WP2.T3 – COMPETENCE FRAMEWORK

Project Number: **2024-1-EL01-KA220-SCH-000249814**

Project number:	2024-1-EL01-KA220-SCH-000249814
Programme	Erasmus+
Action	KA220-SCH - Cooperation partnerships in school education
Project acronym	KIDSWELL
Project title	KIDSWELL: SUPPORTING EDUCATORS TO ENSURE AN INCLUSIVE LEARNING ENVIRONMENT FOR ADHD CHILDREN BASED ON THE INTRODUCTION OF EMERGING TECHNOLOGIES FOR SKILLS ACQUISITION AND CIVIC-ENGAGEMENT
Project starting date	01/11/2024
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Project website	https://kidswell.eu

INFORMATION ABOUT WORKPACKAGE

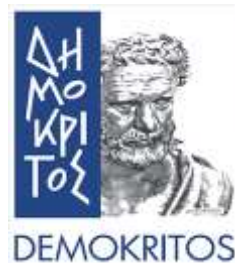WP: WP2 –**HOLISTIC SCHOOL APPROACH FROM THEORY TO PRACTICE**

Task: T.3:   Personal and Social Competence Framework for children with ADHD

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CONSORTIUM

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DEMOKRITOS

AGRUPAMENTO DE ESCOLAS
JOSÉ ESTÊVÃO

COMPETENCES

According to the *"LifeComp"* European Framework for Personal, Social and Learning to Learn Key Competence, there are nine competences (P1-3, S1-3, L1-3) that are structured in 3 intertwined competence areas:

- ➢ Module 1: Personal,
- ➢ Module 2: Social, and
- ➢ Module 3: Learning to learn

Each module intertwines three competences and each competence is subdivided into three levels: ***beginner, intermediate & advanced***.

Module 1: Personal area

P1 self-regulation - awareness and management of emotions, thoughts and behaviour

P2 flexibility - ability to manage transitions and uncertainty, and to face challenges

P3 wellbeing - pursuit of life satisfaction, care of physical, mental and social health, and adoption of a sustainable lifestyle

Module 2: Social area

S1 empathy - the understanding of another person's emotions, experiences and values, and the provision of appropriate responses

S2 communication - use of relevant communication strategies, domain-specific codes and tools depending on the context and the content

S3 collaboration - engagement in group activity and teamwork acknowledging and respecting others

Module 3: Learning to learn area

L1 growth mindset - belief in one's and others' potential to continuously learn and progress.

L2 critical thinking - assessment of information and arguments to support reasoned conclusions and develop innovative solutions.

L3 managing learning - the planning, organising, monitoring and reviewing of one's own learning.

LifeComp Tree of competences describes nine competences, organised in three areas: The "personal" area (P1, P2, P3), the "social" area (S1, S2, S3) and the "learning to learn" area (L1, L2, L3) © EU 2020, creative commons (CC BY 4.0)

Division of Modules

	Organisation	Module
P3	ADHD ASSOCIATION	M1: Personal
P4	RDPSEC	
P1	DEM	M2: Social
P5	EMPHASYS CENTRE	
P2	UKSW	M3: Learning to learn key
P6	AEJE	

Introduction

This competence framework is organized into **three core modules** that reflect the most important areas of development for children aged 8–12, specifically those with ADHD. The modules—**Personal**, **Social**, and **Learning to Learn**—are deeply connected and support children in understanding themselves, interacting with others, and managing their own learning. Each module includes **three key competences** that build step-by-step across three developmental levels: **Beginner**, **Intermediate**, and **Advanced**. The levels provide a clear path for growth and allow adults to scaffold learning through structured support, modeling, and reflection.

The **Personal** module focuses on the child's inner world—how they understand and regulate their own thoughts, feelings, and behaviors. It supports the development of healthy habits, emotional balance, and resilience when facing challenges or changes. The competences in this module help children gain a sense of self-control and wellbeing.

