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Module Content Development

P2. Educational Program and Educational Materials

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MODULE 4: SCHOOL COLLABORATION & ADVOCACY

Introduction

General Overview & Learning Objectives of the Module

Raising a child with ADHD often means navigating a school system that isn't always designed with neurodiversity in mind. While most educators want to help, many are unsure how to best support a child who learns, moves, and communicates differently. Parents and guardians, therefore, become essential advocates and partners—helping bridge the gap between their child's unique needs and the school's existing structures.

This module provides practical knowledge and tools for parents to collaborate effectively with teachers, counsellors, and educational authorities. It empowers families to understand rights, build trust-based partnerships, and promote awareness that fosters inclusion rather than misunderstanding.

Aim

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

Learning Objectives

After completing this module, learners will be able to:

- Identify and understand educational rights and support frameworks for children with ADHD.
- Communicate ADHD-related needs to teachers using effective strategies and awareness-raising approaches.
- Create Individual Education Plans (IEPs) collaboratively with school teams.
- Advocate confidently and constructively for their child's rights in education.

UNIT 1:

Understanding Educational Rights & Support Frameworks

Understanding educational rights is the foundation for effective advocacy. Many parents are unaware of the systems already in place to protect their child's right to inclusive education. This unit explores these frameworks across Europe and offers clear, practical steps for parents.



Focus:

- Educational rights & Support Frameworks

Content:

- Educational Rights in the EU Context
- Strategies for creating Individual Education Plans (IEPs)
- Scripts and guides for parent/teacher communication

Learning goals for parents:

- Understanding official guidelines and local support for special education
- Create individual education plans
- Raise awareness on ADHD traits
- Effective communication with teachers/schools

1.1. Educational Rights in the EU Context

Key Points & Insights

- The **UN Convention on the Rights of Persons with Disabilities (UNCRPD)** (Articles 7 and 24) guarantees every child the right to inclusive education, requiring schools to provide reasonable accommodations.
- The **European Disability Strategy 2021–2030** emphasizes inclusive, barrier-free education and the active participation of families.
- Most EU member states (including Cyprus, Greece, and Bulgaria) have adopted **Special Education and Inclusion Acts** aligning with these international principles.



In Cyprus, the **Education and Training of Children with Special Needs Law (113(I)/1999)** ensures assessment and individual educational planning.

In Greece, **Law 3699/2008** recognizes ADHD under the umbrella of Special Educational Needs (SEN).

In Bulgaria, **the Pre-school and School Education Act (2015)** mandates individualized support for learners with specific needs, including ADHD.

➤ **Think & Reflect:**

What are the rights and responsibilities of parents in your country? Do you know where to access official guidelines or local support offices for special education?

Practical Guidance for Parents

- **Know your rights:** Research the relevant laws and national agencies. Keep copies or bookmarks of key documents.
- **Request formal assessment:** Schools are required to respond to a written request for evaluation if a child is struggling academically or behaviourally due to ADHD.
- **Ask about accommodations:** This might include extra test time, modified assignments, or alternative learning methods.
- **Document everything:** Keep a “school collaboration file” with reports, notes, and communication logs.
- **Stay constructive:** Approach teachers as partners, not adversaries. Use collaborative language: “How can we make this work for Alex?”

✓ Checklist: Preparing for a School Meeting

1. Gather documentation: reports, assessments, teacher comments.
2. Note your child’s strengths, not just difficulties.
3. Prepare 2–3 clear goals for discussion (e.g., improve focus, reduce frustration).
4. Bring a notepad or ask for meeting minutes.
5. End every meeting by confirming next steps and who is responsible for each.

• **Example / Case: Maria from Cyprus**

Maria’s 9-year-old son was frequently sent out of class for “disruptive behaviour.” After learning about her rights, she requested an evaluation. Within a month, the school psychologist prepared a report, and the team developed an IEP. Small adjustments—movement breaks and visual instructions—transformed his classroom experience.

1.2. Individual Education Plans (IEPs) and Support Measures

An **Individual Education Plan (IEP)** is one of the most powerful tools available to families. It translates rights into daily practice.

