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

Project Title: **Q4ADHD - Quality Assurance in VET for learners with ADHD**
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National Association of Resource Teachers, BG
Finance & Banking, Organisational & HR Development Association, IT
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Project web sites:
http://qa-adhd.uni-sofia.bg/
http://tools4adhd.eu/

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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

Professional school for textile and fashion design
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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.

Information/Contact

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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.

Information/Contact

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List of Appendices

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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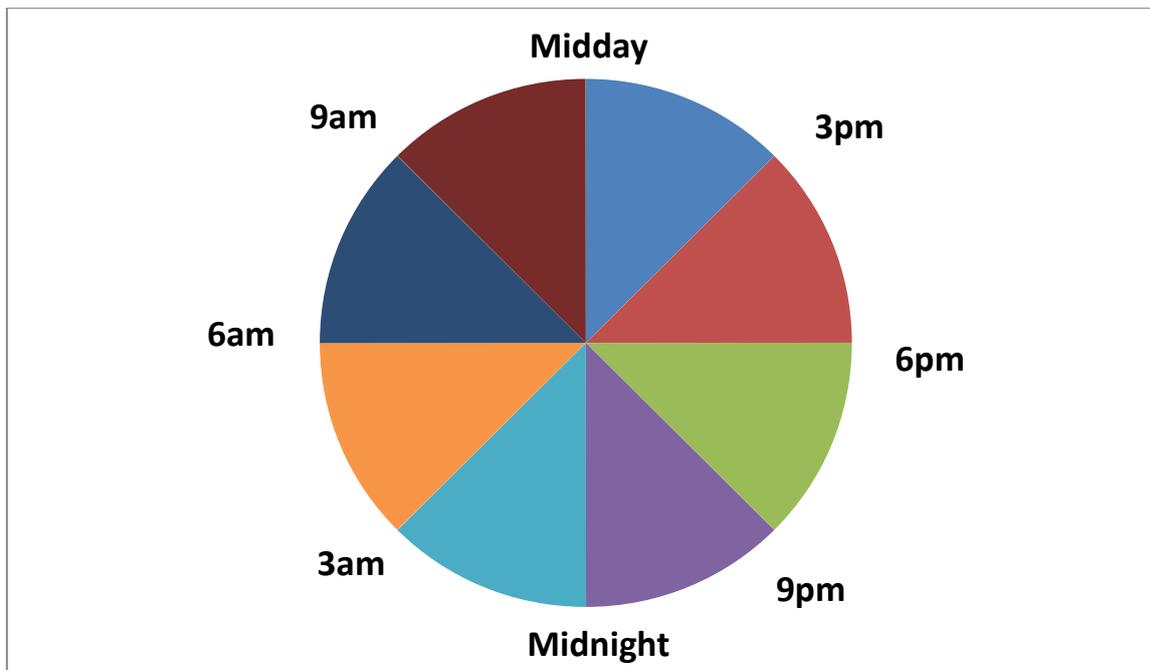| List of Appendices |
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1. 24 hours pie chart
2. Weekly calendar

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

2. Training Delivery

TECNO-DIGITAL EDUCATIONAL POLE (IT)

Partner:	UNINETTUNO
Country:	ITALY

Tags
☒ Teaching and pedagogical method
☒ Cooperation with parents
☒ Educational system

Area of implementation
Country: Italy City: Rome School or institution: Istituto Leonarda Vaccari

Target Group
Students with learning difficulties (ADHD, autism, dyslexia) and their families. This institution also works in coordination with educators and offers courses and stages to illustrate best practices and guidelines.

Description of the good practice
This institution offers several good practices, among which: 1) Facilitated learning workshops The workshops are dedicated to students enrolled in schools of all levels, from 8 to 18 years and over, with learning disabilities (among which, ADHD) or with the need for specific support for learning. The methodologies are differentiated according to school difficulties. The meetings are 2 hours long and can be held 1 or 2 times a week, with specialized tutors, according to the specific characteristics of the learning project. The laboratories use the latest information technology and apply consolidated study strategies and innovative learning methodologies: metacognition, participative teaching methodologies, relational strategies. The workshops give the opportunity to quickly diagnose learning difficulties. They include refresher courses for teachers, counselling for parents through a listening desk and summer campuses. 2) The 'News method' and the '5 W' rule The student searches for information as an investigator and thanks to the 'News method' and the '5 W' rule it is easy to analyze the text and remember it, learn to elaborate a theme or carry out a problem. Through metacognition (s)he easily experiences, learns and stores. The use of text indexes and keywords guide him/her in the creation of concept maps. Learn to read the text as if you were looking at a photograph. Thanks to the vocal synthesizer, (s)he experiments with a new way of "reading through

headphones".

Challenges for implementation

One of the most difficult challenges is constituted by funds necessary for the implementation of these programs. In fact, besides the funds necessary for the personnel (educators, psychologists, pedagogists, etc.) these programs need technical instruments such as:

- PC workstation for each student
- Audio headphones for speech synthesis
- Internet connection
- Colour Printer
- Compensatory materials (CDs, digital books, audio books)
- Educational software for reading a written text.

PC and learning tools (teaching software and compensating materials) are indispensable elements to support children with learning difficulties in an independent path of study.

The specialized staff takes care of the preliminary activities of preparation of the materials (PC workstation preparation, software installation, adequate preparation of the environment, etc.), as well as of the maintenance and correct management of the materials themselves.

Key Success Factors

One of the most significant key success factors is the use of the "Digital Tutors".

The workshop is led by Digital Tutors, specialized staff and trained by the Educational Pole on issues related to the use of digital tools for learning. Each Digital Tutor can support up to two Students at a time. The activities are coordinated by a clinical operator and a teacher with the support of a clinical-technical, logistical, administrative and management team.

In this way, the activities related more properly to the afternoon workshop, as well as the activities dedicated to teachers, families and relations with local services are carried out in an optimal way.

Recommendations/Instructions for implementation

It is crucial to expand these methods in networks of institutions, encompassing services ranging from diagnosis to intervention and integration.

Results/Impact

This institution holds agreements with several major partners such as:

Toshiba Tech School

AID – Italian Dyslexia Association

IPAB Italy

Furthermore, it is granted with five Italian Tricolor Globe Awards by the Ministry of Foreign Affairs and International Cooperation.

Information/Contact

Tecno-digital Educational Pole

polodidattico.iww@pec.it

DIDACTIVE PERSONALIZED PROGRAM FOR STUDENTS WITH ADHD (IT)

Partner:	UNINETTUNO
Country:	ITALY

Tags
☒ Teaching and pedagogical method
☒ Classroom management
☒ Educational system

Area of implementation

Country: Italy
City: Pachino (SR)
School or institution: Institute of Higher Secondary Education "Paolo Calleri"

Target Group

14-18 years old students with ADHD

Description of the good practice

This institution programs a "school-family agreement", as follows:

School commitments for the implementation of the personalized didactic plan:

The teachers commit themselves to guide the pupil through a path aimed at revealing his potential and achieving the set goals, in the ways and according to the activities indicated in the program; they also commit themselves to using the compensatory tools and dispensational measures identified; they periodically check the pupil's school progress and the effectiveness of the program, in normal evaluation activities and in specific meetings with the pupil's parents and operators outside the school, involved in the process of inclusion.

On homework:

Teachers commit themselves to assign tasks at home: adapted to the student's abilities; programmed among the various disciplines; evenly distributed throughout the week; transcribed in the diary, in a complete and correct manner; reduced in quantity.

Tasks will be corrected in a timely and systematic manner.

The commitments of the family:

Motivational support:

Parents commit themselves to guiding their child in the conscious acceptance of his difficulties, in the enhancement of the skills possessed, in the achievement of an ever greater degree of autonomy.

How to help the student with homework:

The student, at home, is supported in the studio by the use of compensatory instruments.

Parents also undertake to ensure that their child performs the tasks assigned to him or her and that he or she is able to school, every day, the didactic material requested by the teachers, for the development of the didactic activities.

Challenges for implementation

This program is very intense for educators as the working group established for the management of the school integration of the student with ADHD will meet at least three times during the year, with the presence of all its members, to monitor the school progress of the student and the process of general integration.

At the end of the year, the Working Group should indicate the proposals for improvement for the next school year, the professionals, financial and material resources needed.

