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ABOUT:

The **TOGETHE WE CAN** Project is dedicated to supporting parents and guardians of children with ADHD, equipping them with the knowledge and tools to foster greater social inclusion for their children. The Project aims to develop a specialised training package that addresses the unique challenges faced by children with ADHD. Additionally, the project provides comprehensive educational materials for adult trainers working on ADHD-related topics, empowering them to deliver impactful training sessions.



PROJECT RESULTS:

1

Training Methodology defining the structure and content of the specialised training package, Training program and training Materials.

2

Educational Program and Material for Parents/Guardians of Children with ADHD
Customised to unique ADHD behaviours

3

Pilot Training Activity for Parents/Guardians of Children with ADHD in Greece



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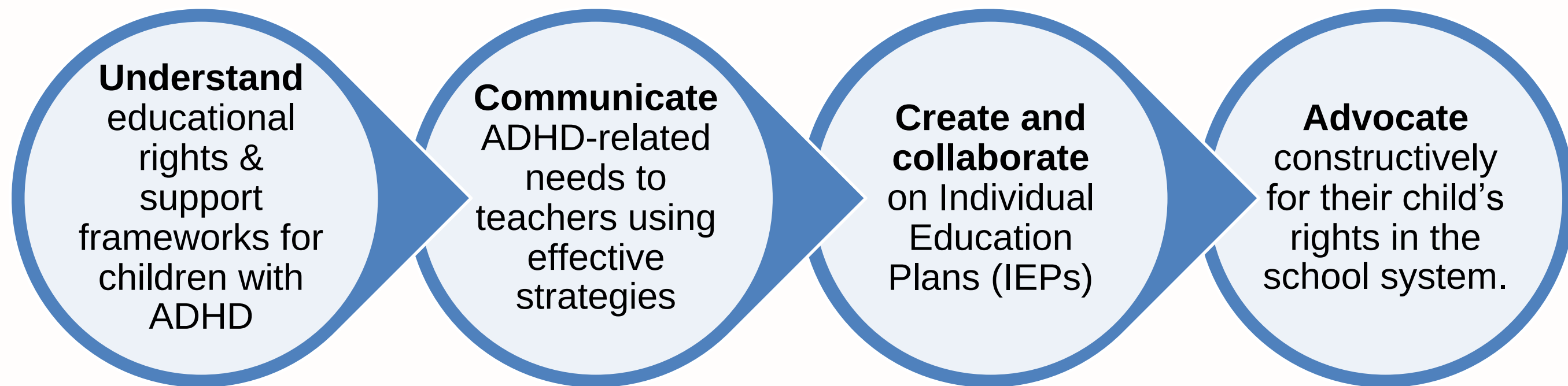
MODULE 4:

SCHOOL COLLABORATION & ADVOCACY

Module Aim & Learning Objectives



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



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Unit 1:

UNDERSTANDING EDUCATIONAL RIGHTS & SUPPORT FRAMEWORKS

“
Understanding educational rights empowers parents to advocate effectively for their child.
”



Core Highlights



International, EU, and national laws



Rights: access to inclusive education and reasonable accommodations



School's support for personalized learning approaches

Unit 1:

UNDERSTANDING EDUCATIONAL RIGHTS & SUPPORT FRAMEWORKS

Educational Rights in the EU Context



UNCRPD Articles 7 & 24

- right to inclusive education



EU Disability Strategy 2021–2030

- accessibility & equal participation



Law 113(I)/1999

- assessments & IEPs



Law 3699/2008

- ADHD under SEN



Pre-school & School Education Act (2015)

- individualized support



What rights exist in your country that you were previously unaware of?



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Unit 1:

UNDERSTANDING EDUCATIONAL RIGHTS & SUPPORT FRAMEWORKS

Individual Education Plans (IEPs)

- ❖ Strengths & learning preferences
- ❖ Support needs (academic, behavioral, emotional)
- ❖ Accommodations
- ❖ Measurable goals
- ❖ Review schedule



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Practical Tips for Parents



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Unit 2:

ADHD TRAITS & RAISING AWARENESS AMONG TEACHERS

ADHD in the Classroom

- Difficulty sustaining attention
- Forgetting homework/materials
- Trouble following multi-step instructions
- Emotional impulsivity
- Restlessness

BUT... also
strengths creativity, problem-solving,
curiosity, energy.



