouraging and enforcing his/her strengths.

Challenges for implementation

First moments can be very frustrating for a coach as there is resistance from the student with ADHD in doing the proposed activities. Student's bad mood can impact negatively on the learning process with the result that probably the student will refuse to learn or to do the assigned task.

Such a situation should not discourage the coach who must keep his/her goals and guide the student.

Key Success Factors

If a student with ADHD is constantly guided in focusing on the task and receives kind, soft and calm indications, this concretely supports the student in achieving a good performance at school and outside school.

Recommendations/Instructions for implementation

Apart from the application of the 12 rules, it is essential that a good coach is very competent and passionate on the subject or activity he/she wants to teach to the student with ADHD as it will make coaching easier and more effective.

Results/Impact

These rules will impact on both the teacher/trainer and the student.

Teacher/trainer

In this case, these guidelines contribute to the definition of the correct and appropriate behaviour that teachers, especially special needs teachers, have to adopt in order to successfully guide ADHD students in achieving their goals.

ADHD student

The short-term impact of a good coach can be measured in an evident good performance at school. However, another relevant criteria to determine the effectiveness of coaching is mainly related to the student's improvement of self-control and bad mood and to his/her interest for a task/subject.

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1. Twelve gold rules for being a good coach

Appendix

1. Twelve gold rules for being a good coach

1. Be always kind and look in the student's eyes.
2. Address directly the student and encourage him/her. Be aware of behaviour's management rules.
3. Make questions, requests and assignments in a simple way. If necessary, repeat them.
4. Assign one task per time.
5. Ask to repeat the assignment.
6. Check time and help the student in time management.
7. Remove any distracting objects, without talking.
8. Make a good impression.
9. Be aware that sometimes a coach can be misunderstood or partially understood.
10. Never criticize.
11. Ask for clarifications only in a face-to-face situation.
12. Help in setting goals, defining, achieving and monitoring them.

ADVICES FOR EFFECTIVE LEARNING (IT)

Partner:	Effebi Association
Country:	Italy

Tags

☒ Teaching and pedagogical method

Area of implementation

Country: Italy
City: Rome
School or institution: AIFA ONLUS – Italian Association of Families with ADHD

Target Group

Teachers and trainers represent the main target group of this good practice as they are responsible for teaching learning strategies to students with ADHD. However, also parents or any other professionals working with ADHD students for developing their learning capabilities can find these advices very useful and apply them.

Description of the good practice

Students with ADHD have to study in a different way in terms of time planning, contents' elaboration, acquisition and repetition.

The following advices are aimed at supporting teachers and trainers in applying such advices in order to empower their learning strategies and approach to study.

Advices for effective learning:
1. Provide the student with an ergonomic pen to write faster
2. Read loudly and let the student do the same. In this way, the student will be his/her own 'walk man' and will be able to understand if what is reading has logic
3. Underline important things, using different colours
4. Incite the student to talk during the learning process in order to enable him/her to share his/her own story. Students with ADHD learn better when they use all their senses
5. Ask the student to take notes during lessons: it will improve his/her attention
6. Propose the adoption of abbreviations, key words, symbols and schemes when the student takes notes in order to make them short, simple and clear
7. Use computers and video-writing programmes
8. Write down notes with a vertical succession (not horizontal)
9. Prepare explicative tables, schemes and pictures
10. When writing long text, ask the student to add punctuation later
11. Repeat boring but important things
12. Divide heavy homework in smaller tasks
13. Time out when is necessary instead of focusing on something that is hard to understand
14. Never give up at first sight otherwise the student will never focus on that task
15. During breaks, don't focus on other activities forgetting the previous one

16. If a new topic rises up, take notes but stay on the scheduled activity
17. Give appropriate rewards when a task is achieved
18. Encourage the student, also with a bit of humour.

Challenges for implementation

Potential challenges to implementation are:

- repeating obvious judgement on student's learning approach
- complaining about the student's behaviour
- giving orders in a rude way
- being annoyed by student's failures
- being too much serious
- not giving a 'second' chance.

Key Success Factors

The teacher/trainer should constantly check and assess the effectiveness of the learning process through the adoption of an ad hoc monitoring plan. In this way, the trainer can monitor both delicate situations and student's performance.

Recommendations/Instructions for implementation

The given advices have to be considered as a further support for teachers and trainers in addition to the most common learning strategies (e.g. visualization of contents, time partition tools, audio-visual supports, calculators and laptop etc.).

