

Inclusive Pedagogical Intervention Program for a Student with ADHD and Co-Occurring Emotional Difficulties

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ABSTRACT: This paper aims to study an inclusive pedagogical intervention program for a student with Attention Deficit Hyperactivity Disorder [ADHD]. More specifically, it will examine whether a philologist can hetero-observe and understand the specific learning difficulties [SLD] of students with [ADHD] and co-occurring emotional difficulties. Additionally, it will investigate the practice in language courses with an emphasis on the working hypothesis of whether the philologist can design, implement, and evaluate teaching interventions using the TISIPfSEnS SLD-ADHD] pedagogical tool. The study is conducted in the scientific field of special education and training [SET]. The results of the study are highlighted by the data arising [a] from the theoretical part with documented research, [b] the data from the practical field exercises in language courses with the special teaching methodology [observation and intervention], and [c] the answers from the questionnaire. According to these data, it appears that the philologist can understand and identify the [SLD] due to [ADHD] and co-occurring emotional difficulties.

KEYWORDS: Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Difficulties (SLD), emotional difficulties [ED].

INTRODUCTION

Attention deficit hyperactivity disorder (ADHD) in schools is related to the exoneration of students and is part of the co-occurring emotional difficulties. Every March 1st, Zero Discrimination Day is commemorated, highlighting the need for equality and respect for individuality, focusing on Attention Deficit Hyperactivity Disorder (ADHD) in schools (Hellenic Society for the Study of ADHD, 2025). According to (Law 3699, 2008) on Special Education and Training of persons with disabilities or with special educational needs, ADHD affects students' attention and behavior, creating tension in their environment. Educators participate in the inclusive pedagogical intervention program when they are informed and trained on ADHD, developing support practices (Drossinou Korea, M., 2024, pp. 473-541). Creating an environment that supports diversity and individuality can improve the academic performance of students with ADHD (Drossinou Korea M. & Manikioti Ath., 2019).

The researchers (Korpa, T., Pappa, T., Chouliaras, G., Sfinari, A., Eleftheriades, A., Katsounas, M., Kanaka-Gantenbein, C., & Pervanidou, P., 2021) examine hyperactivity [ADHD], (2024) highlighting the co-occurring emotional difficulties. According to the medical model, ADHD is assessed as a disability and is less often judged as an excuse for carelessness or laziness. Medication is recommended in many cases for individuals with ADHD and co-occurring emotional difficulties who experience, among other things, stigma, negative interaction, and low self-esteem (Christakis, G. K., 2023, pp. 111-123).

This paper bibliographically examines the co-occurring emotional difficulties based on the definitions of ADHD from the (National Association of People with Attention deficit Hyperactivity Disorder(ADHD) -Europe, 2020). Furthermore, through English-language references, we studied the relationship between classroom management and behavior in children with ADHD compared to typically developing peers (Staff, A. I., Oosterlaan, J., van der Oord, S., van den Hoofdakker, B. J., & Luman, M, 2023). Similarly, in the Greek-language literature, we studied the education of children with behavioral problems (Christakis, G. K., 2023, pp. 111-123), the inclusive pedagogical intervention program, and neurodevelopmental Learning Readiness activities according to the Framework of the Analytical Program of Special Education (FAPSE) (YPEPTH-Pedagogical Institute, 2009). The purpose of the study on "Inclusive pedagogical intervention program for a student with attention deficit disorder and co-occurring emotional difficulties" is significant for educational reasons. According to the social model of special education and training, attention deficit disorder and co-occurring emotional difficulties can significantly affect the daily lives of individuals with ADHD. This thesis focuses on an intervention program and aims to highlight the special teaching methodology with which educators and specialists in educational inclusion processes can support students with these disorders. The necessity for the research arose from the concerns

Inclusive Pedagogical Intervention Program for a Student with ADHD and Co-Occurring Emotional Difficulties

surrounding the complex issues of a student with attention deficit disorders and emotional difficulties that required further research and understanding by the philologist. The contribution of the thesis also aims to clarify and understand the factors that contribute to the emergence of these disorders and the development of effective educational intervention programs with an emphasis on language courses. The improvement of educational inclusion processes was part of the necessity for understanding the special teaching methodology with which the educator can support students with these particularities that reflect specific learning difficulties in the educational environment and promote their integration into the classroom. Furthermore, personal development through this research with the completion of the thesis allows the author to gain a deeper understanding of the subject and develop research and analytical thinking skills. Overall, it is noted that this thesis presents an inclusive pedagogical intervention program for a student with ADHD and co-occurring emotional difficulties that is important both for the student themselves and the local community in which they live, as well as for the development of the researcher philologist.