Unit 2:

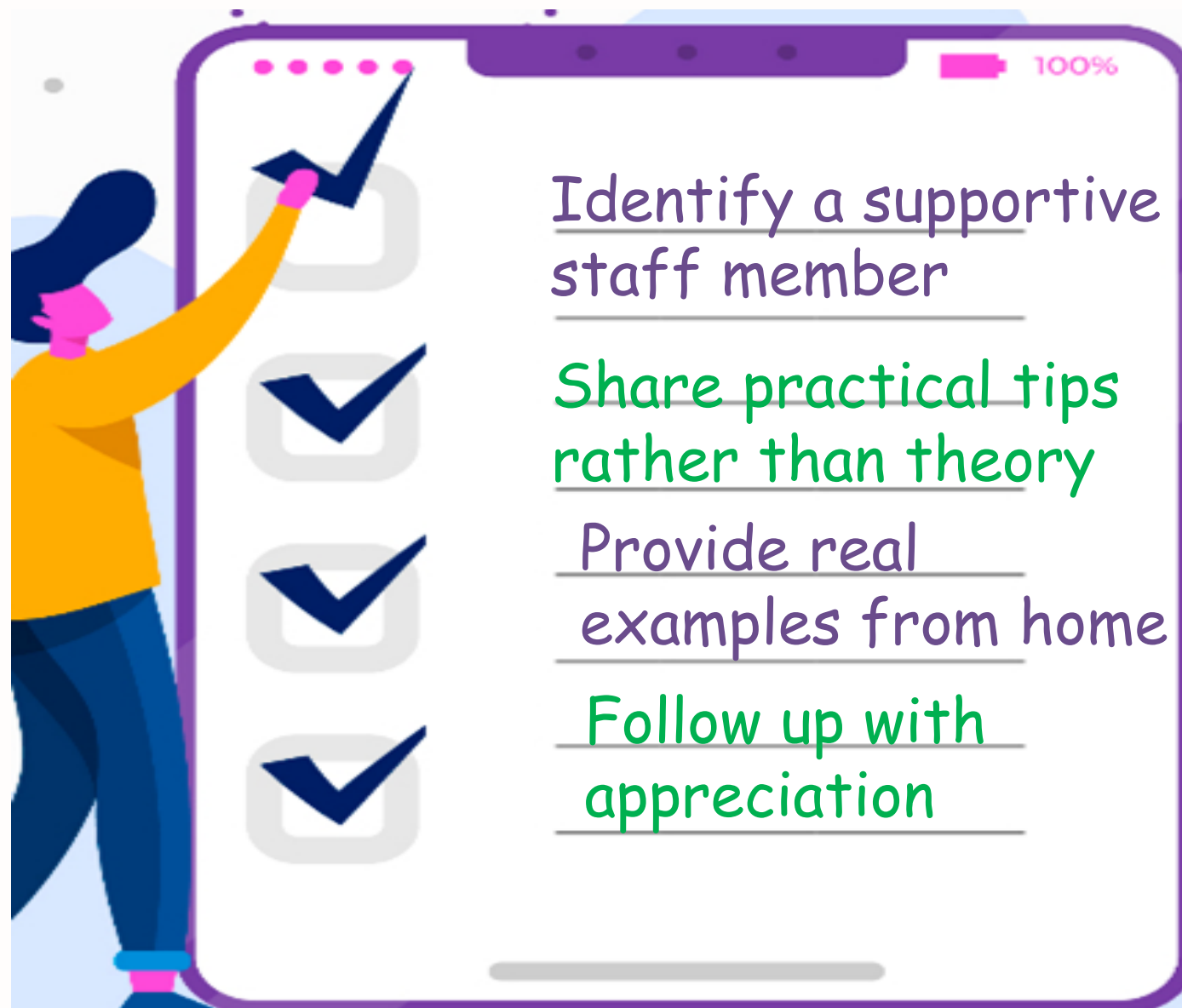
ADHD TRAITS & RAISING AWARENESS AMONG TEACHERS

Raising Awareness & Building Empathy

*Checklist
for parents*



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*Scripts
for
Effective
Communication*

Opening a Dialogue:

“I’d love to collaborate on strategies that work both at home and in class.”