Results/Impact

The given advices will result in a teacher/trainer's more effective teaching approach with the application of very simple tricks and expedients. On the other hand, their application will also enforce students' self-esteem and awareness in terms of learning abilities.

Information/Contact

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PRE-ASSESSMENT QUESTIONNAIRE FOR MANAGING ADHD STUDENT'S MOTIVATION (IT)

Partner:	Effebi Association
Country:	Italy

Tags
☒ Teaching and pedagogical method
☒ Self-awareness and self-esteem
Area of implementation
Country: Italy City: Rome School or institution: AIFA ONLUS – Italian Association of Families with ADHD
Target Group
This strategy can be addressed to both teachers and trainers who are directly involved into the educational process and to parents and families.
Description of the good practice
Students with ADHD barely understand that studying is something they should do for their own benefit and most frequently they prefer to study a subject because they are interested in it or because the trainer is interesting. Otherwise, when ADHD students do not like a subject or the trainer they demonstrate minimum effort. Such a behaviour is not conscious for the student with ADHD, rather is a matter of necessity as it is very difficult for them to motivate themselves just through willingness.
Subsequently, motivation for ADHD students is related to the school context surrounding them.
When they have difficulties with a subject and/or a trainer, they feel they are not good enough at that activity, negatively impacting on their performance.
General criteria adopted for the recognition of smartness and success do not suit the students with ADHD as they are not intrinsically motivated and not constantly committed in setting goals on long period.
As a result, it is very important to support the student in finding their motivation.
This pre-assessment questionnaire can be very useful for teachers when they have to fill in the Individual Educational Plan, as they can be facilitated in understanding, also with the support of the family, which are the strengths and weaknesses of the student.
Challenges for implementation
It is useless to provide students with ADHD long and moral explanations on the importance of studying for motivating them. This is because the student is aware of this importance but his/her real difficulty stands in applying such an understanding.
Key Success Factors
A successful motivation strategy is the provision of rewards on the short time. In this way, the student can be very motivated and he/she works in order to achieve such a reward.
Setting rewards on the long time is useless because of the difficulties related to time perception and management.

Recommendations/Instructions for implementation

A pre-assessment questionnaire can be a very helpful approach in order to identify and classify motivation's issues when approaching to the Individual Educational Plan and have a general overview of the situation.

Based on the template, it is possible to add more questions, if necessary. However, it is important that the questionnaire is not too long.

Based on the questionnaire's results, the issues should be classified on a rate scale from 1 (no issue) to 10 (serious issue).

It is highly recommended that also the student him/her self is included into this assessment exercise referring to their teachers and trainers' behaviour and attitude.

Results/Impact

Such a pre-assessment exercise is aimed at improving the school performance of ADHD students. Furthermore, it also impacts on the student's:

- perception of time and goals;
- prioritization of important tasks;
- acceptance of continuous intellectual effort.

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1. Pre-assessment questionnaire on motivation

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1. Pre-assessment questionnaire on motivation

For teachers/trainers

Q1: Does the student want to go to school?
Q2: Can he/she read easily? Does he/she have difficulties when reading?
Q3: Was writing hard for the student since the beginning? Does the student started to dislike writing and to make mistakes when he/she had to write more and faster?
Q4: Has the student never had issues with calculation but just with problem resolution? Has the student had issues since the beginning in understanding and memorizing basic operations and functions?
Q5: Which are the student's favourite subjects?
Q6: Which are the student's disliked subjects?
Q7: Has the student ever had headache and/or stomachache because of school?
Q8: When did homework become a drama?

Q9: Which was the teacher/trainer behaviour when the student tried to postpone, run away, forget about his/her homework?

Q10: Do the difficulties come out from the primary school? Do the difficulties come out later during the school cycle?

For parents

Q1: Does the student want to go to school?

Q2: Can he/she read easily? Does he/she have difficulties when reading?

Q3: Was writing hard for the student since the beginning? Does the student started to dislike writing and to make mistakes when he/she had to write more and faster?

Q4: Has the student never had issues with calculation but just with problem resolution? Has the student had issues since the beginning in understanding and memorizing basic operations and functions?

Q5: Which are the student's favourite subjects?

Q6: Which are the student's disliked subjects?

Q7: Has the student ever had headache and/or stomachache because of school?

Q8: When did homework become a drama?

Q9: Which is the parent behaviour when the student tried to postpone, run away, forget about his/her homework?

Q10: Do the difficulties come out from the primary school? Do the difficulties come out later during the school cycle?