Key Points & Insights



An IEP defines:

- The child's strengths and learning preferences.
- Identified needs (academic, behavioural, emotional).
- Adaptations and supports provided by the school.
- Measurable goals and a review schedule.

IEPs may look different across countries, but their intent is the same: **to tailor education to the child.**

A good IEP is not static—it evolves with the child's progress and ongoing teacher-parent communication.

➤ **Think & Reflect:**

What would success look like for your child at school? Which goals are most important—academic achievement, social inclusion, emotional regulation, or self-confidence?

Practical Guidance for Parents

- **Before the meeting:** Gather examples of what works at home (reward systems, quiet corners, visual aids).
- **During the meeting:** Encourage a strengths-based conversation. Instead of “He can't focus,” say “He focuses better when...”
- **After the meeting:** Review the written IEP carefully before signing. Ask for clarification if anything feels unclear.
- **Follow-up:** Suggest a 6–8 week review to discuss progress.

✓ **Checklist: What to Include in an IEP**

- Short-term and long-term goals
- Clear description of accommodations (breaks, materials, routines)
- Monitoring and reporting methods
- Responsibilities of teachers, parents, and specialists
- Timetable for evaluation



· **Example / Case: Kostas from Greece**

Kostas' teacher noticed he often forgot instructions. The IEP team added a visual schedule to his desk and reduced written assignments by 30%. Within two months, his engagement improved dramatically, and the teacher reported fewer conflicts.

1.3. The Role of School Psychologists and Support Teams

School psychologists, counsellors, and special educators are crucial members of the collaboration triangle between parent, teacher, and child.

Key Points & Insights

- Psychologists assess attention, emotion, and behaviour patterns.
- Counsellors support communication between teachers and families.
- SEN coordinators ensure that accommodations are applied consistently.
- Collaboration between these professionals helps avoid misunderstandings and builds continuity of support.

➤ **Think & Reflect:**

How often do you communicate with your child's school psychologist or SEN coordinator? Is there a channel for quick updates (e.g., email or communication log)?

Practical Guidance for Parents

- Ask who your main contact is for special needs support.
- Request written summaries after meetings or evaluations.
- Share updates from home—what calms or motivates your child.
- If disagreements arise, request a **mediation meeting** with an objective facilitator rather than escalating to conflict.



· Example / Case: Petya from Bulgaria

Petya’s daughter had daily emotional outbursts at school. The school psychologist worked with Petya to create a calm-down routine and a visual cue card. By using the same signals at home and school, her daughter learned to self-regulate more effectively.

Practical Tool: Parent–Teacher Meeting Preparation Sheet

Question	Your Notes Before the Meeting
What are my child’s biggest strengths?	
What specific behaviours or challenges concern me?	
What strategies already work at home?	
What support am I requesting from the school?	
Who will follow up, and when?	

UNIT 2:

ADHD TRAITS & RAISING AWARENESS AMONG TEACHERS

Focus:

- ADHD traits and raising awareness among teachers

Content:

- Scripts and guides for parent/teacher communication
- Productive partnerships with schools

Learning goals for parents:

- Raise awareness on ADHD traits



- Effective communication with teachers/schools
- Specific collaboration between parent/teacher/special educator and child

2.1. Understanding ADHD in the Classroom

Key Points & Insights

ADHD manifests differently in every child. Some are hyperactive and impulsive; others are daydreamers, easily distracted, or emotionally sensitive.

What teachers may see as “laziness” or “defiance” often reflects difficulty with executive functions such as planning, working memory, and emotional regulation.

Typical classroom challenges:

- Forgetting homework or materials.
- Struggling to follow long instructions.
- Reacting impulsively to frustration.
- Losing focus during long lessons.

But these challenges coexist with **creativity, high energy, and curiosity**—qualities that can thrive when teachers understand ADHD.

➤ **Think & Reflect:**

If your child could design their own “best learning day,” what would it look like?
What times, activities, or teaching styles help them focus most?

