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TOGETHER WE CAN

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P1. TOGETHER TRAINING METHODOLOGY



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1. Introduction

The **TOGETHER Training Methodology** is part of the Erasmus+ funded project TOGETHER WE CAN, running from 2024 to 2026 with partners from Cyprus, Greece, and Bulgaria. The project aims to raise awareness about ADHD, improve support systems for parents and guardians of children with ADHD, and develop tools and educational resources to empower families in managing daily challenges of managing ADHD children.

This document sets the methodology framework for the TOGETHER WE CAN Training Course, ensuring it aligns with the project’s objectives and the real needs of the target groups- parents and guardians of ADHD children, children with ADHD, Adult educators, ADHD organisations, Educational centres and Social institutions. The methodology draws on the needs analysis extracted from the findings of a questionnaire completed by 42 parents/guardians of children with ADHD. Their feedback highlighted practical challenges and areas where structured support is needed, and challenges and opportunities that inform the resources to be developed for this methodology.

The methodology will:

- Define the structure and content of the specialised training package, Training program and training Materials.



2. Methodology Description

The TOGETHER methodology guarantees quality and consistency in developing training resources. It ensures that outputs respond to:

- Identified Needs and address the challenges that parents and guardians face daily.
- **Project Objectives:** increase ADHD awareness, promote positive parenting practices, improve the quality of life of children with ADHD especially through social inclusion and acceptance, develop educational material for adult educators and parents/guardians so they can better deal with the behaviours of children with ADHD and effectively deal with the daily problems, contribute to the effort at a transnational and European level, for equality and equal opportunities for vulnerable groups of the population, and fostering collaboration with schools.

Delivery Modes: Mainly an on-site training: face-to-face sessions for interactive learning.

The next phase of the project could include online e-learning opportunities featuring self-paced modules and interactive webinars.

3. Parents' and Guardians' Learning Needs Analysis

Parents/guardians of ADHD children need to acquire skills that can help them successfully deal with the challenges and problems of everyday life with their children and help them to be socially included. To find what learning objectives and what skills are required to achieve this, 42 parents/guardians took part in a survey in which its findings helped to inform the following:

The main challenges include:

- **Managing daily routines:** difficulty maintaining consistent schedules.
- **Supporting learning and homework:** need for structured strategies to maintain focus.
- **Effective communication:** giving instructions calmly and clearly.
- **School collaboration:** advocating for their child and engaging teachers in ADHD awareness.
- **Emotional regulation:** supporting children through frustration and social difficulties.
- **Health and well-being:** managing sleep disruptions and nutrition challenges.

These findings informed the six training modules described in Section 6.



4. Key Recommendations for Supporting Parents/Guardians of ADHD Children

1. **Structured Guidance:** Provide practical, easy-to-implement strategies for daily organisation.
2. **Communication Skills:** Train parents to use positive, clear, and concise language.
3. **Homework Support:** Share techniques for focus, such as task segmentation and rewards.
4. **School Advocacy:** Equip parents to communicate effectively with educators and raise awareness on ADHD traits.
5. **Emotional & Social Development:** Offer tools for behaviour management and inclusion.
6. **Lifestyle Management:** Promote healthy sleep, nutrition, and physical activity routines.

5. TOGETHER Training Material: Details

The TOGETHER course will provide:

- **Digital and printable resources of curriculum** for parents.
- **Trainers Guides for each module** with structured lesson plans.
- **Corresponding Presentations for each module.**
- **Learner Activities** (role-plays, case studies, group exercises).
- **Assessment Tools:** quizzes for self-reflection and progress tracking.

Internal peer review among partners will ensure consistency and quality.

6. TOGETHER Training Course Modules

The Training Course consists of a total of 6 Training Modules, covering the 6 Identified Knowledge Areas:

- **Module 1: Building Daily Routines & Time Management**
- **Module 2: Communication & Instruction Techniques**
- **Module 3: Homework, Learning & Concentration Strategies**
- **Module 4: School Collaboration & Advocacy**
- **Module 5: Emotional Regulation, Behaviour & Social Inclusion**
- **Module 6: Healthy living: Nutrition, Physical activities & Sleep**



Each Training Module, includes a corresponding PowerPoint Presentation and Trainer Guide.

