

Teacher's Focus Group Questionnaire's Results

1 General Understanding of ADHD



1 What are the most common signs of ADHD that you observe in your students?

- Common signs of spotted in children with ADHD include:
 - hyperactivity
 - lack of concentration
 - lack of self-esteem/self-worth
 - lack of self-organization

2 What challenges do you face when teaching students with ADHD?

- Challenges presented while teaching students with ADHD can include:
 - tailoring to the specific needs of students due to the high number of students in the classroom/school
 - lack of technological advancements
 - structure of the classroom and lack of appropriate furniture for students in school.



2 Personal Competencies

3 What are the most common challenges students with ADHD face in managing their emotions and approaching tasks requiring focus, organization, or self-discipline?

- Organizational challenges are one of the most common challenges presented in students with ADHD, as well as building confidence and self-esteem.

Therefore, teachers must somehow push the children to gain certain skills in order to improve on the above challenges.

4 How do you help students with ADHD build confidence and resilience in the face of challenges?

- According to the teachers, the best way to help their students to overcome the challenges mentioned is first and foremost by building trust. If there is a strong and trusting relationship between students and teachers, the students are more likely to stay engaged and overcome the challenges they face. An additional way to help the students is the rewarding system. This includes effort and not just success. If significant effort is put into a task, then the student is rewarded for that effort. This boosts their confidence and so does pushing a student to succeed in something that they are already good at.

3 Social Competencies

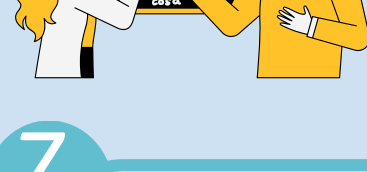


5 What social challenges do you observe in students with ADHD (e.g., understanding social cues, maintaining friendships)?

- One of the most common challenges students with ADHD face according to the teachers is the sustainability and maintenance of friendships due to the fact that they don't feel like they fit in. An additional challenge is bullying among students. Sometimes students are not aware of the differences they have with one another, causing students to keep a distance from others, making it hard to build and sustain friendships.

6 How do you encourage positive peer relationships and address conflicts or misunderstandings involving students with ADHD in a way that promotes social learning?

- A good way to ensure that positive peer relationships are being encouraged is to play in-class games with all the students, where they can come together and help each other in a group work activity, promoting a friendly and safe environment for students to build friendships.



4 Learning Competencies

7 What specific challenges do students with ADHD face in academic tasks (e.g., focusing, completing assignments, following instructions)?

- Some challenges faced by children with ADHD regarding their academic tasks include:
 - difficulty focusing
 - avoidance of doing something which they find challenging
 - lack of confidence in completing a task

8 What teaching methods, tools, technologies or classroom adjustments have you found effective in supporting the learning needs of students with ADHD?

- Interesting approaches to supporting the learning needs of students with ADHD according to the teachers are the following:
 - math & spelling games, as well as technological tools (tablets - if used with a time constraint) can improve a students concentration. The teachers explained that a tablet helps the student focus due to it being brighter than its surroundings at the time of usage, causing their peripheral view to be restricted. This helps them focus on a single thing.

9 How do you provide feedback to students with ADHD or individualized strategies in a way that motivates and supports their progress?

- Providing feedback to students with ADHD is an important milestone for their evolution and progress. All participants agreed that the way one provides feedback is detrimental to the outcome the feedback will have. It is important that feedback is given to students discretely and in a way which will not 'embarrass' the student. Feedback should also be tailored to each student so that they accept the feedback as something positive and not as criticism.

5 Supporting a Child with ADHD



10 Do you have formal training or professional support for managing ADHD in the classroom,. If yes, which did you find most useful, and what additional training or support would you find helpful from your school or other stakeholders to better support students with ADHD?

- Participants explained that the best form of training they have received includes their studies before taking the job, as well as other compulsory workshops/trainings they take part in throughout their career. Participants explained that they would like to receive additional professional training regarding digital tools to be used with students with ADHD.

11 How confident do you feel in addressing the needs of students with ADHD? (Scale of 1 to 5)

- Teachers at the Special School pointed out that they feel highly confident in address the needs of students with ADHD as it is something that they have been doing for years now.

12 Do you collaborate with others (teachers, school psychologists, parents or guardians or external professionals) when working with students with ADHD? If yes, how effective is this collaboration?

- Among academic teachers, the Special School has teachers who are speech therapists, psychologists, and with other professional background, which helps the students get the utmost help possible.

Additionally, teachers stated that they have developed a strong relationship both with their students but also with the parents, allowing them to communicate their worries and concerns with them too, and work collectively towards making the students'/children's lives better.