The hypotheses explore [a] whether the philologist, within the framework of the practical approach, can hetero-observe and understand the specific learning difficulties in language courses of a student with attention deficit hyperactivity disorder [ADHD] and co-occurring emotional difficulties, and [b] whether the philologist can design, implement, and evaluate a targeted, individual structured and didactically differentiated, inclusive pedagogical intervention program by applying the pedagogical tool TISIPfSENS - [SLD-ADHD] in language courses.

SPECIAL TEACHING METHODOLOGY

The methodology of this study is mixed. It initially includes the distribution of a specific questionnaire based on which perceptions regarding the problem were sought within the local community in which the student lives and interacts.

In the thesis study, we assumed that the student should have been evaluated by the CIACS (Centers for Interdisciplinary Assessment, Counseling, and Support) of Law 4823/21, which aim to evaluate and issue a relevant assessment report for which the consent of parents or guardians is required. The parents refused to participate in this educational service. Thus, the pedagogical proposal for attending an integration class was never implemented. At this point in our proposals, we want to emphasize the institutional function provided for integration classes.

The special teaching methodology is included in the operation of Integration Classes in "general education" schools, as defined in Article 6 of Law 3699/2008, as amended and in force, and in the Ministerial Decision 27922/Γ6/2007 - B'449 (Drossinou Korea, M, 2020, pp. 507-544); (Christakis, K, 2013, pp. 185-204). It is also noted that for all students supported by the institution of the Integration Class, an individual file is kept and an Individualized Education Program is implemented, in accordance with paragraph 3 of Article 8 of Law 3699/2008: "3. The IEP is a pedagogical text of a dynamic and evolving nature, which is designed and implemented through collaborative processes. All teaching staff of the school may participate in the implementation of the IEP. For the implementation of the IEP, its objectives, and its progress, the parent/guardian of the student is regularly informed. In our case, there was no cooperation with the parents.

The special teaching methodology provides the possibility of supporting a student by the teacher(s) of the integration class, provided as a reinforcing and inclusive institution of the learning process and pedagogical practice for students with disabilities or/and special educational needs. It is emphasized, according to Article 82 of Law 4368/2016 - A 21, that "The purpose of the ICs is the full integration of students with special educational needs or/and disabilities into the school environment through special educational interventions. The IC teacher supports students within their classroom environment, in cooperation with the classroom teachers, with the aim of differentiating activities and teaching practices, as well as the appropriate adaptation of educational material and the educational environment. Support in a separate space is implemented only if the special educational needs of the students require it, with the ultimate goal of enabling their future support within their classroom environment."

THE TISIPfSENS PEDAGOGICAL TOOL

The next part includes the utilization of the TISIPfSENS pedagogical tool (Targeted Individual Didactically Data-driven Inclusive Pedagogical Program of Special Education and Training), with a specific student case study. SADEPPAE is articulated with five sub-tools through which certain pedagogical considerations are reflected in these phases. The first phase of SADEPPAE, the empirical observation of a student with ADHD-co-occurring emotional difficulties according to the pedagogical theory of individuality represented by the letter [I] in the acronym T-[I]-SIPfSENS. The second phase, the Informal Pedagogical Assessment with specific protocols of Special Education and Training and according to the pedagogical theory of targeted intervention defines the teaching priorities and is represented by the letter [T] in the acronym [T]-ISIPfSENS. The third phase, the teaching intervention plan for a student with specific learning difficulties [SLD-ADHD] according to the pedagogical theory of targeted and structured intervention realistically formulates the teaching steps, the timetable, the space and time, as well as the expected behavior. This theory is represented by the letter [S] in the acronym TI-[S]IPfSENS -. In the fourth phase, language exercises of graded difficulty are implemented with selected activities that differentiate the selected text from the language courses. Based on the pedagogical theory of differentiated and structured teaching represented by the letter [S] in the acronym TI-[S]IPfSENS. Three-dimensional pedagogical material is created jointly with the student as a cognitive engine that facilitates semantic accessibility to it. The ring

Inclusive Pedagogical Intervention Program for a Student with ADHD and Co-Occurring Emotional Difficulties

binder "dossier" uses movable and fixed cards with an emphasis on skills that support auditory memory with specific and appropriate auditory conceptual facilitators from accessible and experiential oral speech. Furthermore, the games with the cards in the ring binder support visual memory with visual conceptual facilitators from the neurodevelopmental area of cognitive abilities with an emphasis on concentration. Finally, the cognitive engine supports working memory, which the student themselves negotiates their individual difficulty with others and is stated with arguments from the emotional organization and the neurodevelopmental areas of self-esteem [learns to accept their failure, etc.], interest in learning, and cooperation with others. The fifth phase is defined by the tool of evaluating teaching interventions in five steps and based on the pedagogical theory of inclusive education represented by the letter [I] in the acronym TIS-[I]-PfSE [Ns].