The **Social** module focuses on how children connect and communicate with others. It promotes empathy, respectful dialogue, and the ability to work in teams. Through guided peer interaction and reflection, children learn to navigate social situations, respond to others' feelings, and contribute positively to group environments.

The **Learning to Learn** module helps children develop the mindset and strategies they need to become independent and confident learners. It focuses on how children think about learning, how they solve problems, and how they take ownership of their progress. This module encourages curiosity, persistence, and a belief in growth.

This competence framework serves as a practical tool for educators, therapists, and caregivers. It helps children recognize their strengths, practice new strategies, and build confidence as they grow socially, emotionally, and cognitively.

Module: 1. Personal

Competence: M1, P1 Self-regulation

Main objective: To help children with ADHD recognize their emotions, manage impulses, and make conscious and thoughtful choices. Using visual tools, routines, and step-by-step strategies, this competence supports children managing impulsive behavior, staying focused, and in control—especially during everyday challenges.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	- Knows that feelings like anger or excitement can affect behavior. - Understands that it's sometimes helpful to pause or take a break.	- Uses tools like emotion cards/animated video, timers, fidget toys, tension straps that tie to the legs, or adult reminders to calm down. - Tries simple calming strategies like counting or deep breathing.	- Starts to feel proud when making a calm choice. - Accepts help with handling strong emotions.
Intermediate	- Understands that strong feelings have triggers and can be managed. - Knows which strategies work best for different emotions, such as stress.	- Uses strategies like "stop and think," body breaks, or visual schedules, with less support. - Creates their own heroes for self-regulation. - Begins managing small tasks without getting overwhelmed.	- Values staying calm and focused. - Wants to feel more in control. - Accepts support as a way to succeed.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Advanced	- Understands that thinking ahead can help avoid problems. - Knows how to stay calm, even when things don't go as planned.	- Chooses and uses calming or focus tools independently. - Reflects on what worked or didn't. - Manages daily tasks with growing independence.	- Takes responsibility for actions. Seeks out tools that help. - Encourages others to stay calm too.

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Competence: M1, P2 Flexibility

Main objective: To help children with ADHD handle changes, new ideas, and different ways of doing things. This competence builds the ability to shift plans, try new approaches, and solve problems with creativity, self-confidence, resilience and openness.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	• Understands that sometimes plans change. • Learns that others might think or do things differently.	• Accepts adult guidance when transitioning from one activity to another. • Tries new ways of doing tasks when asked. • Being conscious of being reminded before transitioning.	• Begins to tolerate small changes. • Shows curiosity about new ideas.
Intermediate	• Understands that being flexible helps solve problems and avoid conflict. • Understands that everyone makes mistakes and can learn from them.	• Tries different strategies (e.g. role play, or transition card games) when one doesn't work. • Adapts to small changes without becoming upset.	• Values trying again in a new way. • Shows more patience and flexibility with others.
Advanved	• Understands that flexibility helps people work together and succeed. • Notices when it's time to adjust.	• Changes plans independently. • Helps others stay calm when things change. • Finds new solutions in tricky situations.	• Sees flexibility as a strength. • Helps others adapt. • Stays positive even when things don't go as expected.

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Competence: M1, P3 Wellbeing

Main objective: To teach children with ADHD how to care for their bodies, minds, and emotions. This includes learning healthy routines, recognizing personal needs, and knowing when to ask for help. With practice, children build habits that support long-term health and happiness.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	• Knows that things like sleep, food, and emotions affect how we feel. • Understands that everyone has personal needs.	• Uses visual checklists/cards or reminders or digitalized tools, to follow daily routines. • Accepts help to take breaks or calm down.	• Starts to care about feeling good and safe. • Wants to understand what helps them feel better.
Intermediate	• Understands that stress, tiredness, and big emotions affect wellbeing. • Can name what they need (e.g., quiet time, snack, movement).	• Uses strategies for making good choices for their body and feelings. Like having regular short discussions, maintaining stable daily routines. • Uses tools like water, breathing, or movement with less prompting and mindfulness.	• Feels proud of healthy choices. • Accepts support and sees it as helpful.
Advanced	• Knows that caring for your body and emotions helps you do better at school and with friends. • Understands what they need and when.	• Makes healthy choices during the day. • Follows their own checklists, with how they feel and asks for what they need. • Helps others make good choices too.	• Values self-care. • Encourages friends to take care of themselves. • Uses strategies to stay balanced and focused. • Become independent