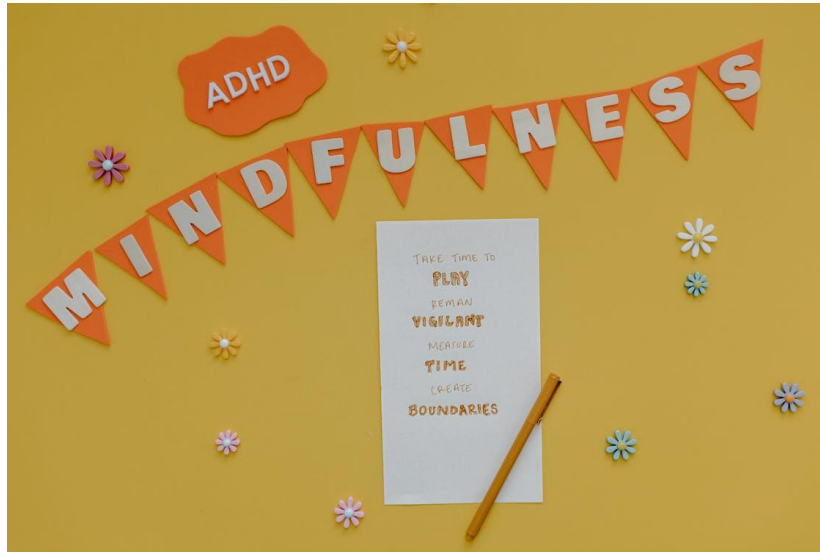
Practical Guidance for Parents

- Provide teachers with concise, science-based resources (e.g., **NHS ADHD guidance** or **ADHD Europe brochures**).
- Use “I” language when discussing concerns:
“I’ve noticed Alex stays focused longer when tasks are shorter.”
- Offer collaboration: “Would you like me to share what we use at home for transitions?”
- Celebrate improvements, even small ones, in your communication with teachers.

✓ **Quick Tips for Talking to Teachers**

1. Keep emails short (no more than 3 paragraphs).
2. Suggest practical adjustments instead of general complaints.
3. Avoid medical jargon; focus on observable behaviours.

End with appreciation: “Thank you for your efforts—it really helps.”



2.2. Raising Awareness and Building Empathy

Key Points & Insights

One of the most powerful ways parents can influence a child's school experience is by **raising awareness about ADHD** within the educational community. Teachers often want to help but may lack time, knowledge, or resources to adapt their methods.

Awareness is not about "educating the teacher," but about **sharing insight** that builds empathy and understanding.

When teachers view ADHD as a neurodevelopmental difference rather than misbehaviour, their approach changes from punitive to supportive. This shift can transform a child's self-esteem and academic progress.

· Example / Case: Dimitris from Greece

Dimitris' teacher believed he was careless and lazy. His mother requested a short meeting and brought a two-page ADHD summary from the Ministry of Education. After that, the teacher began giving him written instructions and using short movement breaks. His grades and confidence improved within weeks.

➤ Think & Reflect:

How does your child's teacher currently describe ADHD behaviour? What one small thing could help them see it differently?

Practical Guidance for Parents

- Share short, credible materials—such as leaflets from **ADHD Europe** or local ADHD associations.
- Propose professional development opportunities (some Ministries of Education offer free online webinars).
- Ask if the school could mark **World ADHD Awareness Month (October)** with a poster or awareness activity.



- Emphasize strengths: “Children with ADHD can be excellent problem-solvers when given clear expectations.”

✓ Checklist: How to Raise Awareness at School

1. Identify one key staff ally (teacher, counsellor, or principal).
2. Offer materials or suggest awareness sessions.
3. Use real examples from your child’s experience—keep it personal but constructive.
4. Focus on practical solutions, not only diagnosis.
5. Follow up with appreciation or success feedback (“That small change made a big difference—thank you!”).

2.3. Scripts for Effective Parent–Teacher Communication

Constructive communication is at the heart of collaboration. Parents often find themselves in emotional or stressful meetings, especially after behavioural incidents. Using calm, structured language makes a world of difference.





Below are 10 adaptable scripts, each with **context** and **tone guidance**.