Key Success Factors

It is crucial to evaluate and monitor the results of the program through the assessment practices that the school has put into work and that are visible here:

www.istitutocallerimarzamemi.gov.it/la-scuola/piano-didattico-personalizzato-gli-alunni-con-disturbi-adhd

Recommendations/Instructions for implementation

This schools is part of the eTwinning is the community for schools in Europe.

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

It is important that a growing number of schools join this platform, to share best practices.

Results/Impact

Results and specific numbers related to the program are visible here:

www.istitutocallerimarzamemi.gov.it/sites/default/files/page/2016/PIANO%20DI%20INCLUSIONE%202016-17%20P.%20Calleri%20Pachino_0.pdf

Information/Contact

Institute of Higher Secondary Education "Paolo Calleri"
sris02100p@pec.istruzione.it

CONFLICT RESOLUTION (IT)

Partner:	Effebi Association
Country:	Italy

Tags
☒ Classroom management

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

The good practice proposes a set of suggestions for managing and resolving conflicts.

This practice makes reference to a very particular behaviour that is considered to be particularly challenging for ADHD students: conflicts with other peers. In particular, it shows some specific approaches that can be added to the most common ones for managing conflicts involving students with ADHD.

Communication issues are very common for ADHD students as they are used to take into consideration only their own point of view with the result that relationships result to be very hard as the ADHD student feel to be upset and rejected. Furthermore, students with ADHD have difficulties in identifying future perspectives as they only live the present, here and now, leading to the incapability to understand the consequences of his/her actions.

From a bad conflict management may derive the perception for the student of not being accepted and understood, negatively impacting also on food habits, body care and psychology.

Challenges for implementation

Challeges to implementation are:

-**Lack of awareness**. When a conflict breaks up, it is plausible that the situation can rapidly degenerate. Completely harmonious dynamics among classmates are barely impossible.

However, teachers/trainers or parents are not aware of this, and subsequently they do not realize that their own behaviour can result extremely corrective with regards to the students of ADHD as they are less manageable than non-ADHD ones.

-**Unclear rules**. If there is any kind of regulation on conflict management and resolution or conversely if there are too many rules, the students with ADHD may have difficulties in establishing a relation with reality or may lack self-esteem because of continuous failures the trainers/parents point out.

-**Judgment**. It is very common that adults in general and specifically trainers and parents are asked to intervene into a conflict as 'judges', giving moral prescriptions or focusing on the

problem. However, they cannot really assess the conflict dynamics and should just understand reasons of the parties involved.

-**Insecurity**. Insecurity is immediately caught by teeneragers and can lead to extremely emotional reactions with the results that the teacher/trainer may loose autority, kindness and control, resulting in the ADHD students' bad mood and anxiety for non-acceptance.

Key Success Factors

In order to effectively implement these strategies, it is important to:

- intervene in a clear and firm way

- be flexible to react rapidly and better

- discuss about the conflict only with the ADHD student

- create a familiar and comfortable environment for discussion on the occurred situation

- apply active listening to valorize and understand the student's feelings

- identify the conditions that lead to conflict and change this 'framework'.

Recommendations/Instructions for implementation

Firstly, teachers should ask to him/her which are the benefits in their reactions and what would change if a different approach is adopted. In this way, the student can orient him/herself and imagine the situation.

Then, teachers/trainers have to adopt a step-by-step approach following these steps:

1. Talk about the problem, not the person

2. Actively listen to without blaming

3. Give supporting feedbacks

4. Analyse together the situation and possible alternative solutions

5. Leave conclusions to the student.

This type of conversation should be duly planned and set up in a 'safe place'.

Results/Impact

If teachers/trainers and parents are firm and punctual as well in giving rules and applying them it was demonstrated that progressions are possible.

Information/Contact

AIFA ONLUS

info@aifa.it

www.aifaonlus.it

List of Appendices

1. Suggestions for managing and resolving conflicts

Appendix

1. Suggestions for managing and resolving conflicts

Situation	Solution
Student's Behaviour:	
Angry outburst	STOP confrontation No insecurity Don't follow him/her
Excessive emotions	20 minutes of 'time out' in order to give time to the brain to 'relax'
Interruptions	STOP – He/she has to accept that anyone can talk
Impulsiveness	Learn to observe him/herself and STOP if necessary
Teacher/trainer's behaviour:	
Addressing communication to the 'other' *(e.g. '**You** never listen to me')*	Communicating referring to the 'self' *(e.g. ' **I** don't feel good when you don't listen to **me**)*
Automatic negative thoughts *(e.g. I cannot never count on him/her)*	Focus on positive aspects of the relation *(e.g. You don't do it very often, but when you do it, I am happy)*
Hypersensitiveness / Susceptibility to the voice's tone	Say to the other what is the feeling but in few words and without blaming

EDUCATIONAL TOOLS AND TECHNOLOGY IN SUPPORT TO STUDENTS WITH ADHD (ES)

Partner:	Foro Técnico de Formación
Country:	Spain

Tags
☒ Support resources
Area of implementation
Country: Spain
School or institution: Several
Target Group
Students with learning and attention difficulties.
Description

This good practice includes a selection of some educational tools and technology to help students with learning and attention difficulties made by the understood team, an innovative digital resource for professionals and families of students with learning difficulties created by SOAR, an association of 15 non-profit organizations and that is in Spanish and English version, use frequently for Spain professionals.

1. **Newsela**. Is a website that offers daily articles of newspapers in five different levels of reading.

2. **ClassDojo**. Is an application that supervises behavior in the classroom using a secure network and where the information is kept private. Teachers use ClassDojo to encourage participation and good behavior as it allows to record information about how a student act in class using a phone, tablet or computer (usually they notify the family in advance).

3. **Mercury Reader**. This free application eliminates from the websites all elements that can distract the student.

4. **RAVE-O**. Is an acronym for an international, highly successful literacy programme: Reading. Automaticity. Vocabulary. Engagement and Orthography. It focuses on improving fluency and reading comprehension, teaching vocabulary and decoding strategies and is always taught together with a phonological reading method, like Orton-Gillingham. It uses activities that use all the senses (such as sight, hearing and touch) to help students learn.

5. **Google for Education**.Working as a team is very important for students. Google has educational products that allow them to work together. With Google Docs several students can work in the same presentation at the same time. Teachers can also do Real-time comments on assigned projects.

6. **Restorative Justice**. When a student misbehaves, there is the traditional response: guilt and punishment. Restorative Justice focuses in repairing the damage caused, promoting good behaviour without punishment. If a student acts against a classmate, the student, the partner and the teacher can find a solution together. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.

Results/Impact

1. Newsela offers readers the opportunity to know more about current events presenting them at the level that works better for them. For example, there are five versions of an article from LA Times about why scientists think that larger dinosaurs avoided the tropics. At the end of each article, students can answer a questionnaire to review what they understood. Many schools employ Newsela. And the parents they can open their own account.

2. ClassDojo can be used byteachers, students and family members to improve behavior. The students can access the site and see the record of his behavior. They can also see pictures of their class participation. If used with attention, the interactive features of the application can help the student inreflecting about his/her actions. It also allows parents to have an idea of how their son behaves at school.

3. Mercury Reader allows the student to modify the type of letter, the size and the clarity to make it easier to read. The student can use Mercury Reader with text to read aloud the sites in the net. Students can even send the text to personal Kindle. This app is available in Chrome.

4. RAVE-O is reported by several large-scale studies to works and the students seem to enjoy it.

5. When students use Google Docs to write an essay, teachers usually go in and out of their files, watching them, writing and commenting on their projects. Students usually do the work assigned to them and help them focusing in case they deviate from the subject. The family can also have its own account.

Restorative Justice. Some schools are beginning to use this approach with students who have behavioural difficulties such as those manifested in ADHD. It seems to reduce the number of suspensions and expulsions. Restorative justice will not solve all behavioural problems, but it is a novel and promising way to promote good behaviour.

Information/Contact

www.understood.org

newsela.com/articles/#/rule/spanish

www.classdojo.com/es-mx/

www.mercury.postlight.com/reader/

FUNCTIONAL SECURED SCHOOL (SE)

Partner:	Folkuniversitetet Uppsala
Country:	Sweden

Tags

☒ School environment and accommodation

Area of implementation

Country: Sweden
City: Huddinge
School or institution: Källbrinkskolan

Target Group

School management and staff

Description of the good practice

Källbrink high school call themselves 'NPF' school (functional secured school). It is a label that rector Elinor Kennerö Tonner came on during a project together with National Association of Attention. The aim of the project was to make the school more pedagogical available for students with psychiatric disabilities, and increase their participation in learning process.