Module: 2. Social

Competence: M2, S1 Empathy

Main objective: To enhance emotional awareness and perspective-taking skills in children with ADHD by helping them recognize, interpret, and appropriately respond to the emotions of others. Through modeling, visual tools, and structured peer interaction, this competence builds a foundation of understanding and acceptance that supports inclusion and reduces conflict in diverse social environments.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	• Recognize basic emotions (happy, sad, angry, etc.) through facial expressions. • Understand that people may feel differently about one situation.	• Pinpoint how someone else is feeling in simple situations (e.g. she's happy because she saw her friend) • Can pay attention when someone is talking about their feelings.	• Begins showing concern for others. • Values kindness and starts developing curiosity about peers' emotional experiences.
Intermediate	• Understand that feelings can be based on people's experiences. • Understand that someone's emotions can change over time, or may feel two emotions at the same time (e.g. stressed but excited).	• Be able to describe how someone feels in more advanced situations. • Use simple strategies to respond to other people's feelings - ask questions, show concern, ask if they need help.	• Begin to value understanding in challenging situations, even if they are inconvenient.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Advanced	• Understand that people's emotions can be influenced by factors that may not be evident and/or visible by others - personal struggles/relationships/etc. • Understand that different people express their emotions in different ways.	• Be able to respond to others' emotions by practicing active listening and with thoughtful actions - providing solutions, giving people space, etc.	• Offers consistent care and respect about other people's feelings, even in difficult and/or emotionally overwhelming situations. • Be able to adjust their actions and approach based on how others are feeling.

Competence: M2, S2 Communication

Main objective: To empower children with ADHD to express themselves clearly, listen actively, and adapt their communication based on context. This includes learning verbal and non-verbal communication, interpreting tone and gestures, and using tools that support positive interactions.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	• Understands that communication includes words, tone, gestures, and expressions. • Recognizes basic differences in how people express themselves.	• Uses visuals or sentence frames to express needs. • Begins using structured prompts to initiate or respond in conversation.	• Shows openness to different communication styles. • Begins practicing, turn-taking, and listening.
Intermediate	• Understands that different ways of speaking are used based on the environment - speaking calmly in class vs speaking with an exciting tone when hanging out with friends. • Use different tones, facial expressions, and gestures which reflect what they are saying.	• Has the ability to engage in conversions in a proper and respectful manner - asking and answering questions. • Use appropriate tone/gestures/facial expressions based on the conversation/person you are talking to.	• Appreciates others' ideas even if they are different from their own. • Values and respects others when they are speaking.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Advanced	- Recognize the importance of empathy and effective communication. - Understand that cultural backgrounds and personalities also influence communication styles.	- Leads group discussion respectfully. - Coaches others in collaborative dialogue.	- Encourages peers to listen and engage inclusively, especially the quieter voices in a group setting. - Sees communication as a skill to build trustworthy and strong relationships and help prevent misunderstandings.