1. Opening a Discussion About ADHD

Context: First meeting after diagnosis

Tone: Warm, cooperative, reassuring

“Thank you for meeting with me. My child has ADHD, and I’d love to share some strategies that work at home. I believe if we align our approaches, we’ll make things easier for everyone.”

2. Requesting Classroom Adjustments

Context: After noticing a pattern of struggle

Tone: Specific, supportive

“I’ve noticed that Sofia struggles when given long instructions. Would it help if we tried breaking tasks into smaller steps or giving her written reminders?”

3. Addressing Behavioural Concerns

Context: After receiving negative reports

Tone: Empathetic, problem-solving

“I understand there have been challenges. Could we look together at what might trigger them and find ways to support her before it escalates?”

4. Asking for Positive Reinforcement

“She responds really well to short, positive feedback—like ‘Great effort!’ after completing one page. Could we try more of that type of encouragement?”

5. Setting a Follow-Up Meeting

“Could we meet again in about a month to check how things are going and adjust strategies if needed?”

6. After a Negative School Report

“I appreciate your update. I’d like to understand what happened so we can support consistency. Maybe a nonverbal cue could help him refocus before it becomes disruptive?”

7. Sharing Diagnostic Updates

“Our specialist recommended more frequent breaks and reduced homework load. I’d like to explore how this could fit within classroom routines.”

8. Reviewing the IEP



“We’ve seen great progress in some areas, but others still need work. Can we schedule a review meeting with the SEN coordinator?”

9. Reinforcing Collaboration

“You see my child every day, and I really value your perspective. I’d love to share what’s working at home and hear your insights, too.”

10. Expressing Gratitude

“Thank you so much for your patience and creativity—it truly builds his confidence. He came home proud of his project today!”

Think & Reflect:

Which of these scripts feels most natural to you? How could you adapt the tone or examples for your own child’s situation?

UNIT 3:

PRODUCTIVE PARTNERSHIPS AND ADVOCACY IN ACTION

Focus:

- Productive partnerships with schools

Content:

- Scripts and guides for parent/teacher communication

Learning goals for parents:

- Effective communication with teachers/schools
- Specific collaboration between parent/teacher/special educator and child
- Advocate effectively for ADHD children’s needs

3.1. Building Trust and Collaborative Relationships

True advocacy isn’t about conflict; it’s about partnership. Parents and educators share the same goal: the child’s success. This unit explores how to build strong school relationships and advocate effectively within the education system.

Key Points & Insights

Trust grows through consistency, empathy, and respect. When teachers see parents as allies, not critics, they are more open to collaboration.

Parents, in turn, feel more confident and supported.



Core principles for collaboration:

- **Transparency:** Be honest about struggles, but also share successes.
- **Respect:** Avoid assigning blame—teachers juggle many needs.
- **Consistency:** Maintain predictable communication (e.g., weekly check-ins).
- **Empathy:** Remember that stress affects both sides; take breaks if emotions run high.

• **Example / Case: Lilia from Bulgaria**

Lilia’s son was constantly losing homework. Instead of complaining, she offered to create a shared homework log in Google Docs. The teacher agreed, and soon, communication became smoother and misunderstandings fewer.

✓ **Checklist: Building Trust**

1. Start with appreciation (“Thank you for your effort with my child.”)
2. Focus on shared goals, not disagreements.
3. Keep communication short and regular.
4. Clarify next steps after every exchange.
5. Acknowledge when teachers try new strategies.

Think & Reflect:

What is one thing you can do this month to strengthen your relationship with your child’s teacher?

3.2. Advocacy Skills for Parents

Advocacy means **knowing when and how to speak up** for your child’s educational needs. It’s about being assertive without aggression, informed without being overwhelming.

Core Advocacy Skills

- **Preparation:** Gather facts, documents, and examples before meetings.
- **Clarity:** Define what you’re asking for (“a shorter test format,” not “better support”).
- **Respectful persistence:** Follow up if no progress is made, but stay calm and professional.
- **Evidence:** Support requests with examples or reports, not emotion alone.