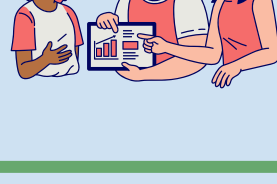
6 Suggestions and Future Improvements

13 How do you think students with ADHD can better develop their personal, social, and learning competencies? Could you propose any changes to improve the educational experience for children with ADHD?

- The lack of technological advancements was one of the things that teachers believed would help students improve their personal, social, and learning to learn skills; therefore, additional supplies and advancements are needed, as well as proper professional training surrounding technological skills is required to better aid the teachers in helping their students in class.

Teacher's Focus Group Questionnaire's Results

1 General Understanding of ADHD



1 *What are the most common signs of ADHD that you observe in your students?*

- Teachers frequently observed signs such as difficulty sustaining attention, impulsive actions, frequent fidgeting, and excessive talking. These symptoms often disrupted classroom routines and impacted learning and peer interactions.

2 *What challenges do you face when teaching students with ADHD?*

- Educators noted that managing attention, handling impulsive behavior, and supporting social integration in group activities were ongoing challenges. It was difficult to maintain a productive classroom environment while also meeting individual needs.



2 Personal Competencies

3 *What are the most common challenges students with ADHD face in managing their emotions and approaching tasks requiring focus, organization, or self-discipline?*

- Students with ADHD struggled with regulating emotions, often reacting intensely or unpredictably. They also found it difficult to initiate tasks independently, which hindered progress on assignments and classroom participation.

4 *How do you help students with ADHD build confidence and resilience in the face of challenges?*

- Teachers used structured routines, visual schedules, and consistent encouragement to help students become more self-reliant. Breaking tasks into manageable steps and celebrating small successes proved especially effective.

3 Social Competencies

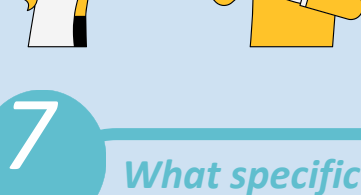


5 *What social challenges do you observe in students with ADHD (e.g., understanding social cues, maintaining friendships)?*

- Children often misunderstood social boundaries, missed non-verbal cues, or acted impulsively in peer settings. These behaviors could lead to conflicts or social isolation.

6 *How do you encourage positive peer relationships and address conflicts or misunderstandings involving students with ADHD in a way that promotes social learning?*

- Educators highlighted the value of peer mentoring, buddy systems, and structured group work to support social learning. Guided discussions and role-playing scenarios helped teach empathy and conflict resolution.



4 Learning Competencies

7 *What specific challenges do students with ADHD face in academic tasks (e.g., focusing, completing assignments, following instructions)?*

- Teachers identified difficulty following multi-step instructions, staying focused for extended periods, and completing assignments without constant prompts as key barriers to learning.

8 *What teaching methods, tools, technologies or classroom adjustments have you found effective in supporting the learning needs of students with ADHD?*

- Effective practices included using gamified learning platforms, chunking content into smaller parts, and offering movement breaks. Teachers also used visual timers, task cards, and interactive tools to maintain engagement.

9 *How do you provide feedback to students with ADHD or individualized strategies in a way that motivates and supports their progress?*

- Regular, individualized feedback helped build motivation. Teachers stressed the importance of focusing on effort and progress rather than solely on outcomes, and using positive reinforcement to sustain engagement.

5 Supporting a Child with ADHD



10 *Do you have formal training or professional support for managing ADHD in the classroom,. If yes, which did you find most useful, and what additional training or support would you find helpful from your school or other stakeholders to better support students with ADHD?*

- Only a few participants had formal ADHD training. Most relied on self-education or informal support. There was a clear need for structured, evidence-based training sessions for all school staff.

11 *How confident do you feel in addressing the needs of students with ADHD? (Scale of 1 to 5)*

- Confidence levels ranged from low to moderate. Teachers expressed a desire for more resources, in-school experts, and time to properly implement support strategies.

12 *Do you collaborate with others (teachers, school psychologists, parents or guardians or external professionals) when working with students with ADHD? If yes, how effective is this collaboration?*

- Collaboration with psychologists and parents was seen as valuable, but it was not always consistent. Improved communication and shared planning were suggested to enhance outcomes.



6 Suggestions and Future Improvements

13 *How do you think students with ADHD can better develop their personal, social, and learning competencies? Could you propose any changes to improve the educational experience for children with ADHD?*

- Teachers proposed systemic changes such as dedicated ADHD specialists in schools, whole-staff training programs, and revising assessment practices to accommodate neurodiverse learners.



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.

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

Teacher's Focus Group Questionnaire's Results

1 General Understanding of ADHD



1 What are the most common signs of ADHD that you observe in your students?

- ☐ • Inattention
 - Impulsivity
 - Hyperactivity
 - Emotional volatility
 - Poor organisational skills
- ☐ Teachers frequently observed inattention, impulsivity, hyperactivity, emotional volatility, and poor organisational skills. Students often interrupt, leave their seats, or struggle to follow instructions.