Now, the project is completed, but meanwhile it was ongoing, the school made a restructuring in order to facilitate learning for those who have the hardest. A work that is still in progress and developing.

The work was carried out in several steps:

Step one – The teaching team follows the students during all three years. In this way, they limit contact with adult teachers to maximum 10 during the whole school period. The teachers have time to get to know the learning needs of individual students.

Step two – Change the mind of teachers, instead of seeing problems, help them to define needs of each student. For this change the teachers have got different training. When it comes to training that strengthens a student's health promotion and relational approach, they have really gone invested time. During the training they discussed values: e.g. about what learning is and how it relates to the curriculum. What is a task? What is a lesson? Why do we do it in one or another way and so on?

Step three – The third step in the process toward functional secured school made changes in the physical environment. In the SOS-boxes, they have stress balls of different structures and materials for those who want and need it them to manage stress. A new item in the box is called a fidget spinner, which was introduced at the school by the student Simon Nordborg Öquist. Now he produces his own in a 3D printer and has started a business. He says that he has ADHD and he needs to busy himself with something in order to concentrate. As he does not like stress bolls, he finds fidget spinner easier.

In some classroom, there are also special chair seats, Pilate's balls and a big seat sack.

The Interior consists of a combination of individual booths, standing tables, high stools and

common sinks furnished in the group. If it is difficult to sit still for some students, they should be able to stand up or dangle their legs or bobbing on a ball.

Challenges for implementation

Perhaps the most difficult step was to change the attitude of the teaching staff, to depart from seeing the students' difficulties as problems to seeing them as the needs of the student. "There is nothing that says that you must have special support for dyslexia or ADHD. Dyslexia is a diagnosis, not a need. And needs, many people have, far more than those who have a diagnosis, "according Elinor Kennerö Tonner.

Key Success Factors

1. Changing the view and attitude of staff; going from defining problems to defining needs

2. Adapt the physical environment to the needs of students; give opportunity to ADHD students to manage their stress.

Recommendations/Instructions for implementation

1. Changing the view and attitude of staff; going from defining problems to defining needs

2. Adapt the physical environment to the needs of students; give opportunity to ADHD students to manage their stress.

Results/Impact

The equity is important in school. It says clearly in the Swedish Education Act that the compensatory duties of the school is to ensure that the impact of different learning needs will not be felt in school. "We must create an environment that is similar and available"according to the rector.

By above changings in opinion of teaching staff and adapting physical environment, students with different learning needs manage the education better now than before.

Information/Contact

Källbrinksskolan
Källbrinksvägen 55 , 141 85 Huddinge Sweden
www.grundskolor.huddinge.se/sv/kallbrinksskolan/

List of Appendices

1. Pictures of the school equipment

Appendix

DEVELOPING RECOMMENDATION TO SCHOOLS BY NATIONAL SCHOOL AGENCY (SE)

Partner:	Folkuniversitetet Uppsala
Country:	Sweden

Tags

☒ Educational system

☒ Support resources

Area of implementation

Country: Sweden
City: National level
School or institution: National Agency for Special Pedagogical Authority

Target Group

All schools and VET schools having students with different learning needs

Description of the good practice

The national agency for special pedagogical authority developed guidelines and support material for schools with the aim to provide good pedagogical support to students with different learning needs.

1. UP-TO-DATE - support material

UP-TO-DATE learning materials provide educators and students the opportunity to work for a socially, educationally and physically more accessible environment, both in school and in society.

With the help of UP-TO-DATE teaching materials, one get a practical investigative and challenging materials for using in school subject teaching and equal treatment at work – with a focus on the area of functionality.

Students get knowledge about:

- consciously explore norm what it means that we people work in different ways
- learn more about what an accessible environment means, both at school and in society
- increased awareness of what impact of restrictive attitudes and beliefs can get
- tools that help to the act more consciously towards their fellow human beings in both school and society.

Teachers and the schools get knowledge about:

- ready-made lesson track with structure, materials and information in line with the curriculum and subject plans
- professional development
- support in equal treatment.

2. Support material on school adjustment
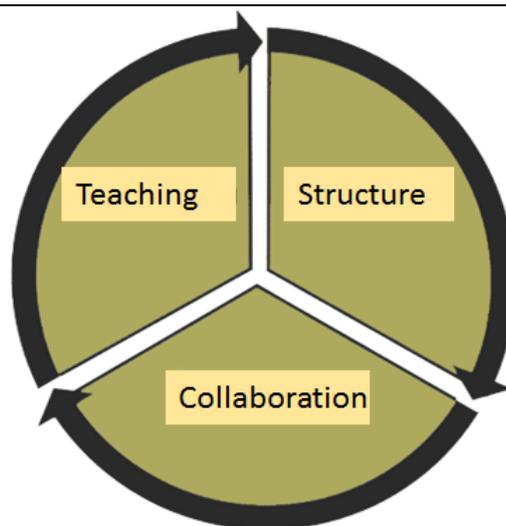
This publication is intended for those who work in the school as principal, teacher, carrier guidance or student health support.

In the material principals, student health staff and educators themselves tell about their every-day work with additional customizations and adaptation. They give concrete examples that illustrate their work process, from different professional perspectives of cooperation as a clear success.

The purpose of this material is to inspire. The material will also serve as a support in the effort to get various levels of control and support chain to work actively and systematically with additional customizations with regards to different learning needs. Ultimately, of course, is the objective to work with additional adjustments to give all students the best chance to increase their effectiveness.

This parts tells the Counsellor of education at the Swedish National Agency for education, on the amendment of the Education Act introduced in 2014. The change means that the school staff has two types of support to students with different learning needs: additional customizations and special support.

Challenges for implementation

The challenges are that authority that developed the guidelines and support material is at national level. However, providing school education is a municipal responsibility. Therefore, some municipality may not implement all the guidelines and only rely on what legislation requires.

Key Success Factors

The guidelines and the support material are good bases to increase the knowledge of teachers about ADHD with regards to pedagogical strategies in the classroom and management of classroom where students with ADHD are presents.

Further, they help school management to adapt the physical environment of the school to needs of ADHD students.

Moreover, the material provides a set of questionnaire for self-assessment of the school with regards to needs of ADHD students.

Recommendations/Instructions for implementation

Although the materials were developed for Swedish school environment, still, they can give vivid

examples of adaptation and accommodation of school and teaching for student with different learning needs. Some of those examples can be implemented in any school in any country. They do not require huge investment but minor changes with great impact.

Results/Impact

The school environment is more adjusted to the needs of ADHD students and the awareness of teachers increased regarding those needs.

Information/Contact

National agency for special pedagogy

Stockholm, Sweden
TEL: 00104735000
www.spsm.se/date-larmaterial/
spsm@spsm.se

INTEGRATION CLASS (GR)

Partner:	DIMITRA
Country:	Greece

Tags

☒ Classroom management

☒ Cooperation with parents

Area of implementation

Country: Greece
City: N/A
School or institution: Gymnasium - secondary school / Public

Target Group

Students with Special Educational Needs.

Description of the good practice

"Integration Class" is providing tailor made programmes for students with special educational needs. "Integration Class" belongs to the mainstream school and operates a separate part-receiving student from all classes where specialised trainers work with students with learning difficulties and, therefore, express behavioural problems and poor school performance, including students with ADHD, who are in need of further assistance and guidance.

The "Integration Class" is a basic, structural, essential element of Special Education providing - for over 30 years- providing individualised guidance to students who have learning difficulties.

Each course, including 3-5 students per year, has a duration of 3 years and it has been held since 30 years. To address the specific needs of ADHD students, the "Integration Class" operates in parallel with the official curriculum and students are supported for a few hours per week (maximum 15 hours) in order to become effectively integrated to school.

The teacher of the "Integration Class" in collaboration with the class teacher (and the opinion of the parents) determines the hours of their attendance to integration classes per week. The aim is to keep it to a minimum level in order for students not to lose efficient teaching hours into the general classroom. In "Integration Class", they use alternative ways of learning and mentoring. The teacher of "Integration Class" in consultation with the teacher of the general classroom selects and configures the curriculum with modifications and adjustments to the needs of students with ADHD.

In particular, several specific activities are organised: summarising previous lessons; explaining and agreeing with the students what they are expected to learn during the lesson; supporting learning with many explanations; keeping the attention using small presentations during Lectures; breaking down tasks into a series of smaller steps.