Practical Tool: Parent Advocacy Template

Situation	What’s Happening?	What I’m Requesting	Supporting Evidence	Who Will Follow Up / When

Example: Homework overload	Child spends 3 hours nightly and becomes frustrated	Reduce homework by half and allow oral reports	Doctor's note, teacher observation	SEN coordinator, next month
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· **Example / Case: Andri from Cyprus**

When Andri's school refused to give extra exam time, she cited Cyprus Law 113(I)/1999 and her son's evaluation report. With persistence and politeness, the school board approved the accommodation for all exams that year.

3.3. Collaborating with School Systems and Beyond

Collaboration extends beyond one classroom. Parents can create broader impact by working together with other families, educators, and institutions.

Key Points & Insights

- Schools that include parents in decision-making tend to have better student outcomes.
- Parent associations or local advocacy groups can influence school policies.
- Municipal or Ministry-level participation helps ensure that ADHD is recognized in training programs for teachers.

➤ **Think & Reflect:**

Would you consider joining a parent group or organizing a small ADHD-awareness event at your child's school? What would be your first step?

Practical Guidance

- Join or form a **parent support network**.
- Share successful strategies at school meetings.
- Encourage ADHD-sensitive practices (movement breaks, flexible seating).
- Advocate for training days or workshops for teachers.



- Use credible European networks (e.g., **ADHD Europe, European ADHD Guidelines Group**) for evidence-based resources.

✓ **Checklist: Steps for Broader Advocacy**

1. Identify a shared concern among parents.
2. Collect examples or data (e.g., homework load, lack of breaks).
3. Propose a constructive solution.
4. Involve school leadership early.

Communicate results publicly and positively.

Conclusion / Summary

Collaboration is a journey, not a one-time event. Each conversation, email, or meeting helps build an inclusive culture that benefits all students—not just those with ADHD.

In this module, we explored how parents can:

- Understand educational rights and frameworks that guarantee inclusion.
- Build awareness among teachers and communicate effectively.
- Develop and monitor Individual Education Plans.
- Advocate constructively within and beyond the school system.

My Action Plan for Advocacy

1. Identify one small change I want to advocate for this term.
2. Prepare my evidence (IEP, teacher observations, or reports).
3. Schedule a short meeting with the relevant teacher or coordinator.
4. Communicate calmly and clearly.
5. Follow up within a month and record the outcome.

Remember: **advocacy is not confrontation—it's connection.**

Every respectful conversation you initiate shapes a better future for your child and helps other families too.



Further reading

Resource name	Link
European Commission. (2021). Union of Equality: Strategy for the Rights of Persons with Disabilities 2021–2030.	https://commission.europa.eu/document/download/6e6b3c4b-8e13-11eb-9ac9-01aa75ed71a1_en
United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD).	https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf
ADHD Europe. (2023). Education and ADHD – European Guidelines.	https://adhdeurope.eu
American Academy of Pediatrics. (2019). ADHD: Clinical Practice Guideline for the Diagnosis, Evaluation, and Treatment.	https://doi.org/10.1542/peds.2019-2528
World Health Organization. (2023). Guidelines on the Management of Neurodevelopmental Disorders in Children and Adolescents.	https://www.who.int/publications
NHS. (2024). ADHD in Children: School Support and Classroom Strategies.	https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/
CHADD. (2024). Effective School Collaboration for ADHD.	https://chadd.org



Self-Assessment Quizzes

1. Which of the following guarantees inclusive education for children with ADHD?

a) European Traffic Regulation 2019

b) UN Convention on the Rights of Persons with Disabilities (CRPD)

c) European Food Safety Policy

d) None of the above

Answer: b

2. An Individual Education Plan (IEP) should include:

a) Only behavioural rules

b) General statements about ADHD

c) Specific, measurable goals and accommodations

d) Disciplinary actions

Answer: c

True/ False quiz

3. True/False: Advocacy always means arguing with school staff until your child's needs are met.

True

False

Answer: False

4. TOGETHER's main objective is to train and support ADHD children.

True

False



CASE STUDY SECTION

Case Studies 4.1.

