



Co-funded by
the European Union



TOGETHER

TOGETHER WE CAN Course

Project Number: 2024-1-CY01-KA210-ADU-000253720

Trainer's Guide

Module 5: Emotional Regulation, Behavior & Social Inclusion

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1. Welcome to the TOGETHER WE CAN COURSE!

1.1 Purpose of the Trainer's Guide

The TOGETHER Trainer's Guide has been designed specifically to support and streamline the delivery of the Course developed in the context of the TOGETHER WE CAN project. The Course constitutes a 2-day course, a total of 16 hours of training. Furthermore, the Trainer Guides include examples of exercises and group activities, questions that should be asked during the trainings and more.

2. TOGETHER WE CAN TRAINING FOR TRAINERS

2.1. Learning objectives

With the completion of this unit, learners will be able to:

1. Explain the role of emotional regulation and dysregulation in ADHD, including its neurological basis and its emotional, behavioral, and social consequences across childhood, adolescence, and adulthood.
2. Identify the behavioral and social impacts of emotional dysregulation.
3. Analyse the relationship between emotional regulation, adaptive behavior, and social inclusion.
4. Apply evidence-informed intervention strategies—to support emotional regulation, positive behavior, and social participation in children with ADHD.

3. TOGETHER TRAINING CONTENT

- 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



Module 5: Emotional Regulation, Behavior & Social Inclusion

Duration: 90 min

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
15 min	<ul style="list-style-type: none"> • Welcoming the learners • Icebreaker: Before starting this presentation, the trainer should be smily and non-verbal communicative. This presentation is designed to give scientific information through each case-study as an interactive experience. Confirm that the TOGETHER WE CAN Project is a European funded project designed to help parents/guardians of children with ADHD to overcome common challenges within ADHD children and equips them with the knowledge and tools to foster greater social inclusion for their children. <p>Primary goals:</p> <ul style="list-style-type: none"> • Define the topic of Module 5 • Give the Training Methodology • Share Educational Program and Material for Parents/Guardians of Children with ADHD <p>Delivery Tips:</p> <ul style="list-style-type: none"> • Maintain eye contact and positive body language. • Reasure audience’s understanding. • Adapt to the audience—read the room and adjust if learners look disengaged or confused. 	<ol style="list-style-type: none"> 1. A welcoming flipchart paper/ slide 2. Flipchart paper and Markers 3. Projector 4. Slides 1 to 3 	Introduction – Learning Objectives



<p>20 min</p>	<p>UNIT 1: Emotional, behavioral and social impact of ADHD</p> <p>Trainers notes:</p> <p>1.1 Explain what Emotional dysregulation is in ADHD.</p> <p>1.2 Give examples of the behavioural impact of ED.</p> <p>1.3 Explain how Emotional dysregulation can impact the social life of children with ADHD.</p>	<p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p> <p>Video-projector</p> <p>Slides 4 - 6</p>	<p>Unit 1</p> <p>Subchapters:</p> <p>1.1 What is Emotional Dysregulation?</p> <p>1.2. Emotional dysregulation and behavioral impact</p> <p>1.3. Emotional dysregulation and social impact</p>
<p>20 min</p>	<p>Unit 2: Emotional and behavioral characteristics</p> <p>2.1 Explain why Controlling and managing emotional responses is a challenge for ADHD children. (Brain development and stress sensitivity)</p> <p>2.2 State the different behavioural characteristics of ADHD (Impulsivity, Inattention, Hyperactivity etc.)</p> <p>2.3 Explain the 2 recommended Behavioural treatments</p>	<p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p> <p>Slides 7-9</p>	<p>Unit 2</p> <p>Subchapters:</p> <p>2.1. Controlling and managing emotional responses</p> <p>2.2. Behavioral Characteristics of ADHD</p> <p>2.3. Behavioural treatments</p>
<p>20 min</p>	<p>UNIT 3: Social Inclusion and Social Participation</p> <p>3.1. State the Common Social Challenges in Children with ADHD</p> <p>3.2. Give examples of Factors Supporting Social Inclusion</p> <p>3.3. Give Practical Strategies for Parents to Improve Social Inclusion, Discuss</p>	<p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p> <p>Slides 10-11</p>	<p>Unit 3</p> <p>Subchapters:</p> <p>3.1. Social Inclusion and Challenges</p> <p>3.2. Factors Supporting Social Inclusion:</p>



			3.3. Practical Strategies for Parents to Improve Social Inclusion
15 min	<p>Case studies 5.1 and 5.2</p> <p>Facilitate the activities and exercises based on the selected case studies*</p> <p>Refer to the Case Study materials and exercises in Module 5.</p> <p>Present the case study, allow time for discussion, and then ask the questions/ exercises for the learners to answer. (Individual and group learners)</p>	<p>Video-projector: To display PowerPoint slides</p> <p>Handouts and Flipcharts as required</p> <p>Video-projector</p> <p>Slides 12-15</p>	x2 Case studies and exercises
5 min	General conclusion and short session on potential questions or remarks.	Discussion	Conclusion

Responsible partner: I-PAIDI