Q11: What kind of future career does the parent expect for the student?

Q12: How many times in a day does the parent talk about school with the student?

Q13: How many times during holidays does the parent talk about school and school performance with the student?

For students

Q1: Does the student want to go to school?

Q2: Can the student read/write/calculate easily? Does the student have difficulties when reading/writing/calculating?

Q3: Which are the student's favourite subjects?

Q4: Which are the student's disliked subjects?

Q5: Has the student ever had headache and/or stomachache because of school?

Q6: Is homework a drama for the student? If yes, when did homework become a drama?

Q7: Which is the most oppressive behaviour from your teachers/trainers?

Q8: What should teachers/trainers avoid?

Q9: What kind of future career does the student expect for him/her self?

TIME MANAGEMENT TOOLS (IT)

Partner:	Effebi Association
Country:	Italy

Tags

☒ Teaching and pedagogical method

☒ Self-awareness and self-esteem

☒ Support resources

Area of implementation

Country: Italy

City: Rome

School or institution: AIFA ONLUS – Italian Association of Families with ADHD

Target Group

These tools can be adopted both in a school/VET and familiar environments.

Subsequently these tools are addressed simultaneously to teachers and trainers who are directly involved into the educational process and to parents and families.

Description of the good practice

All students with ADHD have difficulties in scheduling and calculating time and this is linked also to the students' lack of self-control and self-motivation resulting in his/her unwillingness to confront with a given task and the time to do it.

In order to support ADHD students in conceiving time and its management, it can be very helpful to visualize it through calendars and a 'time-list'.

Challenges for implementation

Even if it is true that time planning and scheduling can support ADHD students, an excessive time planning can also be dangerous. Giving too much importance to time management is not useful as it can focus on the incapability of the student to respect rules and hence on his/her failures.

However, in order to be effective, time scheduling should be comprehensive and include the whole day's activities -not only school-related ones - and be included into a wider weekly/monthly/annual planning. If families are not involved into this activity, it will just work out partially.

Key Success Factors

Imagining / visualizing time slices leads to the definition of a schedule. When scheduling the day, it is also very useful to figure out and manage the breaking times. In fact, it is important to plan and manage also intervals but without over-charging the student: positive and relaxing activities are very helpful and are part of time planning.

Time management can be effective if also teachers/trainers apply this method. Example is the best teaching strategy.

Recommendations/Instructions for implementation

24 hours pie chart - Instructions

In order to calculate and observe time slices, it can be useful to help the student in understanding their biological clock with a set of questions like:

- How much time do you need to do a given route?
- How much time do you need for your daily activities (e.g. have a shower, have breakfast etc.)?
- How much time do you need to do be active and ready in the morning?
- How much time do you need to do homeworks?

The pie chart suggests to insert the most common daily activities:

- When does the student usually go to bed
- When does the student usually get up
- When the student is more productive
- How many times the student eats and when
- When does the student want to rest
- When does the student want to read, get preoared, do sport, do hobbies etc.

When it is time to fill in the chart, it is highly recommended to use different colours for each slice in order to have simultaneously a whole time vision and time distribution.

Weekly calendar – Instructions

Fill it in with all deadlines for instances birthdays, holidays etc. and fixed commitments scheduled for that day (e.g. subject, homework's submission).

More the calendar is detailed and long-lasting, more it will be effective.

Results/Impact

Having a weekly/monthly/annual agenda is very important for students with ADHD as it will impact on the management of temporal confusion and impulsiveness.

Furthermore, this planning exercise can be useful to identify 'time traps': days or moments of the day when there are too many commitments.

Visualizing and intervening on it can prevent the student to feel under pressure and react negatively.