Module Number:	Module 4
Case Study Title:	ADHD and School Collaboration
Exercise Objective: e.g. parents/guardians will develop effective strategies for managing and supporting their child’s ADHD by practicing positive communication.	Parents / teachers / guardians will develop effective common strategies for managing and supporting their child’s ADHD mainly with schools’ collaboration.
Characters: (The people involved in the case study)	BB, 6 years old , Generally 5-7 year old boys’ and girls’, teachers’ and parental union
The Challenge/Problem: (2–3 short sentences describing the main challenge of the case)	“5-7” years old children at risk ADHD always listen without eye contact; they struggle with communication and duties at school; they are aggressive; can’t follow more than 2 rules, they play alone on digital games, even at school. All the above challenges are the same at school and at home, all over Europe.
The story: (1500-2000 characters)	Across Europe, many children aged 5-7 who are at risk for ADHD show similar behaviors both at school and at home: they listen without eye contact, struggle with communication, cannot follow more than two rules, become easily aggressive. BB, a 6-year-old student in Greece, reflected this pattern from the first weeks of school. Her teacher, noticed that BB could not remain seated, spoke out of turn, and avoided interacting with classmates unless she felt frustrated, in which case she pushed or shouted. At home, her parents described chaotic routines, resistance to sleep, and long hours spent on digital games. Feeling overwhelmed, the school sought support from Scientific Family i-paidi, known for its collaborations with Greek schools abroad, specialists in Qatar, universities, and European groups working on ADHD awareness. Through structured questionnaires and joint meetings, the teacher, parents, school psychologist, and i-paidi advisors identified BB as “at-risk for ADHD,” a turning point that shifted confusion into action. Together they designed a plan grounded in European models of school–family–specialist cooperation. BB received movement breaks, a visual schedule, clear two-step instructions, and guidance during social play by teachers. At home, parents followed a simplified routine, reduced screen time, and practiced short communication games. With specialists monitoring her progress, the whole team shared updates through online meetings and resources. Within weeks, BB began raising her hand, staying in her seat during short tasks, and choose to play with classmates over



	digital games. Evenings at home became calmer, and she showed more affection and eye contact. Her progress encouraged the school to learn new strategies to support other children. Through BB's journey, the school realized that successful advocacy for students at-risk for ADHD requires early identification, open communication, individualized support, and strong cooperation among teachers, parents, and specialists.
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Exercises

Answered by learners individually

Individual exercise 1:

Exercise/Question	Answer
What were the key factors contributing to the challenge in case study 4.1?	Initially, both the teacher and parents lacked awareness of ADHD-related behaviours.

Individual exercise 2:

Exercise/Question	Answer
What were the main early signs that BB was at risk for ADHD?	BB showed difficulty with eye contact, struggled to follow more than two instructions, avoided social interaction, was hyperactive in the classroom, became easily frustrated

Individual exercise 3:

Exercise/Question	Answer
What were two key interventions implemented for BB at school?	She received structured movement breaks and a visual daily schedule.

Answered by learners in a group (2+ people)

Group exercise 1:

Exercise/Question	Answer
How has the school collaboration been organized?	Teachers, parents, and the school psychologist met regularly to complete structured questionnaires, design individualized interventions, and monitor progress. Communication continued through online meetings and resource sharing.

Group exercise 2:

Exercise/Question	Answer
Could you add some more ways?	Parent workshops at school on behaviour strategies, routines, and sensory needs.

Group exercise 3:

Exercise/Question	Answer
Is there any key aspect of collaboration?	All adults involved (teachers, parents, specialists) share an understanding of the child's strengths, challenges, and needs. Parents, teachers, and specialists participate together in creating the intervention plan.



Case Studies 4.2.

