



**GOOD PRACTICES OF USING TOOLS AND INSTRUMENTS FOR  
IMPROVING THE QUALITY MANAGEMENT SYSTEMS OF VET  
PROGRAMMES FOR LEARNERS WITH ADHD  
COMPENDIUM  
PART 2: TRAINING DELIVERY**

Project Title: **Q4ADHD - Quality Assurance in VET for learners with ADHD**

Partners from:

**Sofia University "St. Kliment Ohridski", BG  
National Association of Resource Teachers, BG  
Finance & Banking, Organisational & HR Development Association, IT  
IT\* International Telematic University UNINETTUNO, IT  
FORO Tecnico de Formacion, ES  
Stiftelsen Kursverksamheten vid U-auniversitet, SE  
Science for You, GR  
Dimitra Education & Consulting S.A., GR**

Project web sites:

<http://qa-adhd.uni-sofia.bg/>

<http://tools4adhd.eu/>

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**Coordinated by:**

Ali Rashidi, Folkuniversitetet, Sweden

Miroljuba Madjarova, Sofia University "St. Kliment Ohridski", Bulgaria

**Authors (alphabetically):**

Alessandro Caforio, Università Telematica Internazionale UNINETTUNO, Italy

Ali Rashidi, Folkuniversitetet, Sweden

Anna Ivanova, National Association of Resource Teachers, Bulgaria

Ana Maria Cotovanu, Associazione per lo sviluppo organizzativo e delle risorse umane, Italy

Denis Riabov, Folkuniversitetet, Sweden

Dimitar Ivanchev, National Association of Resource Teachers, Bulgaria

Imma Miralles, FORO TECNICO DE FORMACION, Spain

Jose Llorca, FORO TECNICO D FORMACION, Spain

Luca Cerniglia, Università Telematica Internazionale UNINETTUNO, Italy

Mario Spatafora, Associazione per lo sviluppo organizzativo e delle risorse umane, Italy

Mira Tzvetkova, Sofia University "St. Kl. Ohridski", Bulgaria

Persa Tserkezou, DIMITRA Education and Consulting, Greece

Vassilis Giannakopoulos, Science For You – SciFY-, Greece

Vaso Anastasopoulou, DIMITRA Education and Consulting, Greece



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## 2. Training Delivery

### TECNO-DIGITAL EDUCATIONAL POLE (IT)

<b>Partner:</b>	UNINETTUNO
<b>Country:</b>	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](mailto:polodidattico.iww@pec.it)



## DIDACTIVE PERSONALIZED PROGRAM FOR STUDENTS WITH ADHD (IT)

<b>Partner:</b>	UNINETTUNO
<b>Country:</b>	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](http://www.istitutocallerimarzamemi.gov.it/la-scuola/piano-didattico-personalizzato-gli-alunni-con-disturbi-adhd)

### Recommendations/Instructions for implementation

This school 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](http://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](mailto:sris02100p@pec.istruzione.it)



## CONFLICT RESOLUTION (IT)

<b>Partner:</b>	Effebe Association
<b>Country:</b>	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

Challenges 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 teenagers and can lead to extremely emotional reactions with the results that the teacher/trainer may lose authority, 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](mailto:info@aifa.it)

[www.aifaonlus.it](http://www.aifaonlus.it)

### List of Appendices

1. Suggestions for managing and resolving conflicts



## Appendix

### 1. Suggestions for managing and resolving conflicts

Situation	Solution
<b>Student's Behaviour:</b>	
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
<b>Teacher/trainer's behaviour:</b>	
Addressing communication to the 'other' (e.g. <i>'You never listen to me'</i> )	Communicating referring to the 'self' (e.g. <i>'I don't feel good when you don't listen to me'</i> )
Automatic negative thoughts (e.g. <i>I cannot never count on him/her</i> )	Focus on positive aspects of the relation (e.g. <i>You don't do it very often, but when you do it, I am happy</i> )
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)

<b>Partner:</b>	Foro Técnico de Formación
<b>Country:</b>	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 by teachers, 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 in reflecting 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 work 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](http://www.understood.org)

[newsela.com/articles/#/rule/spanish](http://newsela.com/articles/#/rule/spanish)

[www.classdojo.com/es-mx/](http://www.classdojo.com/es-mx/)

[www.mercury.postlight.com/reader/](http://www.mercury.postlight.com/reader/)



## FUNCTIONAL SECURED SCHOOL (SE)

<b>Partner:</b>	Folkuniversitetet Uppsala
<b>Country:</b>	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 balls, 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/](http://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)

<b>Partner:</b>	Folkuniversitetet Uppsala
<b>Country:</b>	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:

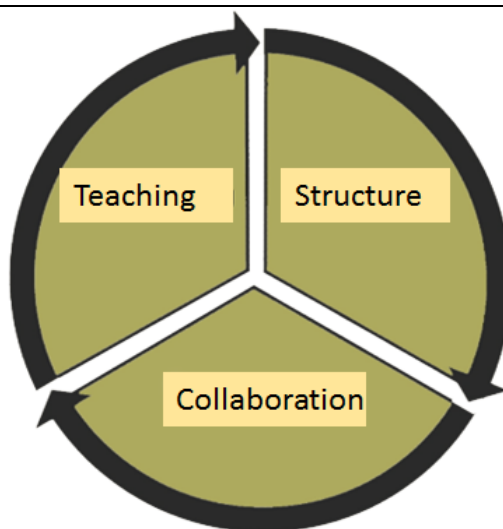
- consciously explore norm what it means that we people work in different ways
- learn more about what an accessible environment means, both at school and in society
- increased awareness of what impact of restrictive attitudes and beliefs can get
- tools that help to the act more consciously towards 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 everyday 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 part 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/](http://www.spsm.se/date-larmaterial/)

[spsm@spsm.se](mailto:spsm@spsm.se)



## INTEGRATION CLASS (GR)

<b>Partner:</b>	DIMITRA
<b>Country:</b>	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



<p>integration process, i.e. teachers/trainers, parents, school managers and administrative departments</p> <ul style="list-style-type: none"> <li>• Training of educators in practices, integration programs for pupils with special educational needs</li> <li>• 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</li> <li>• Sufficient counselling and support services by Special Education Advisor, school psychologist, as well as from the teaching staff for SEN students</li> <li>• Ensuring parental intervention so that the learning difficulties to be faced not only at school but also in home.</li> </ul>
<p><b>Key Success Factors</b></p> <ul style="list-style-type: none"> <li>• Adaptation of the curriculum to meet needs and promoting the specific skills of students with SEN</li> <li>• Evaluation of the training programme and adoption of the results in the learning process</li> <li>• Positive attitude, commitment and engagement of teachers, and the removal of prejudices and stereotypes</li> <li>• Appropriate equipment and innovative infrastructure that the school should have to address and support the educational needs of ALL children.</li> </ul>
<p><b>Recommendations/Instructions for implementation</b></p> <p>To follow criteria and based on key success factors.</p>
<p><b>Results/Impact</b></p> <p>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.</p>
<p><b>Information/Contact</b></p> <p>N/A</p>



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

**Coordinated by:** Ali Rashidi Folkuniversitetet Uppsala, Sweden and Miroljuba Madjarova Sofia University “St. Kliment Ohridski”, Bulgaria

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