



## DAILY PROGRAMME

# Inclusive Classrooms: Educating Students with ASD and ADHD

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| <b>DURATION</b><br>5 days · 25 hours                                                                                                                                 | <b>DAILY SCHEDULE</b><br>09:30–15:00<br>Monday to Friday, with a break for lunch | <b>LANGUAGE</b><br>English (B1+)         |
| <b>COURSE CENTRES</b><br>Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome<br>Dates and cities of the scheduled sessions are listed on the course page. |                                                                                  | <b>GROUP SIZE</b><br>Max 20 participants |

## Week at a glance

|                                                                    |                                           |                                                       |                                                        |                                   |
|--------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------|--------------------------------------------------------|-----------------------------------|
| <b>DAY 1</b><br>Barriers, and Where Structured Teaching Comes From | <b>DAY 2</b><br>The Room and the Schedule | <b>DAY 3</b><br>Work Systems, Transitions and Screens | <b>DAY 4</b><br>Time, Attention and Clear Instructions | <b>DAY 5</b><br>Your Support Plan |
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## Day by day

### 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

### 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.

ISSUED BY

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COURSE PAGE

[erasmusmobilityacademy.com/courses/inclusive-classrooms-educating-students-with-asd-and-adhd](https://erasmusmobilityacademy.com/courses/inclusive-classrooms-educating-students-with-asd-and-adhd)