



**GOOD PRACTICES OF USING TOOLS AND INSTRUMENTS FOR
IMPROVING THE QUALITY MANAGEMENT SYSTEMS OF VET
PROGRAMMES FOR LEARNERS WITH ADHD
COMPENDIUM
PART 3: ORGANISATION**

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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3. Organisation

“MILEA” PRIMARY SCHOOL (BG)

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

Tags
<input checked="" type="checkbox"/> School environment and accommodation <input checked="" type="checkbox"/> Teaching and pedagogical method <input checked="" type="checkbox"/> Self-awareness and self-esteem <input checked="" type="checkbox"/> 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
<p>“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:</p> <ul style="list-style-type: none"> ✓ Structured environment specially adapted and “friendly” to students’ needs, especially sensory, physical and communicational needs including: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> ✓ Mainstream teachers ✓ Special educational teachers ✓ Speech and language therapists ✓ Occupational therapists ✓ Physiotherapist ✓ Montessori therapists ✓ ABA therapists ✓ Variety of educational and therapeutic approaches such as: <ul style="list-style-type: none"> ✓ 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:	Effebe 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, especially 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, especially 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 style 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, rehabilitation, 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 SIMPLIFICATION

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
<input checked="" type="checkbox"/> 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
<p>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.</p> <p>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.</p>
Results/Impact
<p>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.</p> <p>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).</p>
Information/Contact
<p>ASOCIACIÓN STILLC/ Ramon Berenguer III, 5, bajos. 07003 – Palma de Mallorca.Telfs.: 971.498.667 – 699.779.449</p> <p>www.still-tdah.com stilltdah@yahoo.es</p>
List of Appendices
<p>1. Guide: www.psie.cop.es/uploads/Illes%20Balears/TDAH%20GUI_A%20PRA_CTICA.pdf</p>



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
<input checked="" type="checkbox"/> 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



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
<input checked="" type="checkbox"/> 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



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

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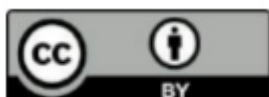
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