



COURSE DESCRIPTION

Inclusive Classrooms: Educating Students with ASD and ADHD

A classroom that gives its instructions only in speech leaves some students guessing. This week you build a room, a schedule and a work system that show them instead, drawing on TEACCH's structured teaching and ADHD-friendly routines.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Division TEACCH, developed at the University of North Carolina from the 1960s, rests on one idea still used in classrooms today: the environment can carry part of the instruction, so that a student does not depend on spoken direction alone. TEACCH was built for autism; this week adds an ADHD track that uses similar logic, and treats every strategy as a classroom support to try and observe, not as a proven treatment.

The course is for mainstream teachers, not clinicians. Nobody is asked to diagnose anyone, and no real student's information is needed: you work from three invented composite profiles and finish with an individual support plan for one of them.

- Monday — you learn where TEACCH comes from, describe the barriers a classroom can create, and meet three composite student profiles.
- Tuesday — you plan a zoned room and build a visual schedule with a change card.
- Wednesday — you design a work system and a transition routine, and see how the same structure works on a screen.
- Thursday — you build ADHD-friendly supports for time and attention, and practise clear instructions.
- Friday — you complete an individual support plan and present it, including what you can do alone, with a colleague, and what to ask your school for.

By Friday you have a room plan, a visual schedule, a work system, an attention-support routine and a support plan for one composite student, ready to try in your own class. It is a classroom-management repertoire that does not ask a teacher to become a specialist overnight.

02 Course description

TEACCH (Treatment and Education of Autistic and related Communication-handicapped CHildren, the program's original name) grew out of Eric Schopler's research at UNC Chapel Hill from 1964 and became a North Carolina state program in 1972. It is a model for autism, and its structured teaching combines physical structure, visual schedules, work systems and visual structure of tasks. The week teaches the parts a mainstream teacher can use in an ordinary classroom, in a small and practical form.

The week is honest about evidence. The research on TEACCH outcomes is mixed, with clearer gains in some specific skills than in others, and there is no TEACCH-specific evidence for ADHD. The ADHD track therefore borrows the logic — what is invisible, such as time and the next step, is made visible — and treats every strategy as something to try for two weeks and observe, not as a treatment. This course is not delivered by, or affiliated with, the UNC TEACCH Autism Program and does not lead to TEACCH certification.

The language of the week is about barriers rather than diagnoses. A classroom that carries its instruction in speech alone can leave autistic students and students with ADHD without the information they need, and the task is to change the classroom, not the student. Composite profiles keep the work concrete without any real child being discussed, and nothing in the room asks a teacher to diagnose or to predict what a student will do. The plan you write at the end is a description of what you will try and what you will observe.

Structure works on paper first. Room plans, schedules and work-system cards are made by hand, and on Wednesday you see how the same schedule and the same "finished" signal can be kept visible on a tablet or in slides, with free tools or none. Deeper work with assistive technology is covered in Digital Tools for Students with Special Needs, a general teaching repertoire for pupils with special educational needs in Every Child is Special, and the inclusive teacher's profile in Inclusive Education and Special Needs; this course starts from the classroom itself.

Some of the plan you can do alone in your own room, some needs your SEN coordinator or a colleague, and some — a quiet space, time, a visual timer — you have to ask your school for; the plan template has a place for each.

03 Learning outcomes

- 01 Describe the barriers a classroom can create for autistic students and students with ADHD, without diagnosing.
- 02 Plan a zoned classroom layout and a visual schedule with a change routine for a composite student profile.
- 03 Build an individual work system and a transition routine, and keep the same structure visible on a screen where one is used.
- 04 Adapt a task for a student with ADHD using time, step and movement supports, and give short, clear instructions.
- 05 Draft an individual support plan (IEP or your system's equivalent) for a composite profile, separating what you can do alone, with a colleague, and ask your school for.

04 Methodology

Try It Yourself First	Participants experience the key strategies as a student first — following verbal-only instructions, then visual ones — before they design it.
Composite Profiles, No Real Cases	Work is built on three invented composite student profiles, so plans are concrete and no real child, name or diagnosis is discussed.
One Structure at a Time	The week adds the key structures — the room, the schedule, the work system, attention support — one after another to the same individual support plan.

Day 1

Barriers, and Where Structured Teaching Comes From

- **Icebreaker:** "Awareness Circle" — each participant names one thing in their classroom that assumes a student will simply know what to do next, without naming any student
 - Division TEACCH's origins at UNC Chapel Hill (mid-1960s research, state program in 1972): working with parents as co-therapists, and what the evidence does and does not show
 - **Autism and ADHD in classroom terms:** predictability, language processing, attention and working memory, and why we describe barriers rather than diagnoses
 - **Three invented composite student profiles:** naming the barriers each one meets
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Day 2

The Room and the Schedule

- **Warm-up:** "Verbal Only, Then Visual" — the same task given once in spoken instructions only and once with a card, and a discussion of what changed
 - **Physical structure:** a plan of your own classroom with an instruction zone, an independent-work zone and a transition space
 - **Visual schedules:** building a five-step morning or lesson schedule with a change card for one profile, adjusting the profile's age to your own class
 - Trying your schedule on a partner and improving it
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Day 3

Work Systems, Transitions and Screens

- **Individual work systems:** four questions a student asks silently — what do I do, how much, how do I know I am finished, what happens next
 - **Transition routines:** how to move a class or one student from one activity to the next with a warning
 - Keeping the same structure visible on a tablet or in slides, with free tools or none: the schedule, the finished signal, and warning before change
 - Building a work system and a transition routine for one task
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Day 4

Time, Attention and Clear Instructions

- **Warm-up:** "Watch the Clock" — do the same short task once with no time signal and once with a visual timer and step cards, then compare
 - Making time and steps visible for students with ADHD: visual timers, chunked steps, step cards, movement breaks and seating
 - Effective communication with autistic students and students with ADHD: short instructions, visual and verbal together, and checking understanding
 - Adapting the same task for the ADHD profile and for the profile with both
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Day 5

Your Support Plan

- Completing an individual support plan (IEP or your system's equivalent) for one composite profile, using the week's structures
- Presenting the plan in small groups with peer feedback: what you will try and what you will observe over two weeks

- What you can do alone, what you can do with a colleague or SEN coordinator, and what you will ask your school for
- Reflection and self-assessment
- Course evaluation
- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Worked on during the week: three composite student profiles, a classroom room-plan sheet, a visual-schedule template with a change card, a work-system card and an individual support plan template, together with the plans that participants produce during the course. A visual timer or slides can be used where a screen is available; every task also works on paper.

07 How to prepare

- Nothing needs to be prepared, and no information about a real student is needed: the week works from invented composite profiles.
- On Day 2 you sketch a plan of your own classroom; drawing it from memory is enough.
- A tablet or laptop is useful on Day 3 if you want to try the schedule on a screen; everything also works on paper.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

Inclusion and diversity is the first priority listed in the Erasmus+ Programme Guide, which describes disability as covering “physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone’s full and effective participation in society on the same footing as others” (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 7). This week takes the barrier, not the diagnosis, as the thing to work on: a classroom that carries its instruction in speech alone can leave autistic and ADHD learners without the information they need. Participants leave with structured-teaching material for the mainstream class they already teach — visual schedules, individual work systems, room zoning, and an individual support plan adapted around an invented composite student profile.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.