Module Number:	Module 4
Case Study Title:	ADHD and School Advocacy
Exercise Objective: e.g. parents/guardians will develop effective strategies for managing and supporting their child’s ADHD by practicing positive communication.	School advocacy that empower educators and learners to create effective learning environments and apply strategies that support successful teaching.
Characters: (The people involved in the case study)	“CC” 16-year old girl, teacher, Scientific Family i-paidi NPC’ members, parents
The Challenge/Problem: (2–3 short sentences describing the main challenge of the case)	ADHDers were demanding for their rights. The public, schools, homes & work places needed awareness about the stigma. ADHD, stress, stigma, misconceptions and isolation must acquire self-advocacy.
The story: (1500-2000 characters)	<p>Across Europe, ADHD advocacy has grown steadily through the leadership of organizations such as ADHD Europe, which unites patient support groups across Europe to raise awareness, reduce stigma, and promote equal access to diagnosis and treatment. Since 2017, the Scientific Family i-paidi NPC, administered by a team of scientists, has strengthened this advocacy movement by supporting thousands of children, offering consultations, webinars, books, and practical tools for teachers and parents. Their work emphasizes collaboration among families, educators, and professionals in order to deepen understanding and ensure appropriate support for students with ADHD.</p> <p>Advocacy became essential in the case of CC, a high-school student with inattentive-type ADHD, who struggled with focus, stress regulation, time management, and task completion. Although she was gentle and transparent about her difficulties, she often wandered alone in the schoolyard and found it hard to focus in lessons. At home, she attempted to study but could not recall what the teacher had explained earlier in the day. CC showed exceptional strengths in theatre: she remembered scripts effortlessly, performed dialogues with precision. However, her teachers were concerned because her academic performance did not improve. Three times, they contacted her parents, suggesting stricter study routines—or transferring her to a less demanding school.</p> <p>Feeling unsupported and worried about their daughter’s future, CC’s parents reached out to the ADHD advocacy group where they were active members. Through this connection, they were directed to a therapist specializing in ADHD-informed school advocacy. The therapist helped CC build self-confidence and self-advocacy skills, enabling her to understand her condition, recognize her strengths, and communicate her needs clearly to her teachers. At the same time, advocacy efforts worked to</p>



educate the school about ADHD, emphasizing that inattentive behaviors are symptoms—not a lack of effort. The advocate also reminded the school of the legal framework: in Greece, ADHD can be classified as a disability, and a student may only be transferred if their behavior harms others, which was not the case with CC.

Through the combined advocacy of the therapist, family, and ADHD organizations, the school realized its responsibility to support CC rather than move her. Together, they created a collaborative plan: teachers agreed to offer structured notes, shorter assignments, and clear expectations, while CC used self-advocacy strategies to ask for help when needed. Gradually, the atmosphere shifted from frustration to teamwork. CC’s strengths in creativity and theatre began to be recognized as assets rather than distractions.

Exercises

Answered by learners individually

Individual exercise 1:

Exercise/Question	Answer
What were the key factors contributing to the challenge in case study 4.2?	CC’s struggles were due to inattentive-type ADHD symptoms (difficulty focusing, completing tasks, time management), limited teacher awareness of ADHD, lack of early school support or accommodations,

Individual exercise 2:

Exercise/Question	Answer
How did CC demonstrate her strengths despite ADHD challenges?	CC excelled in theatre, remembering scripts, performing dialogues, and interpreting non-verbal communication, even though she struggled with academic tasks.

Individual exercise 3:

Exercise/Question	Answer
Why was advocacy necessary in CC’s case?	Advocacy was needed because teachers misunderstood her inattentive behavior, suggested transferring her to a less demanding school, and there were no structured supports in place. Advocacy helped protect her rights and create a supportive environment.

Answered by learners in a group (2+ people)

Group exercise 1:

Exercise/Question	Answer
Explain the basic benefits of advocacy.	Raises awareness and reduces stigma, Promotes equal access to diagnosis and treatment, Supports families and educators with strategies

Group exercise 2:



Exercise/Question	Answer
What strategies were implemented to support CC at school?	Teachers provided structured notes, clear instructions, and modified assignments; collaboration with parents and therapists ensured consistent support.

Group exercise 3:

Exercise/Question	Answer
Discuss the advocacy goals.	Ensure rights of individuals with ADHD are protected, Educate the public, teachers, and employers about ADHD, Promote inclusive and supportive learning environments