Challenges for implementation

The main challenges are:
- Lack of cooperation and understanding among actors
- Difficulties to maintain certain criteria to have a successful outcome.
In order to deal with these challenges, the following criteria should be met:
- Involvement and cooperation of all actors in the planning of the educational and

integration process, i.e. teachers/trainers, parents, school managers and administrative departments

- Training of educators in practices, integration programs for pupils with special educational needs
- Assistance, support and exchange of information between primary and secondary education teachers, especially those responsible for the design and implementation of the early intervention or rehabilitation programme
- Sufficient counselling and support services by Special Education Advisor, school psychologist, as well as from the teaching staff for SEN students
- Ensuring parental intervention so that the learning difficulties to be faced not only at school but also in home.

Key Success Factors

- Adaptation of the curriculum to meet needs and promoting the specific skills of students with SEN
- Evaluation of the training programme and adoption of the results in the learning process
- Positive attitude, commitment and engagement of teachers, and the removal of prejudices and stereotypes
- Appropriate equipment and innovative infrastructure that the school should have to address and support the educational needs of ALL children.

Recommendations/Instructions for implementation

To follow criteria and based on key success factors.

Results/Impact

VET providers often use the experience gained in those integration classes over the years, to get ideas in improving their educational practices when dealing with adults with ADHD.

Information/Contact

N/A

3. Organisation

"MILEA" PRIMARY SCHOOL (BG)

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

Tags
☒ School environment and accommodation
☒ Teaching and pedagogical method
☒ Self-awareness and self-esteem
☒ Cooperation with parents

Area of implementation
Country: Bulgaria
City: Sofia
School or institution: "MileA" primary school

Target Group
Students with ADHD /ASD (Autism Spectrum Disorder) / /SPD (Sensory Processing Disorder) / discreet LD (Learning Difficulties).

Description of the good practice

"MileA" primary school is created and managed by a multidisciplinary team of professionals in the area of therapy and inclusion of children with SEN. The main goal is to provide a "different" kind of education for children with special needs. Its didactical offer is based on:

- ✓ Structured environment specially adapted and "friendly" to students' needs, especially sensory, physical and communicational needs including:
  - Adapted classrooms
  - Visual schedules
  - Individual desks, adapted to every student needs – using lycra, weighted lap pads, vests and toys, static pedals, balance cushions, ball chairs and many more
  - "Calming and quiet" space in every classroom
  - Interactive whiteboard
  - Specially designed room for sensory integration therapy/occupational therapy
- ✓ Multidisciplinary team composed by:
  - ✓ Mainstream teachers
  - ✓ Special educational teachers
  - ✓ Speech and language therapists
  - ✓ Occupational therapists
  - ✓ Physiotherapist
  - ✓ Montessori therapists
  - ✓ ABA therapists
- ✓ Variety of educational and therapeutic approaches such as:
  - ✓ Montessori educational approach

- ✓ Sensory integration therapy and sensory based teaching approach
- ✓ TLP, Spectrum and inTime programs for auditory stimulation
- ✓ Glenn Doman method for Global reading
- ✓ PECS

Challenges for implementation

Because MileA started its activities as a private speech-therapy centre, and it is further developing into a school, there are different administrative and financial challenges. However, the highly motivated team of professionals is dedicating time and efforts to overcome any barriers.

Key Factors for implementation

- ✓ The highly motivated team of professionals
- ✓ The knowledge and experience of the specialists
- ✓ The structured environment specially adapted and "friendly" to the students' needs
- ✓ The variety of educational and therapeutic approaches used with the students
- ✓ The trust between families of students and the educational team.

Recommendations/Instructions for implementation

- ✓ Hiring of more prepared specialists in order to provide more appropriate teaching and therapeutic opportunities for the students
- ✓ Offering additional qualifications for the teachers and specialists as well as in-service trainings
- ✓ Working on single case-studies and implementing the individual approach to every student.

Results/Impact

- ✓ Increasing self-esteem and motivation for learning of all students with ADHD and other developmental disorders
- ✓ Stimulating social and daily life skills of all students
- ✓ Accessing to quality educational and therapeutic services for children with ADHD, ASD, SPD and LD
- ✓ Helping parents be "active and functional" again by providing day care/ half day care at school /going back to work, having a social life and be confident and happy as parents and individuals
- ✓ Increasing social awareness on ADHD and other developmental disorders.

Information/Contact

"MileA" primary school

Haidushka gora 38, floor 6

Sofia

www.milea.bg

www.facebook.com/Logopedichen.center.MileA

milenium2002@abv.bg

EXAMPLE OF PLAN FOR SUPPORT DELIVERED TO THE STUDENT IN THE FRAME OF THE SCHOOL (BG)

Note: Such a Plan for Support is developed for all SEN students included in the regular school system in Bulgaria!

Name of student:

School:

Type of education:

Necessity for an aid within the school:

School grade:

School year:

Types of assessment and evaluation:

1. **Basic information about the student**

    1.1. ……………………………………………………………………………………………

    /full name of the student/

1.2. Date of birth: ……………… .   1.3. *Place of birth*: …………… 1.4.age: ………… .

    1.5.School grade: …………

    1.6. Information about the parents:

    - Full names of the mother:
    ………………………………………………………………………………………………

    Address: …………………………………………………………………………………………

    Work place: ………………………………………………………………………………………

    Phone number: ………………………………………… e-mail: …………………………………

    - Full names of the father:
     ………………………………………………………………………………………

    Address: …………………………………………………………………………………………

    Work place: ………………………………………………………………………………………

    Phone number: ………………………………………… e-mail: …………………………………

2. **Goals, objectives and terms for the additional support for personal development**

Main goals	Main objectives	Terms

3. **Basic support for personal development:**
   - Team work between teachers and other educational staff
   - Additional training in school subjects
   - Additional modules for students not fluent in Bulgarian language
   - Additional consultations in school subjects
   - Career orientation
   - Activities of personal interests
   - Librarian-information support
   - Health and safety support
   - Speech-therapy
   - Other…………………………………………

4. **Type of additional support**
   - Case-study
   - Psychological-social rehabilitation
   - Hearing and speech rehabilitation
   - Low vision training
   - Provision of accessible physical environment and inclusive environment
   - Technical aids
   - Specialized equipment
   - Educational materials
   - Specialists

     ……………………………………………………………………

     ……………………………………………………………………

     ……………………………………………………………………

   - Resource support
   - Other………………………………..

5. **Description of the strengths and weakness of the students and his/her inclusion in the educational process**

   ……

   ………

6. Forms of assessment and evaluation of progress
☐ Primary school level - classes 1-4
- Meets the national educational standards
- Partially meets the national educational standards ……………………………………………………………….
……………………………………………………………
- Does not meet the national educational standards and requires individual educational program for school subjects:

☐ Secondary school level
- Gets scores
………………………………………………………………
- Does not get scores / requires individual educational program for school subjects/:
…………………………………………………………

7. Methods and means to achieve the goals
☐ classic /e.g. observation, analysis, comparison etc./
☐ special /e.g. Braille, sign language etc./

………

☐ innovative

………

8. Weekly frequency of support provided by specialists:
☐ Total number of hours - ………………
☐ Number of hours with:
- psychologist -………………
- speech therapist-…………………
- resource teacher -………………
- another specialist -…………………

9. Description of the team work:

a/ participating specialists

☐ Number of hours with each specialist
☐ To have interaction with the parents in the process of inclusion
☐ Together with the parents to develop a strategy for intervention according to the individual needs
☐ Supports the career orientation
☐ Interactions between specialists
- plan of the team meetings
- individual meetings between specialists – goals and decisions taken
- contacts with other institutions/organizations
☐ Knowledge of the regular teacher regarding the specific needs of the student and the possibilities for successful interaction

☐ If necessary to recommend an aid within the school building

6/ participation of parents

- Provision of actual information about the student
  - Medical records
  - Behavior
  - If recommended by the team, to organize new medical appointments and records
- If asked, takes part in the team work
- To support the team members' work
- If necessary to provide an aid within the school building
- Provision of regular support of the process of inclusion

10. Necessary resources for transition between institutions, between the school levels and the coordination of the whole work and process
☐ Presence of medical records
☐ Presence of educational records
☐ Personal contacts between specialists and institutions if necessary
☐ Support by the parents
☐ Presence of appropriate educational materials and environment for using specific methods, if necessary
☐ Access to specialist recommended by the team, who can be reached out of the school.

NOTE: (If one of the components in the Plan of support is changed , only that particular part will be revised).