Requesting Adjustments:

“Could we try giving shorter instructions or written reminders?”

Addressing Behavior:

“Can we explore triggers together and agree on preventive support?”

IEP Review:

“Can we schedule a follow-up to discuss progress and next steps?”



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Unit 3:

PRODUCTIVE PARTNERSHIPS & ADVOCACY IN ACTION

Building Trust

- Transparency
- Respect & empathy
- Consistent communication
- Shared goals



Tip:

Start conversations with appreciation:

“Thank you for
your efforts with
my child”

Unit 3:

PRODUCTIVE PARTNERSHIPS & ADVOCACY IN ACTION

Advocacy Skills for Parents

- Preparing notes and relevant documents
- Being clear about requests
- Staying calm and professional
- Following up politely and consistently
- Using evidence (observations, reports, IEP notes)



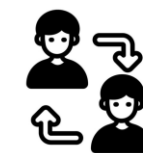
Situation →
What is happening?



Request →
What support is needed?



Evidence →
What supports your request?



Follow-up →
Who and when?



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Advocacy Action Template



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Unit 3:

PRODUCTIVE PARTNERSHIPS & ADVOCACY IN ACTION

Collaborating at School and System Level

Parents can:

- Join or form parent support groups
- Promote ADHD-sensitive practices (movement breaks, flexible seating)
- Suggest teacher workshops
- Collaborate with school boards
- Connect with national ADHD associations



What is one small advocacy action you can take this month?



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CASE STUDY 4.1.

The Challenge / Problem

BB, a 6-year-old student in Greece, showed the following 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.

The Solution

Collaboration between parents, teachers, the school psychologist and ADHD professionals. After the diagnosis “At-risk for ADHD,” a European model was used to design a plan for action: movement breaks, a visual schedule, clear 2-step instructions, and guidance during social play by teachers. At home, parents followed a simplified routine, reduced screen time, and practiced short communication games. Specialists monitoring her progress, sharing updates through online meetings and resources. Improvements within weeks.



Details provided in the full Module Content



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CASE STUDY 4.1.

	Individual Exercise	Group Exercise
1	What were the key factors contributing to the challenge in case study 4.1?	How has the school collaboration been organized?
2	What were the main early signs that BB was at risk for ADHD?	Could you add some more ways?
3	What were two key interventions implemented for BB at school?	Is there any key aspect of collaboration?



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CASE STUDY 4.2.

The Challenge / Problem

CC is a high-school student with inattentive-type ADHD, who struggled with focus, stress regulation, time management, and task completion. 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. They suggested stricter study routines or transferring her to a less demanding school.

The Solution

CC's parents reached out to the ADHD advocacy group. 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.



Details provided in the full Module Content



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CASE STUDY 4.2.

	Individual Exercise	Group Exercise
1	What were the key factors contributing to the challenge in case study 4.2?	Explain the basic benefits of advocacy.
2	How did CC demonstrate her strengths despite ADHD challenges?	What strategies were implemented to support CC at school?
3	Why was advocacy necessary in CC's case??	Discuss the advocacy goals.