Competence: M2, S3 Collaboration

Main objective: To foster the ability of children with ADHD to work constructively in groups by developing role awareness, mutual respect, and shared responsibility. Collaborative learning experiences are structured to promote inclusion, reduce conflict, and build teamwork habits.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	● Understands that collaboration means working together with others toward a shared goal. ● Recognizes that roles and rules help group work succeed.	● Participates in guided group activities with simple roles (e.g., material helper). ● Accepts adult guidance and reminders during cooperation tasks.	● Begins to value being part of a group. ● Shows willingness to share tasks and materials.
Intermediate	● Understands how collaboration involves mutual respect, compromise, and communication. ● Knows how to fulfil specific team roles.	● Takes on and completes assigned group roles. ● Participates in cooperative projects using agreed guidelines. Seeks help when stuck.	● Appreciates diverse strengths in peers. ● Begins to help others complete shared tasks and values fairness in effort-sharing.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Advanced	• Understands team dynamics (e.g., leadership, conflict resolution, inclusion). • Knows how to support the group process and help others participate.	• Leads or moderates collaborative tasks. • Resolves peer misunderstandings. • Helps peers in shared responsibility and task adjustment.	• Values collaboration as a strength. • Promotes group harmony and helps ensure all voices are heard. • Supports peers with empathy and flexibility.

Module: 3. Learning to learn

Competence: M3, L1 Growth mindset

Main objective: Fostering a growth mindset in ADHD learners also supports their belief in one's and others' potential to continuously learn and progress. What's more it helps in engagement in civic activities, helping them believe in their capacity to contribute meaningfully to their communities.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	- Understands that growth mindset means belief that abilities and intelligence can be developed through effort, learning, and persistence. - Recognizes that mindset helps learners stay motivated and resilient, leading to greater success and personal growth.	- Acceptance of honest self-assessment aided by digital tools like learning journals or apps. - Participates in setting achievable, personalized goals and use technology to organise and track their progress.	- Begins to value being encouraged perseverance through challenges and setbacks without giving up. - Shows willingness to foster a desire to learn and explore new ideas continuously.
Intermediate	Understands how practice and effort helps children with ADHD try new challenges without fear of failure and learn from their mistakes.	Openness to new strategies and ways of learning, facilitated through interactive and adaptive technologies that respond to individual needs.	Appreciates a sense of responsibility for one's own learning and personal development.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
	• Know how to stay motivated and keep improving over time.	• Building the ability to embrace challenges and setbacks as opportunities to learn, supported by motivational apps and gamified learning platforms that reward effort.	• Develops understanding that progress takes time and effort.
Advanced	• Understands that a growth mindset embodies the conviction that intelligence and abilities are not fixed traits but can be cultivated through dedication, deliberate practice, and resilience. • Know how to support children with ADHD in their motivation, adaptability, and capacity for continuous improvement, which are critical for success in dynamic and inclusive educational environments.	• Developing skills to accept and apply constructive feedback constructively, using digital platforms that provide timely, supportive feedback. • Enhancing learners' capacity to approach difficulties creatively and thoughtfully, supported by technology-driven simulations and civic-engagement projects.	• Promotes acceptance of feedback and willingness to adapt thinking. • Builds belief in one's potential to improve and succeed.

Competence: M3, L2 Critical thinking

Main objective: For children with ADHD, developing critical thinking skills can help improve focus, decision-making, and problem-solving. By engaging with structured learning tasks supported by technologies students are encouraged to analyse situations, evaluate evidence, and think creatively.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	• Understands that critical thinking means the ability to analyse information and arguments clearly and logically in order to make reasoned judgments and solve problems effectively. • Recognizes that critical thinking helps improve focus, decision-making, and problem-solving.	• Accepts to break down complex information and arguments into smaller parts for better understanding, supported by interactive tools and data visualization apps. • Developing the ability to assess the credibility, relevance, and accuracy of information from multiple sources, especially important when using digital and online resources.	• Start to care about the quality of the thinking process. • Begins to value critical thinking as a tool for solving problems effectively.
Intermediate	• Understands how to critically think in the proper way (e.g. what questions to ask to fire up our critical thinking skills).	• Accepts help to make reasoned conclusions based on evidence and sound arguments, enhanced by problem-solving software and simulation games.	• Begins to identify ideas and identify reasons and claims. • Appreciate support in asking the right questions.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
	● Know how to support the children with ADHD in the process of critical thinking.	● Uses innovative thinking to develop new solutions, supported by technology-driven projects and collaborative platforms that stimulate creativity.	
Advanced	● Knows that using technology can help in developing the process of critical thinking. ● Understands what is needed to encourage children with ADHD to analyse situations, evaluate evidence, and think creatively.	● Building skills to weigh options carefully and choose effective actions, reinforced through scenario-based learning and civic engagement activities. ● Promoting regular reflection on one's thought processes and decisions, aided by digital journals or feedback systems.	● Promotes self-correction. ● Supports peers with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results.