2 What challenges do you face when teaching students with ADHD?

- ☐ • Managing attention
 - Handling impulsivity
 - Adapting methods to individual needs
 - Maintaining classroom order
 - Diagnosing ADHD types
- ☐ Challenges include managing attention, impulsive behaviour, and social integration. Large class sizes and lack of resources make it difficult to provide individualised support.



2 Personal Competencies

3 What are the most common challenges students with ADHD face in managing their emotions and approaching tasks requiring focus, organization, or self-discipline?

- ☐ • Managing attention
 - Handling impulsivity
 - Adapting methods to individual needs
 - Maintaining classroom order
 - Diagnosing ADHD types
- ☐ Students struggle with emotional regulation, low frustration tolerance, and difficulty initiating or completing tasks. Many internalise failure due to repeated negative feedback

4 How do you help students with ADHD build confidence and resilience in the face of challenges?

- ☐ • Positive reinforcement
 - Encouragement and praise
 - Task segmentation
 - Role modelling and examples
 - Emotional proximity and support
- ☐ Teachers use structured routines, visual schedules, and consistent encouragement. Celebrating small successes and assigning meaningful responsibilities help build self-esteem.

3 Social Competencies

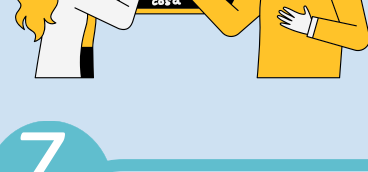


5 What social challenges do you observe in students with ADHD (e.g., understanding social cues, maintaining friendships)?

- ☐ • Difficulty interpreting social cues
 - Impulsivity in peer interactions
 - Struggles with group integration
 - Peer rejection or isolation.
- ☐ Students often misinterpret social cues, interrupt peers, or overreact emotionally. These behaviours can lead to peer rejection or social isolation

6 How do you encourage positive peer relationships and address conflicts or misunderstandings involving students with ADHD in a way that promotes social learning?

- ☐ • Pair work with assertive peers
 - Role-play and discussion
 - Group reflection activities
 - Encouraging empathy
- ☐ • Strategies include peer mentoring, buddy systems, role-play, social stories, and video modelling. Teachers promote empathy and inclusive behaviour.



4 Learning Competencies

7 What specific challenges do students with ADHD face in academic tasks (e.g., focusing, completing assignments, following instructions)?

- ☐ Difficulty focusing on long tasks
 - Struggles with reading-heavy content
 - Trouble following instructions
 - Easily distracted by environment
- ☐ Students may forget instructions, start but not finish tasks, or appear disengaged. Procrastination, distractibility, and inconsistent performance are common.

8 What teaching methods, tools, technologies or classroom adjustments have you found effective in supporting the learning needs of students with ADHD?

- ☐ • Visual aids (videos, images) • Task chunking and segmentation • Educational games and apps
 - Use of technology (e.g., computers) • Peer-assisted learning
- ☐ Effective strategies include chunking tasks, visual checklists, timers, educational apps, interactive whiteboards, and multisensory instruction.

9 How do you provide feedback to students with ADHD or individualized strategies in a way that motivates and supports their progress?

- ☐ • Positive, individualised feedback • Written and oral suggestions
 - Daily tracking (e.g., notebooks)
 - Group reinforcement
- ☐ • Feedback is private, positive, and focused on effort. Teachers highlight what was done well and use encouraging language to maintain motivation.

5 Supporting a Child with ADHD



10 Do you have formal training or professional support for managing ADHD in the classroom,. If yes, which did you find most useful, and what additional training or support would you find helpful from your school or other stakeholders to better support students with ADHD?

- ☐ • Formal ADHD training • No formal training
 - Support from special education teachers • Desire for more training
- ☐ • Some teachers had formal training, but most rely on self-learning. There is a strong demand for real-time coaching, classroom modelling, and structured mentoring

11 How confident do you feel in addressing the needs of students with ADHD? (Scale of 1 to 5)

- ☐ • Level 1: 1 teacher • Level 2: 2 teachers
 - Level 3: 4 teachers • Level 4: 1 teacher
- ☐ Confidence levels ranged from 1 to 4. Most teachers feel moderately confident but express a need for more resources and systemic support

12 Do you collaborate with others (teachers, school psychologists, parents or guardians or external professionals) when working with students with ADHD? If yes, how effective is this collaboration?

- ☐ • Collaborate with other professionals • Special Needs teachers Board or special education teams
 - Collaboration seen as effective • Need for more structured teamwork
- ☐ Collaboration is common but varies in quality. Effective teamwork exists in some schools, while others face challenges due to limited availability of specialists or parental disengagement.