Specifically:

- **The TOGETHER Module PowerPoint Presentations (or Slide Decks)** contain images and text designed to introduce learners to the key learning points of their corresponding Modules during Training Sessions.
- **The TOGETHER Module Trainer Guides** acts as a Training Guide for Trainers and they contain the 'narrative' of presenting each Module. Furthermore, the Trainer Guides include examples of exercises and group activities, questions that should be asked during the trainings and more.
- **Learner Assessment Tool:** The TOGETHER Course has Self-Assessment Tools at the end of each module (quizzes for self-reflection), which allows learners to self-assess their learning needs in order to be able to prioritise the Modules they need to study based on their understanding of the topics covered in the modules.

Suggested Modules:

Module 1: Building Daily Routines & Time Management

Aim: Help parents create structured daily routines to reduce stress and improve consistency and time management for ADHD children.

Knowledge Areas:

- The importance of routines for ADHD management.
- Common barriers to routines and how to overcome them.
- Time estimation and transitions between activities.

Content:

- Tools: Visual timetables, calendars, planners and checklists.
- Step-by-step planning techniques.
- Strategies/practical activities for creating personalised morning, homework, and bedtime routines.

After the completion of Module 1, learners will be able to:

- Understand common barriers to routines and know how to overcome them.



- Estimate time and transitions between activities.
- Use step-by-step planning techniques and tools (timetables, calendars etc.)
- Use effective strategies to create personalised morning, homework and bedtime routines.

Module 2: Communication & Instruction Techniques

Aim: Strengthen communication skills for positive interactions and improved compliance.

Knowledge Areas:

- The principles of positive communication with ADHD children.
- The role of tone, body language, and eye contact.
- Emotional triggers in communication.

Content:

- Techniques for giving clear, step-by-step instructions, active listening and eye contact.
- Communication mistakes and how to avoid them.
- Role-play exercises for effective communication.

After the completion of Module 2, learners will be able to:

- Inform others on the principles of positive communication with ADHD children.
- Give step-by-step instructions on the role of body language and communication.
- Understand and avoid emotional triggers in communication
- Communicate effectively – use active listening and eye contact.

Module 3: Homework, Learning & Concentration Strategies

Aim: Provide tools to support learning without frustration and maintain concentration.

Knowledge Areas:

- ADHD and executive functioning: why homework is challenging.
- Effective use of breaks, timers, and rewards.



Content:

- How to create a sensory-friendly and distraction-free learning environment.
- Breaking complex tasks into smaller, manageable chunks.
- Motivational strategies and reward systems for learners.
- Guides for homework planning and concentration boosters.

After the completion of Module 3, learners will be able to:

- Effectively use breaks, timers and rewards at the right time.
- Create homework plans and use concentration boosters.
- Create a sensory friendly and distraction free learning environment.
- Break down tasks for effective concentration and task management.

Module 4: School Collaboration & Advocacy

Aim: Equip parents to work with educators and advocate effectively for their child's needs.

Knowledge Areas:

- Educational rights and support frameworks.
- ADHD traits and raising awareness among teachers.
- Productive partnerships with schools.

Content:

- Strategies for creating Individual Education Plans.
- Scripts and guides for parent-teacher communication.

After the completion of Module 4, learners will be able to:

- Create individual education plans.
- Raise awareness on ADHD traits using effective communication with teachers/schools.
- Advocate effectively for ADHD children's needs.



Module 5: Emotional Regulation, Behaviour & Social Inclusion

Aim: Support emotional well-being and social integration of ADHD children.

Knowledge Areas:

- Emotional dysregulation e.g. mood swings and frustration management in ADHD and causes.
- The social challenges of children with ADHD – difficulties in maintaining friendships, difficulties in regulating emotions.
- Positive behaviour reinforcement techniques.