STRATEGIES AND INSTRUMENTS FOR EDUCATIONAL INCLUSION OF ADHD STUDENTS (IT)

Partner:	Effebi Association
Country:	ITALY

Tags
☒ School environment and accommodation
☒ Teaching and pedagogical method
☒ Classroom management
☒ Self-awareness and self-esteem
☒ Cooperation with parents

Area of implementation
Country: Italy
City: Rome
School or institution: I.I.S. FEDERICO CAFFE'

Target Group
ADHD students at this school attend traditional mainstream classes.
Most of the pupils have at least one comorbid disorder co-existing with ADHD (including specific developmental disorders of language and learning) and are therefore supported by a special education teacher.
Since this disorder is characterized by inattention, impulsivity and hyperactivity, students may tend to have a harder time in school. They are typically disorganized and their desks and schoolwork are usually very disorganized and messy. For instance, some of them often forget to bring assignments home or take completed homework to school. They also tend to manage their time poorly and procrastinate, which sometimes results in submitting work that's well below their capabilities.

Description of the good practice
The institute's idea is that students with ADHD are doomed to bad grades or poor school performance, and teachers can do a lot to help students manage their symptoms and do well in school. One of the teachers' tasks is to help also students with special needs achieving their full potential through education, support and networking opportunities.
Inclusion is the keyword although ADHD in students can often lead to problems completing classwork, participating in small groups, and paying attention to directions or lessons.
Teachers usually work with them to increase their time on task by using **positive reinforcement** consistently and often.
Students with special needs frequently receive criticism from others. Therefore, they are somehow accustomed to and will expect negative feedback. The school recognized the importance of looking for good behavior and praising. Consistent rewards for academic achievements usually accelerate and motivate most students and reinforce their internal desire to learn and do more. This creates an injection of "self-belief": students feel that they are capable of reaching higher goals and are therefore inspired to accomplish.

ADHD students tend not to learn well from traditional lectures, so teachers should modify their instructional styles: staying **flexible**, **positive** and being open to **alternative teaching approaches** are important when teaching students with Attention Deficit Disorder.

Effective management techniques are essential in every classroom, but they are especially important in classes serving students with special education needs.

Firstly teachers try to keep the classroom environment highly structured in order to set a good example and to set these students up for success: they should have clear rules, expectations and consequences, the room should be organized, and the routines should be structured.

Techniques that many teachers use include having the student sit close to the teacher, speaking directly to the student while maintaining eye contact, minimizing distractions, creating and keeping a daily, and having the student make lists and ticking tasks as they are accomplished. Sometimes using items like stress balls, which they can squeeze throughout the day, helps with concentrating. They can keep these items at their desk. Teachers usually allow ADHD students to have regularly scheduled breaks (if necessary even longer than usual) and try to find opportunities for them to be active, such as standing while working on assignments or delivering materials to the secretary office (they are always accompanied by their special needs teachers). Moreover, in order to help them get more organized teachers often break assignments down into smaller, more manageable chunks. Activities usually last no more than 15-30 minutes. A variety of activities will keep students engaged.

The school experienced that some teaching strategies that work well for the student with ADHD work well with all students: activities should be as much interesting as possible, with the connection to real life made clear. They do very well in situations in which they have to come up with creative solutions to meaningful problems, especially if the problem solving involves hands-on work. If you can capture their attention, they have incredible stamina.

Many teachers use role playing to help students with ADHD make connections between what they learn and real-life experiences, expecially when teaching social studies. Sometimes, giving them leadership roles throughout classroom activities help ADHD students be successful participants in the lesson. The goal is to help them recognize and appreciate their unique skill sets. It's also important to encourage other students to view their classmates with special needs as an integral part of the community rather than a frequent disruption.

Challenges for implementation

Factors preventing progress may include:

Mainstream school with large classrooms can be an extremely difficult environment. Students tend to be easily distracted, become bored and behave according to their emotional state.

Therefore ADHD pupils usually attend the smallest classrooms where a lower student-to-teacher ratio makes one-to-one attention mostly possible. The challenge is to create an environment that sounds so friendly that students enjoy their time there. A variety of interesting, engaging teaching methods and encouragement will help them to really benefit from this approach.

Lack of clear communication. If the course materials are not explained properly, this would lead to distraction and escalation of behavioural responses.

Therefore the school work should be explained patiently and thoroughly, expecially if some of the students are not very good at understanding some subjects: everything has to be explained slowly.

Lack of awareness of ADHD can be a barrier. Students should be aware of their strengths and limitations. At the same time, if teachers lack understanding and continuously ask ADHD pupils

to stop, students can feel they are judged too quickly: if teachers cannot put up with ADHD students, these are labelled as "uncontrollable children". This attitude can make the individual feel as if he/she is not accepted, thus affecting their self-concept and result in further disruptive behaviour. In general, teachers who are empathic and consistent in their approach are perceived to be helpful. This highlights that, when there is an awareness of the symptoms of ADHD, the person working with the individual changes his/her perceptions of the students from disruptive, wild, to someone who has attentional difficulties, impulsivity and hyperactivity.

Some children with ADHD proved to have challenges in the area of social skills, which can cause problems with peers. These children often have trouble following rules due to their impulsivity and inattentiveness, which can be annoying to their peers.

Difficulties in staying attentive and on task during social activities together with restlessness, the fact that they also may often touch everything as well as those around them can be annoying to typical peers. Small groups of two to three students can help an ADHD student with developing more effective social skills. These groups are most successful when planned out carefully ahead of time, and include activities that focus on interacting and cooperating.

Key Success Factors

Since children spend most of their childhood in the school setting, the importance **of student-teacher relationships** is fundamental and it should be characterised by empathy, respect and authenticity. If teachers are perceived as fake, only pretending to be caring, their insincerity is usually detected very quickly. Also good **relationship between the school and parents** is a key factor of students' success: teachers and families should be in close contact to make sure communication is open and that issues are addressed immediately in order to best support pupils.

Individuals differ in many ways and need personalised management and assessments which take into account their individual wishes.

Most of these students, in fact, qualify for an **Individualized Educational Plan** (in Italy called **PEI**- Programmazione Educativa Individualizzata), a specialized programme to help a student work at his/her maximum potential via special education support.

This can be accomplished only after having a comprehensive evaluation report -written by a multidisciplinary team of professionals- aiming at gathering the information necessary to determine whether the pupil has special needs or deficits that affects his/her learning, and in order to design a program in which the student can make real progress. In order for the IEP to be most effective, at the beginning and in the middle of the school year a meeting is held joined by all the people who work with special needs students: the parents, the special education teacher, ordinary teachers, the therapist and the professional/s who wrote the report.

The key word is **individual**: the educational program should be tailored to the single student to provide the maximum benefit. As previously pointed out, often, when you adapt lesson materials for one student, many other students benefit as well.

Recommendations/Instructions for implementation

As students with ADHD are a heterogeneous group, there is no one intervention (or set of interventions) that will improve the classroom functioning of all of these students. Generally speaking, a student's academic success can be facilitated by their teacher's ability to adapt and differentiate their teaching methodologies to facilitate the learning needs of their students.

Since 'Federico Caffè' school is attended by 22% of students with ADHD or other special needs,

including those with severe disabilities, they must be accountable for ensuring that all of them make adequate yearly progress.

For students to make adequate progress, classroom modifications should be tailored to the unique needs of each student. In developing these modifications it is perhaps best to begin by examining how the classroom environment might be changed to allow the ADHD student's success. Teachers need to carefully differentiate and adapt their instruction to enable these students to engage in learning across the curriculum with regards to:

-Content being learned by a student. For example, some students might learn four aspects of a lesson while others learn six. This approach can be used when assigning school-based work or indeed homework. By using this approach, it is hoped that eventually certain students will be able to manage the same workload as their non-ADHD peers.

-Process or way in which a student accesses lesson material - for example, by using the internet textbook. A good idea for teachers is to find out from their students what their preferred learning sytle actually is: some students prefer to learn using visual resources such as pictures, videos and objects that can help them understand a difficult concept. Others might opt for other avenues which enable them to learn.

-Outcome or way in which a student shows that he/she has learned something. Given that ADHD often co-exist with other learning difficulties, it is essential that students are allowed to present their work in a variety of ways. For example, a student might write a paragraph or two, draw a diagram, or make a PowerPoint presentation.