6 Suggestions and Future Improvements

13 How do you think students with ADHD can better develop their personal, social, and learning competencies? Could you propose any changes to improve the educational experience for children with ADHD?

- ☐ • Smaller class sizes • Curriculum adaptation
 - Sensitisation of school community • Use of assistive tech
 - Peer work and role-play
- ☐ • Suggestions include national ADHD protocols, assistive technology, co-training for teachers and parents, inclusive classroom design, and empowering teachers to innovate.

Teachers' Focus Group Questionnaire's Results

1 General Understanding of ADHD



1 What are the most common signs of ADHD that you observe in your students?

- Teachers observed signs such as inattention, impulsivity, motor hyperactivity, emotional volatility, and poor organizational skills. Students often interrupt, leave their seats frequently, or struggle with following instructions and maintaining focus.

2 What challenges do you face when teaching students with ADHD?

- Educators faced challenges including large class sizes, lack of classroom accommodations, and delayed diagnoses, which limit their ability to provide tailored support. Time constraints and systemic gaps often prevented effective early intervention.



2 Personal Competencies

3 What are the most common challenges students with ADHD face in managing their emotions and approaching tasks requiring focus, organization, or self-discipline?

- Students often struggle with emotional regulation, low frustration tolerance, and difficulty initiating or completing tasks. Many internalize failure due to repeated negative feedback.

4 How do you help students with ADHD build confidence and resilience in the face of challenges?

- Teachers build trust through consistent routines, positive reinforcement, and by assigning meaningful responsibilities. Techniques like emotional coaching, growth mindset feedback, and celebrating effort over outcome are widely used.

3 Social Competencies

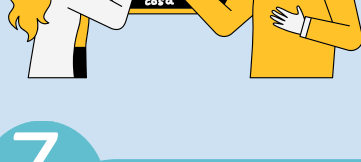


5 What social challenges do you observe in students with ADHD (e.g., understanding social cues, maintaining friendships)?

- Participants reported issues such as difficulty interpreting social cues, interrupting peers, and challenges with peer rejection or emotional overreactions. These are sometimes compounded by undiagnosed comorbidities like ASD.

6 How do you encourage positive peer relationships and address conflicts or misunderstandings involving students with ADHD in a way that promotes social learning?

- Strategies included structured group activities, peer mentoring, social stories, role-play, video modeling, and cognitive-behavioral tools like "Zones of Regulation". Teachers model inclusive behavior and promote class-wide empathy.



4 Learning Competencies

7 What specific challenges do students with ADHD face in academic tasks (e.g., focusing, completing assignments, following instructions)?

- Students may start tasks but not finish, forget instructions, or appear disengaged despite strong cognitive ability. Procrastination, distractibility, and inconsistent performance are common.

8 What teaching methods, tools, technologies or classroom adjustments have you found effective in supporting the learning needs of students with ADHD?

- Effective strategies include task chunking, visual checklists, educational apps, timers, and preferential seating. Teachers also use interactive whiteboards, breakout zones, and multisensory instruction.

9 How do you provide feedback to students with ADHD or individualized strategies in a way that motivates and supports their progress?

- Feedback is private, positive, and focuses on what was done well. Phrases like "You've already completed the first steps great start!" are used to promote motivation without pressure.

5 Supporting a Child with ADHD



10 Do you have formal training or professional support for managing ADHD in the classroom,. If yes, which did you find most useful, and what additional training or support would you find helpful from your school or other stakeholders to better support students with ADHD?

- All participants had formal training (e.g., Master's, PhDs in Special Education) and attended seminars, but requested more real-time coaching, classroom modeling, and structured mentoring from specialists.

11 How confident do you feel in addressing the needs of students with ADHD? (Scale of 1 to 5)

- All of the participants rated their confidence at 4 or 5, citing strong knowledge but systemic limitations in implementation.

12 Do you collaborate with others (teachers, school psychologists, parents or guardians or external professionals) when working with students with ADHD? If yes, how effective is this collaboration?

- Collaboration occurred frequently but varied in quality. Strong teamwork existed in some schools, while others faced challenges due to shared psychologists' and parallel support teachers' time limitations or parental disengagement.



6 Suggestions and Future Improvements

13 How do you think students with ADHD can better develop their personal, social, and learning competencies? Could you propose any changes to improve the educational experience for children with ADHD?

- Participants recommend a whole-school, systemic approach including:
 - National ADHD inclusion protocols
 - Increased use of assistive technology
 - Co-training of educators and parents
 - Classrooms designed with neurodiversity in mind
 - Empowering teachers to lead inclusive innovation

"ADHD is not a flaw — it's a difference. If we redesign schools to support these learners, education improves for everyone."