Content:

- Coping tools for frustration, anger, and rejection sensitivity.
- Strategies for building self-esteem and resilience.
- Supporting social interaction and inclusion in group settings.
- Guided activities for practicing emotional coping strategies and Building confidence through social skills.

After the completion of Module 5, learners will be able to:

- Identify emotional dysregulation and its triggers.
- Manage frustration in ADHD.
- Reinforce positive behaviour using various techniques.
- Use strategies for self-esteem and resilience.
- Emotional coping strategies and confidence building through social skills.

Module 6: Healthy living: Nutrition, Physical activities & Sleep

Aim: Address physical and emotional well-being, which significantly affects ADHD behaviour and focus.

Knowledge Areas:

- The link between diet, sleep, and ADHD symptoms.
- Management of fussy eating habits and sugar intake.



- Meal planning for balanced nutrition.
- Management of hyperactivity.
- Physical activities

Contents:

- Sleep hygiene: reducing screen time and creating bedtime routines.
- Monitoring and adjusting lifestyle habits.
- Meal and sleep schedule plans for home use.
- Reducing sugar and managing hyperactivity.
- Physical activities

After the completion of Module 6, learners will be able to:

- Build a healthy lifestyle by introducing appropriate, general proposals
- Manage eating habits (balanced nutrition) and sugar intake of ADHD children.
- Manage hyperactivity of ADHD children
- Create bedtime routines and meal plans for ADHD children.

Educational Materials and case studies

I-PAIDI will select x2 cases from the materials in its archives for each unit that could be of educational interest to be developed into Educational Material (EM). IPAIDI will select and present cases that it believes could support the modules developed by the consortium. It will present 3-4 cases for each unit and the consortium will select x2 to develop into EM for each unit.

PU will train the partners in the conversion of the cases into EM such as case studies, role-plays and exercises, in a special online meeting. It will prepare templates for each EM format to ensure uniformity. To ensure quality, after the conversions are completed, the work of IPAIDI will be evaluated by the PU, the PU by DEKAPLUS and the DEKAPLUS by I-PAIDI.



7. Training Approach & Pedagogical Framework

The TOGETHER course follows **adult learning principles**:

- **Experiential learning:** role-plays and case scenarios.
- **Collaborative learning:** group discussions and peer sharing.
- **Practical focus:** ready-to-use tools for home and school.

Methods include:

- Interactive presentations.
- Guided exercises.
- Scenario-based problem solving.

8. Evaluation

- **Learner Self-Assessment:** quizzes at the end of each module.
- **Internal Peer Review:** partner organisations review all modules.
- **Internal Evaluation:** The training program and educational materials will be evaluated by 2 staff members of each partner who are not involved in the project.
- **Pilot Testing:** Implementation in small parent group for real-world validation.

Evaluation ensures Content relevance, Practical applicability and alignment with project objectives.

9. Implementation Plan

Activity	Description	Suggested Leader	Deadline
Course	Finalised modules, presentations and guides	All partners	12/2025
Development of templates	Templates for Modules' content, trainer's guides and presentations.	DEKAPLUS	
Module content	Development of detailed content for each module	All partners	31/10/2025



Case Studies	Presentation of selected case studies for each module from I-PAIDIS archive.	I-PAIDI	31/11/2025
Module 1	<i>Module 1: Building Daily Routines & Time Management</i>	DEKAPLUS	
Module 2	<i>Module 2: Communication & Instruction Techniques</i>	DEKAPLUS	
Module 3	<i>Module 3: Homework, Learning & Concentration Strategies</i>	PU	
Module 4	<i>Module 4: School Collaboration & Advocacy</i>	PU	
Module 5	<i>Module 5: Emotional Regulation, Behaviour & Social Inclusion</i>	I-PAIDI	
Module 6	<i>Module 6: Healthy living: Nutrition, Physical activities & Sleep</i>	I-PAIDI	
Presentations Trainer Aids	Develop adult trainers guides for delivering each module to the trainees and corresponding presentations	All partners	31/10/2025
Peer review	Quality check and adjustments	All partners	12/2025
Internal Evaluation	Evaluation of Training program and Training Material	X2 staff from each partners organisation (outside project)	



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