Competence: M3, L3 Managing learning

Main objective: Managing learning is a critical skill for both educators and learners. Educators and teachers must be given the chance to develop their professional skills in order for them to be able to address the child with ADHD. They should be able to identify quickly the traits of the disorder evaluate and intervene accordingly by modifying their teaching methods. Teachers should also have access to resources that might help them understand more about each condition. For children with ADHD, structured support in managing their own learning process - planning tasks, organising materials, monitoring progress, and reviewing outcomes - is essential to foster independence and engagement.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
Beginner	• Understands that Attention Deficit Hyperactivity Disorder (ADHD) has an effect on learning processes. • Recognizes that choosing the right technology tools have an impact on learning processes.	• Make clear, achievable goals and develop step-by-step plans using digital planners and task management apps. • Accepts to organise their materials, time, and tasks effectively, supported by technology tools that help structure schedules and learning resources.	• Begins to value support in managing the learning process. • Begins to see that there is a different need in supporting children with ADHD and without.
Intermediate	• Understands that use of technology can help in assessing a student's performance.	• Uses skills to track their own progress and stay aware of their learning pace, using apps that provide real-time feedback and progress tracking.	• Values ADHD awareness and how it affects learning processes. • Supports digital citizenship encouragement.

Level:	Learning Outcomes		
	Knowledge and understanding	**Skills**	**Values and attitudes**
	• Knows how to improve children's abilities including managing their own learning process.	• Use the ability to allocate appropriate time to tasks and avoid procrastination, with support from timers, reminders, and productivity tools.	
Advanced	• Understands how the use of emerging technologies helps children with ADHD to develop impactful new skills to succeed in learning and civic life. • Knows how to support children with ADHD in improving their cognitive and executive functioning abilities by using emerging technologies.	• Make regularly reflect on their learning strategies and outcomes, using digital journals or reflection prompts. • Fostering flexibility to adjust plans and approaches when facing difficulties, supported by adaptive learning technologies.	• Promotes use of technology to support the learning process, organise materials and planning tasks. • Support students with ADHD in learning ethical reasoning and the learning process.

Conclusion

This competence framework offers a structured, developmental pathway to support the growth of essential life skills in children aged 8–12, specifically those with ADHD. By organizing the framework into the three interconnected modules of **Personal**, **Social**, and **Learning to Learn**, it addresses the full range of skills children need to thrive both in and beyond the classroom.

Each competence is designed with **clear, age-appropriate progression** across beginner, intermediate, and advanced levels, allowing educators, caregivers, and specialists to scaffold learning based on each child's readiness. The framework emphasizes not only skill development but also emotional understanding, self-awareness, and a supportive mindset toward learning and relationships.
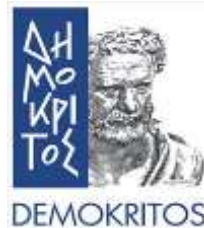
By focusing on the child's **whole development**, this framework fosters confidence, independence, resilience, and social belonging. It encourages children to recognize their strengths, manage challenges, and engage actively and meaningfully with the world around them.

Ultimately, the framework aims to support each child's growth into a confident, skilled, and empathetic individual - not only in learning, but in life.

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