It is important to avoid the use of unrealistic standards: students must experience success. In other words, it is essential that students be frequently reinforced for what we want them to do, rather than simply punished for what we do not want them to do.

Results/Impact

In the inclusive classrooms attended by ADHD students, general education teachers and special education teachers work together to meet the needs of students.

This type of classroom gives special education students the support they need and allows them to stay in the least restrictive environment. The Institute also experienced that all students can benefit from the additional resources and supportive techniques used in an inclusion classroom. Inclusive classrooms are filled with diverse learners. That lets students talk about how everyone learns in their own way. They may find that they have more in common with other kids than they thought. This can go a long way in reducing stigma for kids with learning and attention issues.

Information/Contact

A team of special need teachers composed of 36 people work at Federico Caffè.

The staff has additional training in supporting the students in and out of the classroom, they are in charge of organizing and managing special education programs together with helping ordinary teachers with their everyday classroom activities referred to students who qualify for an IEP or students with serious disabilities.

List of Appendices
1. Template for Individual Educational Plan (IEP)

Appendix

1. Template for Individual Educational Plan (IEP)

IEP . n. _____/_____   **Date:**

INDIVIDUAL EDUCATIONAL PLAN

SCHOOL YEAR	
STUDENT	
DIAGNOSIS	
CLASSROOM	
SPECIAL NEEDS TEACHER	
TIME FREQUENCY	
HOURS OF SUPPORT	
HOURS OF DIDACTICAL ASSISTANCE	
FATHER	
MOTHER	
LOCAL HEALTH ADMINISTRATION UNIT	
DOCTOR	

Brief description of the situation:

_____

_____

_____

_____

_____

_____

Autonomy and Socialization Levels:

_____
_____
_____
_____

Interventions for school and extra-school integration (education, reabilitation, autonomy, socialization level)**:**

_____
_____
_____

INDIVIDUAL GOALS and/or MINIMUM GOALS

LANGUAGE/LITERATURE AREA

Analysis of the initial situation

_____
_____

Didactical goals

_____
_____

Contents / texts

_____
_____
_____
_____
_____
_____

SCIENTIFIC AREA

Analysis of the initial situation

_____
_____

Didactical goals

_____
_____
_____

Contents / texts

_____
_____
_____

METHODOLOGIES AND SEMPLIFICATION

_____
_____

ASSESSMENT, EVALUATION, TIME, SUBSTITUTIVE AND/OR COMPENSATIVE TOOLS

_____
_____
_____
_____
_____
_____

A) The undersigned teachers belonging to the class board contributed to the definition of the I.E.P.

It represents a preliminary planning action subject to periodic assessment and subsequently to possible variations.

B) For the definition of the required minimum goals per subject, refer to the plan elaborated for the student by each teacher belonging to the class board and attached to this documentation.

 The present Plan is issued read and undersigned by the class board:

- **Religion_____**
- **Italian_____**
- **History_____**

- **Geography**_____
- **English**_____
- **Mathematics/Physics**_____
- **Physical Ed.**_____
- **Science/Chemistry**_____
- **Law**_____
- **Philosophy**_____
- **Art History**_____
- **Special needs teacher**_____

And Shared with:

- **Specialized didactical Assistant/s**_____
- **Parents**_____
- **Doctor**_____

[Place],_____

PRACTICAL GUIDE WITH ACTION RECOMMENDATIONS FOR EDUCATIONAL CENTERS IN THE CASES OF STUDENTS WITH ADHD (ES)

Partner:	FORO TÉCNICO DE FORMACIÓN
Country:	SPAIN

Tags
☒ Support resources

Area of implementation
Country: SPAIN City: PALMA DE MALLORCA School or institution: ASOCIACION STILL. Asociación Balear de Padres de niños con TDAH. /Balearic association of ADHD children's fathers.

Target Group
Educational Centres with ADHD students

Description
This PRACTICAL GUIDE is based, on the one hand, on the recommendations of the scientific community regarding the importance of adapting the methodological teaching / learning system to the needs of students with ADHD (Attention Deficit Disorder with or without Hyperactivity). to try to guarantee its adequate development and learning, and, on the other hand, in the requests of practical order of the parents of children affected by this disorder, as well as, in the requests of the teaching staff and of the own educational centers. These recommendations and methodological measures (access adaptations) have as objective that the student with ADHD progress in their personal and academic development and, even, they can be useful to improve the performance of the rest of the students.

Results/Impact
From their publication, in 2007, this guide has been diffused by the Balearic Islands government to their educational centers (publics and with government agreement) and through different organizations in Spain related to ADHD support, quantitative impact of their use is unknown by the owners. The document was updated on 2013 and endorsed by the Division of Educational Psychology has been created by the Spanish General Council of Official Colleges of Psychologists (COP).

Information/Contact
ASOCIACIÓN STILLC/ Ramon Berenguer III, 5, bajos. 07003 – Palma de Mallorca.Telfs.: 971.498.667 – 699.779.449 www.still-tdah.com stilltdah@yahoo.es

List of Appendices
1. Guide: www.psie.cop.es/uploads/Illes%20Balears/TDAH%20GUI_A%20PRA_CTICA.pdf

METHODOLOGICAL PROPOSAL TO WORK WITH ADHD STUDENTS (TEACHERS SELF EVALUATION SURVEY) (ES)

Partner:	FORO TÉCNICO DE FORMACIÓN
Country:	SPAIN

Tags
☒ Self-awareness and self-esteem
☒ Support resources

Area of implementation
Country: SPAIN
City: MADRID
School or institution: INTERNATIONAL UNIVERSITY OF RIOJA

Target Group
Secondary school teachers with ADHD students

Description

This methodology proposed by the researcher, include 3 surveys, 2 for students' evaluation and 1 for teacher's self evaluation. This last one, is the one that is found interesting as good practice for Q4ADHD project.

This survey is carried out by 56 teachers of secondary school in Madrid, between May and June of 2012, in order to verify if these teachers had ADHD students in their classrooms and if in the educational centres where they worked is available some applicable methodology for ADHD students.

The survey consists of 6 questions.
1. Are you a high school teacher?
2. For how many years?
3. Had or have you ADHD students in your classrooms?
4. Your educational centres or the above, they have or had available any specific educational methodology for ADHD students?
5. Do you know what ADHD is?
6. What has been the academic level acquired by your students with ADHD?

Results/Impact

The most relevant data are:

- The 96% of teachers have or have had a student ADHD in their classrooms
- It is very significant that 54% do not know if in their centers they had a specific pedagogical methodology for ADHD students and 35% say that it does not exist
- It is also very striking that 86% confess that they only know the ADHD superficially and that 67% of the children have not progressed adequately.

Information/Contact

Francisco Javier Almeida Martínez /Maria Jose Millán Jurado

UNIVERSIDAD DE LA RIOJA

Línea de investigación: métodos pedagógicos

List of Appendices

1. **Methodological approach document:**

www. reunir.unir.net/bitstream/handle/123456789/625/Millan%20MariaJose.pdf?sequence=1

PEDAGOGICAL ATTENTION TO DIVERSITY IN VET (ES)

Partner:	FORO TÉCNICO DE FORMACIÓN
Country:	SPAIN

Tags
☒ Educational system

Area of implementation
Country: SPAIN City: Granada School or institution: REVISTA DIGITAL INNOVACION E IDEAS EDUCATIVAS

Target Group
VET System

Description
This work defends vocational training as the most flexible secondary school education that best serves the diversity of students. The objective is to deepen and clarify to the VET teachers about the treatment that should be given to diversity in the classrooms. It defines the attention to diversity as specific for students with specific needs or learning difficulties, where we must include the ADHD.

Results/Impact
The work is interesting because it informs about the current regulations of the competent public administration and its gaps, as well as about the experience of the author with attention to diversity in the classroom and the measures and activities applicable to professional training.

Information/Contact
Manuel Fernandez Balmon

List of Appendices
1. Article: www.archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_23/ MANUEL_FERNANDEZ_BALMON01.pdf 2.

FLEXIBLE TEACHERS (SE)

Partner:	Folkuniversitetet
Country:	Sweden

Tags
☒ Teaching and pedagogical method
☒ Classroom management

Area of implementation
Country: Sweden
City: Uppsala
School or institution: Internationella gymnasieskolan

Target Group
Student with ADHD

Description of the good practice
The school organised a training in classroom management with regards to students with different learning needs. The training was done in 2 days and covered teacher's management in the classroom when the groups consist of students with different learning needs.   The teachers were trained to plan different goals and teaching methods for different students based on their learning needs. Areas such as: - Different teaching methods   - Methods for assigning right learning task to right students in a adapted way   - Using ITC at different stages in learning and teaching process.

