



# Understanding and Supporting Students With ASD and ADHD

By Marco Fenici

## Course details

- 🕒 One week course
- € Starting from 480€ (Cultural activities included)\*
- 👥 Min. 4 - max. 14 participants
- 📄 Certificate of attendance included (80% of attendance required)
- 📍 Available in Athens, Florence, Helsinki, Istanbul, Tenerife, and Vienna

\* A 60 € late registration fee will be applied if you register less than 8 weeks before the course start date.

## Course description

The growing prevalence of students with Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD) poses challenges for all teachers.

The very tasks these students find the most difficult – e.g. concentrating, coping with change, understanding multiple perspectives, sustaining attention to tasks – are the ones they are required to do all day long in every classroom environment.

Students with ASD may need support making sense of the world and how to participate in it while students with ADHD can be energetic, creative, innovative problem solvers who need support in managing hyperactivity, impulsivity, and inattention.

This highly interactive teacher training course provides a solid introduction to the challenges of Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD) in education and offers suggestions on how to adapt effective educational techniques to fit these learning differences.

## Learning outcomes

Through presentations, small group discussions, and case study discussions participants will be able to:





- Recognize and understand the traits and learning styles of students with ASD and/or ADHD;
- Apply specific teaching methods, classroom strategies, and techniques for ASD and ADHD in the Classroom (e.g. task analysis, visual prompts, social stories);
- Become familiar with the fundamental core strategies of the TEACCH approach, the basic principles of PECS and Makaton signs and symbols;
- Create meaningful and individualized visual structures/supports for students with ASD;
- Develop school-based interventions (e.g. classroom management techniques and accommodations) for students with ASD and/or ADHD;
- Collaborate with parents and build home-school partnerships.

## Tentative schedule

### Day 1 – Course introduction & intro to ASD and ADHD

---

- Introduction to the course, the school, and the external week activities;
- Icebreaker activities;
- Presentations of the participants' schools.

#### Intro to ASD and ADHD

- Diagnostic criteria for autism spectrum disorder and the related diagnosis of social communication disorder;
- Severity levels of ASD;
- Definitions and descriptions of ADHD types;
- Revision to the criteria of DSM-5 to identify the signs and symptoms of ASD and different types of ADHD.

### Day 2 – Methods to support students

---

- Teaching methods, classroom strategies, and techniques to support students with ASD and/or ADHD (e.g. task analysis, visual prompts, social stories);
- Slide presentation, group discussion, and hands-on activities.

### Day 3 – Promoting independent communication

---

- Alternative/augmentative communication systems (e.g. TEACCH, PECS teaching protocol);
- Implementing specific prompting and reinforcement strategies that lead to independent communication;
- Slides presentation, group discussion, and teamwork practical activities.





## Day 4 – Meeting the academic needs of students with ADHD

---

- Strategies for supporting students with ADHD in educational settings;
- Modifying teaching approach and classroom environment to best accommodate behavioral challenges and develop social skills;
- Group discussion and teamwork practical activities.

## Day 5 – Parent/teacher collaboration

---

- Collaborating with parents and building home-school partnerships to provide a supportive environment;
- Group discussion.

## Day 6 – Course closure & cultural activities

---

- Course evaluation: round-up of acquired competencies, feedback, and discussion;
- Awarding of the course Certificate of Attendance;
- Excursion and other external cultural activities.

\*The schedule describes likely activities but may differ significantly based on the requests of the participants, and the trainer delivering the specific session. Course modifications are subject to the trainer's discretion. If you would like to discuss a specific topic, please indicate it at least 4 weeks in advance.

Our courses usually include two cultural activities. Further information is available on the webpage of each course location.

## About the provider

With more than 300 courses available all over Europe and more than 20.000 participants per year, Europass is the largest network of high-quality providers of teacher training courses.

In every Europass Academy, trainers of diverse experiences and backgrounds are ready to foster human and professional connections among educators, all while delivering high-quality, innovative courses.

Furthermore, thanks to the hands-on, collaborative nature of the Europass courses, plenty of opportunities to start new projects and lifelong friendships are given.

Explore other Europass courses, visit [www.teacheracademy.eu](https://www.teacheracademy.eu)