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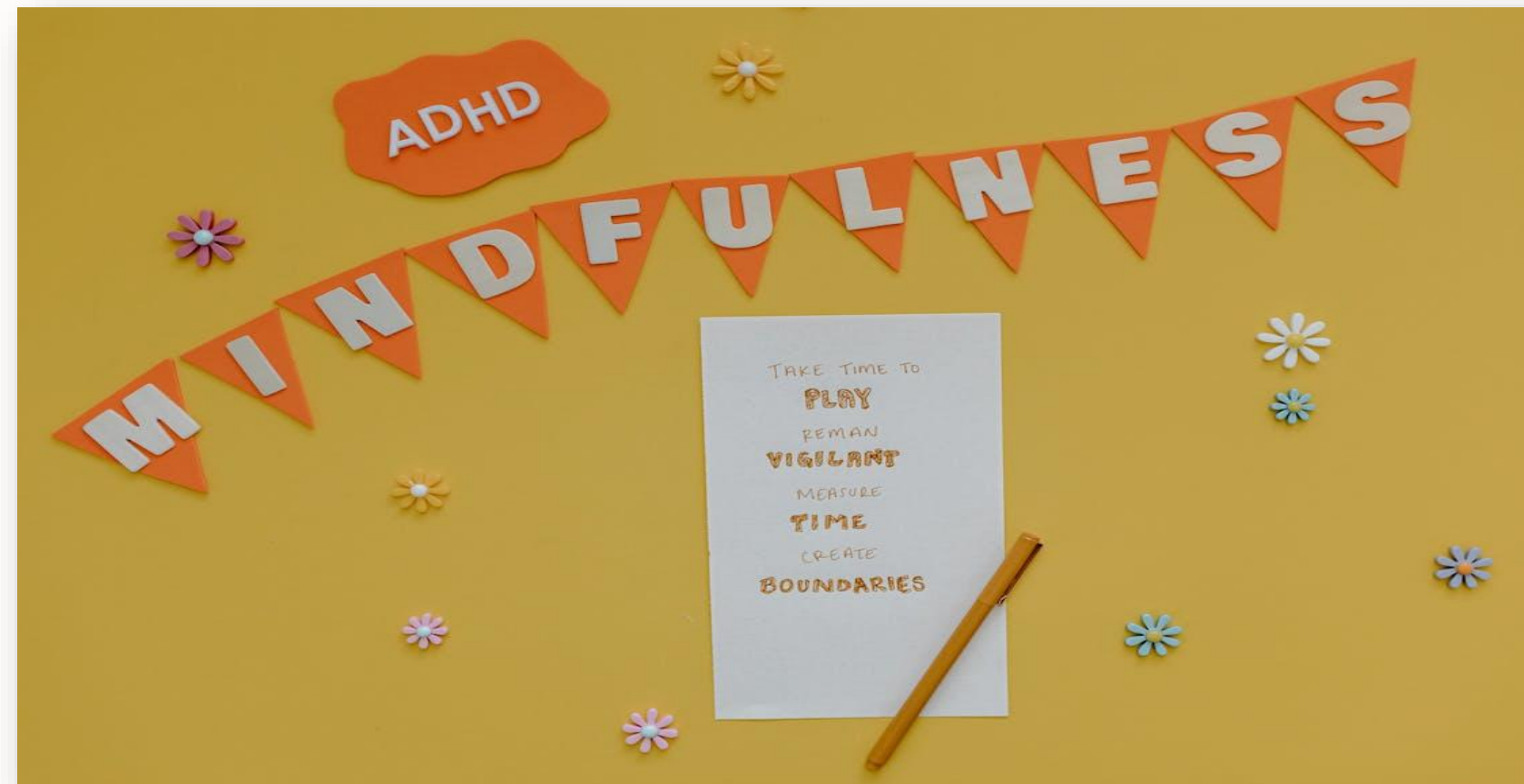
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SCHOOL COLLABORATION & ADVOCACY

Key takeaways

- Children with ADHD have strong educational rights across the EU.
- Collaboration improves when parents and teachers share understanding.
- IEPs are powerful tools when kept practical and regularly reviewed.
- Advocacy is respectful, consistent communication—not confrontation.
- Small accommodations can create major improvements.

“
Every partnership you
build today shapes a
more inclusive school
environment for
tomorrow.
”



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THANK YOU FOR YOUR PARTICIPATION!



For more information:
Visit the TOGETHER WE CAN project Facebook or
contact your local partner organization



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