Challenges for implementation
The challenges for the teachers were: - Amount of extra times for preparation of lecture   - Availability of right technical infrastructure in the classroom   - Need for further training about ADHD in order to perform better classroom management.

Key Factors for implementation
The key factor for being a flexible teacher with regards to different learning needs, specially ADHD is to plan the assigned task to students.   Students with ADHD have difficulty to get a reading assignment. It is to be divided in several steps in order for the students with ADHD can keep the focus and follow the task like other students.   An example is when the class was given the task to read the novel 'Mr. Ripley'. This task can be extremely challenging for students with dyslexia and ADHD, but simpler for other students.   The solution adopted is trying to put the task on different levels where each student reads so much and well it can handle. As a kind of support during the reading process, calls in the class

for discussion about the piece they are reading, it makes it easier for students who for various reasons, find it difficult to absorb and understand the novel.

Text conversations will be a support.

Featured scenes from the film 'Mr. Ripley' as visual support, are also helpful.

Recommendations/Instructions for implementation

- Take necessary time to prepare the task based on learning needs
- Elaborate different scenarios if some students with different learning needs do not manage the task
- Be flexible and conduct dialogue with students in order to find out how the task should be formulated in order for the student to manage
- Get more training about ADHD in order to adapt teaching style to the learning needs of a student with ADHD.

Results/Impact

The main impact is that the student with ADHD or dyslexia remains interested and does not find himself / herself different from others. The teacher does not spend much time on keeping discipline in the classroom.

Information/Contact

Internationella gymnasieskolan
Tel. 0046-18-680000
gymnasiet.uppsala@folkuniversitetet.se

DANDERYD MODEL – COLLEGIAL PEER TUTORING OF TEACHER DEALING WITH STUDENTS WITH AUTISM AND ADHD (SE)

Partner:	Folkuniversitetet Uppsala
Country:	Sweden

Tags

☒ Support resources

Area of implementation

Country: Sweden
City: Danderyd
School or institution: Vasa school

Target Group

Teaching staff

Description of the good practice

In the project "Danderyds model" six educators at Vasaskolan in Danderyd, have received a training in deeper understanding of neuropsychiatric disorders, (particularly on Autism and ADHD) and case management. The participants elaborated their own peer tutoring with workgroups in Danderyd municipality according to the model developed in the project and they had mentoring on their own mentorship.

The model is aimed at students with neuropsychiatric disorders to get an education, which is characterized by availability with regard to treatment, participation, and fellowship, and by the increase the prospects for a satisfactory school attendance by educators, knowledge and tools to meet the individual pupil.

The mentorship of a teacher who is dealing with pupil with ADHD , known as tutoring case management, consists of four steps:
1. Problem formulation
2. Functional mapping
3. Analysis and adjustments
4. Choice of adaptation

STEP 1: Problem definition
The first step involves participants in the tutorial and it describes a situation or a student as free from interpretation as possible. Objectivity and facts are bases for a good problem definition. Value oriented adjective is avoided, the Working Group is focused on what the student is doing, how, when and in what context.

Step 2: Functional mapping
At the second step the group maps student's functional abilities by using the mapping material in School compass (this is a software developed for Swedish schools).

Step 3: Analysis and adjustments
The third step foresees that the Group analyses jointly why the student acts or reacts in a certain

way. The supervisors will help the Working Group to spot and identify the strengths and reduced functional abilities identified in the survey. What causes the learning situation and/or learning environment becomes too severe? Here the group identifies together the pupil's functional capacity deficiencies in relation to demands of the learning situation. What works well? What can you do more of? What strengths and interests of the learner should we catch up and use more of?

Step 4: Choice of adaptations

Often step three generates a large amount of ideas for individual customizations. To support the task force in implementing the adjustments is the final step to sort and prioritize. The following issues are discussed:
- What adjustments should be given priority and in what contexts?
- Who is responsible for ensuring that they are implemented?
- What it plans to do, how we follow up?

Challenges for implementation

Finding right peer tutors

To be able to supervise and be tutor for other teachers, one needed a solid experience in the profession. The supervisor needs to have met many students that match the criteria for Autism and ADHD to know that these students have a different way of working, that some traits are common but that the individual variations are often very large. However, long experience is not enough. Teachers cannot understand these students only with a kind of everyday psychological thinking, independently how talented teachers are. Teachers, in fact, must have knowledge, not just about the diagnoses but also about the consequences of impairments that lead to encounter with learning environments and learning situations. When the surroundings are not custom disability occurs. Here teachers need to be able to compensate for disability by adapting.

Teachers must also be able to identify students' strengths and use them during the school day. To become a skilled peer tutor, the teacher must therefore be able to understand what different reduced functional abilities of these students might mean, to recognize them and adapt to them, and make adjustments both at General and individual level, only then there are compensations for those functions.

Key Success Factors

- Access to knowledgeable tutors
- A school management interested to train their teachers.

Recommendations/Instructions for implementation

In this project, the school divided learning processes in the learning environment and learning situation. The learning environment is the physical environment as the student moves in. All other support in the learning situation is a learning process, such as how to customize teachers' communications, body language and how to work with to capture students' attention.

To understand the needs of the learning environment is what we mean by basic level, a first step to functional skills. It requires less experience and because it is easier to achieve.

The checklists deal with common issues that these students can meet both in the classroom and in other environments at a school. With the problems the school means situations in which learning environments require that often exceed these students' functional abilities.

It is recommended that the peer tutor and teacher make tour in the school to observe the

student with ADHD. Based on that, they start their discussion in order to develop a check list of accommodation and adaptation.

Results/Impact

The model creates a support system for teachers who have student in their classroom.

The teacher will feel less frustrated and get support to manage those students.

Information/Contact

All information in Swedish
www.spsm.se
www.nok.se/autismochadhdiskolan

DOCUMENT TEMPLATES FOR RECORDING MEASURES UNDERTAKEN AT SCHOOL, DEVELOPED BY THE NATIONAL AGENCY (SE)

Partner:	Folkuniversitetet Uppsala
Country:	Sweden

Tags
☒ Support resources
Area of implementation
Country: Sweden City: N/A School or institution: Swedish National Agency for School
Target Group
School managers and teachers
Description of the good practice
The Swedish National agency for School has developed different templates for schools in order to document different measures they take in order to be able to evaluate measures and examine the impact of the measures taken for accommodation of ADHD students.
Challenges for implementation
The challenge for small school is that it requires time of teachers to fill all the template for documenting the measures taken for ADHD school. Big schools have specialist teachers responsible for this work.
Key Success Factors
The template will make the basis for Quality Assurance measures a school takes to accommodate ADHD students. The templates cover the situation before, during and after the measures are taken, in order for school inspection to be able to measure the impact of changes for accommodation of ADHD students.
Recommendations/Instructions for implementation
The questionnaires have to be filled in before, during and after adopting measures.
Results/Impact
It will be easier to see what actions or adaptation has most impact for accommodation of ADHD students.
Information/Contact
www.sv.padlet.com/susse_tinz/specpedverktyg www.gothiafortbildning.se/72059788-product

Annex: List of online tools in support to VET providers for learners with ADHD

Name	Type	Description	URL	Language	Source	Instructions for use (if applicable)	Rating		
							Cost	User-Friendly (Subjective evaluation)	Available in many Languages
Timetoast	Software	Timetoast is a place to make timelines on the web. It can be used to create historical timelines of important events, etc. It is ideal for children with ADHD and the tool can be also used by the children themselves in order to create their own timelines.	https://www.timetoast.com/	English	https://www.timetoast.com/	https://www.timetoast.com/	Free	Yes	Yes

ToonDoo	Software	Open source tool for comic creation. It is easy to use by the teachers in order to make the educational process more suitable for children with learning disabilities but also by the students themselves depending on the level they are.	http://www.toondoo.com/	English	http://www.toondoo.com/	http://www.toondoo.com/	Free	Yes	Yes
Live scribe smart-pen	Software & Hardware	A tool and actually a pen which captures everything you hear and write by giving you the opportunity to refer to your information as many times as needed. It is a tool for students with ADHD and learning difficulties who have difficulty attending the lesson and taking notes at the same time.	http://www.livescribe.com/en-us/solutions/learningdisabilities/	English	http://www.livescribe.com/en-us/	http://www.livescribe.com/en-us/solutions/learningdisabilities/	$ 204,9 - $$$	Yes	Yes
Inspiration Software	Software	An optical learning tool. It helps in organizing and understanding or memorizing large amounts of information by combining words and concepts with images and graphs.	http://www.inspiration.com/	English	http://download.inspiration.com/videos/study_skills_1.m4v	http://www.inspiration.com/Resources/Free-Training	From $ 6/month	Yes	No