Information/Contact

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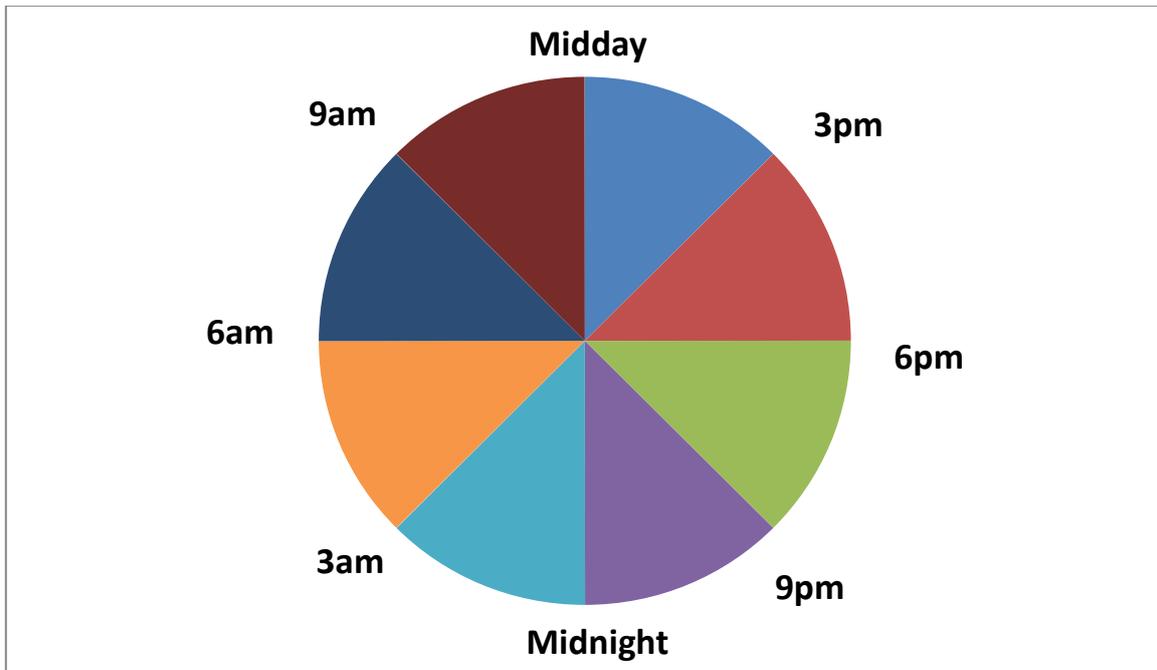
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1. 24 hours pie chart
2. Weekly calendar

Appendix

1. 24 hours pie chart

2. Weekly calendar

Time/Period	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

INDIVIDUAL/GROUP EDUCATION PLAN (IEP/GEP) (GR)

Partner:	DIMITRA
Country:	Greece

Tags
☒ Teaching and pedagogical method
☒ Classroom management

Area of implementation
Country: Greece City: National level School or institution: VET providers

Target Group
Learners with Special Educational Needs

Description of the good practice

The IEP/GEP provides paths about who should and who should not receive it. It declares that a group of relevant actors should ensure that an IEP/GEP is designed for a student with SEN or for a group of students with similar learning difficulties.

A student/ group of students with SEN need an IEP/GEP if:

- they require several adaptations to educational materials, or instructional or assessment methods
- they are working on outcomes other than the prescribed outcomes of the curriculum
- they are working on the regular outcomes with little or no adaptations, but receives a couple of hours or more of additional support by teaching staff other than the classroom trainer to meet the expected learning outcomes.

The following participants may be involved in the preparation and implementation of IEP/GEP:

- teacher/trainer
- specific learning staff
- parent(s) or legal guardian
- student/learner, if appropriate.

An IEP/GEP documents includes:
- aims linked to the students' SEN
- policies/strategies to be used
- services and resources to be provided
- measures for evaluation of IEP/GEP
- adaptations and/or modifications.

An IEP/GEP may set out a blend of adaptations, modifications and inclusion in the regular curriculum.

Challenges for implementation

Monitoring of IEP/GEP is the most challenging process. Trainers/teaching staff collect and assess the appropriate data about the student's/students' response to strategies and progress toward

IEP/GEP aims.

Key Success Factors

Monitoring:

- includes observation and consistent data collection using both formal and informal assessment methods
- provides the feedback necessary to identify possible adjustments to the goals, strategies and interventions being implemented.

Recommendations/Instructions for implementation

- To involve all actors
- To involve students
- To implement step by step all procedures
- To monitor the process in frequent intervals
- To update the IEP/GEP according to received feedback.

Results/Impact

Through IEP/GEP implementation, the learner's/learners' performance are improved in the VET programmes. Moreover, learners present positive behaviour in learning process, which can help their inclusion in the labour market.

Information/Contact

N/A

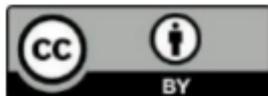**Compendium : GOOD PRACTICES OF USING TOOLS AND INSTRUMENTS FOR IMPROVING THE QUALITY MANAGEMENT SYSTEMS OF VET PROGRAMMES FOR LEARNERS WITH ADHD**