Dragon Naturally-Speaking	Software	Transforms the speech into text, thus facilitating students with learning difficulties.	https://www.nuance.com/dragon.html	English	https://www.nuance.com/dragon.html	https://www.nuance.com/support.html	$$$ Varies	Yes	Yes
Mindomo	Software	A collaborative mind mapping, concept mapping and outlining tool. It is a good way to understand and learn anything.	https://www.mindomo.com/	English	https://www.mindomo.com/	https://www.mindomo.com/	Free	Yes	Yes
Kurzweil (3000)	Software	An award-winning, research-based, assistive technology tool helping students with learning disabilities, those diagnosed with dyslexia, dysgraphia or other literacy challenges. It gives students with learning difficulties. the possibility of simultaneous acoustic and visual reading of text, the insertion of notes and the marking of the main points with colours.	https://www.kurzweiledu.com/special/colleges/	English	https://www.kurzweiledu.com/special/colleges/	https://www.kurzweiledu.com/kurzweil-academy/kurzweil-academy.html	$$$ Varies https://www.kurzweiledu.com/k3000-firefly/overview.html	Yes	No

Text Help	Software	An aid for students with ADHD and learning difficulties. Includes visual and acoustic reading, vocal or image dictionaries, MP3 text storage so you can listen wherever it is, and many other useful features	https://www.texthelp.com/en-us/	English	https://www.texthelp.com/en-us/company/education-blog/november-2016/edtechs-role-in-preparing-students/	https://www.texthelp.com/en-us/support/training/ https://training.texthelp.com/?_ga=2.107238916.727995094.1519920353-766599671.1519920353	$1 - $145	Yes	No
Comfort Contego System	Software	A wireless auxiliary listening device that captures what is said in a lecture, etc. It processes the sound by enhancing the voice of the speaker and reducing the other noises. This system is mostly used by hearing impaired people, but it is also an excellent tool for students with ADHD to be able to focus their attention on the speaker without being disturbed by environmental noises.	http://www.comfortaudio.com/us/users/assistive-listening-devices-needed/	English	http://www.comfortaudio.com	http://www.comfortaudio.com/us/users/support-service/	$$$ Varies	Yes	Yes

Techniques to manage ADHD students: Advice for teachers	Text	A text that includes 5 sections of practical advice for teachers who have children with ADHD in the classroom.	http://www.adhdhellas.org/ekpaidefsi/ekpaideftikoi/item/302-texnikes-diaxeirisis-mathiton-me-depy-symvoules-pros-ekpaideftikoys	Greek	http://www.adhdhellas.org/ekpaidefsi/ekpaideftikoi/item/302-texnikes-diaxeirisis-mathiton-me-depy-symvoules-pros-ekpaideftikoys	http://www.meeidikhmatia.gr/	Free	Yes	No
Guide to a personalised educational program for students with ADHD	Text	The official guide for a personalized educational programme for students with ADHD, issued by the Greek Ministry of Education.	http://www.prosvasimo.gr/EDEAY/%CE%95%CE%94%CE%95%CE%91%CE%A5_%CE%9F%CE%B4%CE%B7%CE%B3%CE%BF%CF%82_%CE%94%CE%95%CE%A0%CE%A5%20(1)_%CF%84%CE%B5%CE%BB.pdf	Greek	http://www.prosvasimo.gr/EDEAY/%CE%95%CE%94%CE%95%CE%91%CE%A5_%CE%9F%CE%B4%CE%B7%CE%B3%CE%BF%CF%82_%CE%94%CE%95%CE%A0%CE%A5%20(1)_%CF%84%CE%B5%CE%BB.pdf	http://www.prosvasimo.gr/EDEAY/%CE%95%CE%94%CE%95%CE%91%CE%A5_%CE%9F%CE%B4%CE%B7%CE%B3%CE%BF%CF%82_%CE%94%CE%95%CE%A0%CE%A5%20(1)_%CF%84%CE%B5%CE%BB.pdf	Free	No	No
Adult ADHD Self-Report Scale (ASRS)	Questionnaire	A 6-question scale designed to screen for adult ADHD in community samples.	https://www.hcp.med.harvard.edu/ncs/ftpdir/adhd/18Q_ASRS_English.pdf	English	https://www.hcp.med.harvard.edu/ncs/asrs.php	https://www.hcp.med.harvard.edu/ncs/ftpdir/adhd/background_memo_rev.pdf	Free	Yes	Yes

Greek scale of ADHD evaluation (for teachers & parents)	Guide & Ques-tionnaire	This guide allows parents and teachers to identify children who may be ex-periencing the disorder. This guide includes the questionnaire as well as explanations and instruc-tions for its implementa-tion and analysis.	https://eclass.upatras.gr/modules/document/file.php/PDE1368/%CE%A0%CE%B1%CE%BD%CE%B5%CF%80%CE%B9%CF%83%CF%84%CE%B7%CE%BC%CE%B9%CE%BF%20%CE%A0%CE%B1%CF%84%CF%81%CF%89%CE%BD%20doc%20%202.doc		https://eclass.upatras.gr/modules/document/file.php/PDE1368/%CE%A0%CE%B1%CE%BD%CE%B5%CF%80%CE%B9%CF%83%CF%84%CE%B7%CE%BC%CE%B9%CE%BF%20%CE%A0%CE%B1%CF%84%CF%81%CF%89%CE%BD%20doc%20%202.doc	https://eclass.upatras.gr/modules/docu-ment/file.php/PDE1368/%CE%A0%CE%B1%CE%BD%CE%B5%CF%80%CE%B9%CF%83%CF%84%CE%B7%CE%BC%CE%B9%CE%BF%20%CE%A0%CE%B1%CF%84%CF%81%CF%89%CE%BD%20doc%20%202.doc			
Online assessment tool: Quick Scan	Text/Que-stion-naire	Helps to measure the Quality Assurance level within and between VET providers on the basis of the defined Quality Indicators	http://tools4adhd.eu/quick-scan-intro/	English	http://tools4adhd.eu/quick-scan-intro/	http://tools4adhd.eu/quick-scan-intro/	Free	YES	Printable versions available in Bulgarian, Greek, Italian, Spanish, Swedish languages

Guidelines Assisting VET School Boards in Delivering Special Education Services for Students with AD/HD	Text	Conveys policies, procedures, and guidelines that support the delivery of special education services in VET schools for students with special learning needs mainly focused on AD/HD. Available as a downloadable general document and also – online, devided into the three main sections: 1) Improving my organisation; 2) Improving my training delivery and 3) Improving my teaching methods.	http://tools4adhd.eu/guidelines/	English	http://tools4adhd.eu/guidelines/	http://tools4adhd.eu/guidelines/	Free	YES	The Re-sume of the Guidelines is trans-lated in: Bulgarian, Greek, Italian, Spanish, Swedish languages

Compendium of Best Practices: Vocational Training for ADHD Learners		Highlights examples of good practices in terms of techniques, methodologies, approaches and results achieved in the field of European Quality Assurance in Vocational Education and Training (**EQAVET**), implemented in Vocational Education and Training (**VET**) for students with **ADHD**	http://tools4adhd.eu/compendium-of-best-practices/	English	http://tools4adhd.eu/compendium-of-best-practices/		Free	YES	The Re-sume of the Compen-dium is translated in: Bulgarian, Greek, Italian, Spanish, Swedish languages
A glossary of commonly used terms in working with AD/HD learners	Text	Commonly used terms in working with AD/HD learners	http://tools4adhd.eu/glossary/	English	http://tools4adhd.eu/glossary/	http://tools4adhd.eu/glossary/	Free	YES	Available in Bulgarian, Greek, Italian, Spanish, Swedish languages

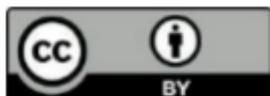**Compendium : GOOD PRACTICES OF USING TOOLS AND INSTRUMENTS FOR IMPROVING THE QUALITY MANAGEMENT SYSTEMS OF VET PROGRAMMES FOR LEARNERS WITH ADHD**