LIMITATIONS OF THE THESIS

The limitations of the thesis include the difficulty due to the complexity of ADHD, which can hardly be addressed with a single pedagogical program. The case study student with ADHD presents individual differences, making it difficult to generalize the inclusive program to all students. The difficulty of cooperation with parents and teachers hinders the optimal development of the inclusive educational program. The philologist researcher showed dedication and devoted many hours to preparing to support the specific case study without the parents' acceptance of the problems. Finally, the opinions obtained from the answers to the online questionnaire indicate limited knowledge about supporting these students.

FINDINGS - CONCLUSIONS - RECOMMENDATIONS

The findings of the study highlighted the TISIPfSEs pedagogical tool, which, despite the limitations, significantly contributes to understanding the needs of students with ADHD and co-occurring emotional difficulties through language courses with methodologies for observing individuals with special educational needs (Drossinou Korea, M., 2024, pp. 383-463). The findings can promote the development of more effective pedagogical intervention programs and support the inclusion of these students in the school environment by proposing Special Education and Training and 'through' special education, a proposal for the education of children and young people with specificities. The application of alternative assessment methods for students with ADHD-CED, such as oral examinations or differentiated written assignments, is provided following the selection and cooperation of scientists working based on the above theoretical models. Thus, the development of educational material with multisensory methods, such as movable cards, interactive games, and visualized information to support learning, is included in the integration of individualized intervention programs in schools.

In our concluding recommendations, we arrive at the importance of an individualized educational approach for students with Attention Deficit Hyperactivity Disorder and co-occurring emotional difficulties, focusing on the crucial role of the philologist in inclusive education. The application of TISIPfSEs was found to improve the student's learning skills and psycho-emotional development through structured and differentiated teaching (Drossinou, Korea, M., 2020, pp. 642-643). Strengthening the cooperation between school, family, and teachers, combined with the training of philologists in modern special education methods, is proposed as a basic prerequisite for inclusive education. Creating a supportive learning environment where every student has access to appropriate adaptations and tools is necessary to enhance their self-confidence and academic progress. In an ever-changing educational world, shaping an inclusive school is not only a moral obligation but also a pedagogical necessity. With appropriate practices and policies, we can ensure that no student is left behind, but rather, will acquire the tools to fully develop their potential. The main conclusion arising from the thesis confirms that students with Attention Deficit Disorder (ADD) and co-occurring emotional difficulties (CED) face significant challenges in language courses, mainly due to problems with concentration, emotional regulation, and written expression. Thus, the necessity of both the design of TISIPfSEs and the prioritization of in-class student support in the timetable of the Integration Class teacher is emphasized. Support in a separate space is implemented only if the special educational needs of the students require it. Such a need may be indicative when the learning objectives of the TISIPfSEs concern the education of the student in cognitive subjects that are part of the Curriculum of previous grades than the grade of attendance. Furthermore, it is proposed that out-of-class student support in cases of Integration Classes with a "common and specialized program" be individual or in a small group, for as long as necessary. Legislation does not provide for (and therefore does not allow) the creation of a separate class with a specific number of students who are permanently separated from their class of attendance to "attend" one or more subjects exclusively in the "Integration Class room." By implementing these proposals, the educational system can become more inclusive and offer equal learning opportunities to students with ADD-CED. The individual concluding points are listed below.

The first concluding element refers to the implementation of the Targeted Individual Structured Inclusive Program of Special Education and Training (SADEPPAE). According to this, the role of the philologist is crucial in recognizing and addressing the learning and emotional difficulties of students with ADD-CED. The second concluding element highlights the methodology of the SEN observer as a prerequisite for understanding SLDs and defining teaching priorities with the IPA. The third concluding element concludes with the necessity of applying the pedagogical principles summarized in the acronym TISIPfSEs, which refer to the pedagogical theory of targeted intervention and the pedagogical theory of individuality. Individualized intervention improves the

Inclusive Pedagogical Intervention Program for a Student with ADHD and Co-Occurring Emotional Difficulties

student's skills, with clear progress in concentration ability, language development, and self-esteem. The fourth concluding point concludes with the necessity of applying the pedagogical theory regarding inclusive education as represented in the acronym TISIPfSEnS. It emphasizes that school-family cooperation is crucial for managing the difficulties of these students. The non-acceptance of SLDs by parents appears to hinder inclusive education. Furthermore, the inadequate in-service training of educators in the TISIPfSEnS tool and inclusive education strategies hinders the effective implementation of the above pedagogical theory. The existing educational system does not provide sufficient adaptations, with the result that students with ADD-CED do not receive the individualized support they need. The fifth concluding point concludes with the necessity of applying the pedagogical theory regarding structured and differentiated teaching as represented by [S] in the acronym TI[S]IPfSEnS. Structured teaching intervention is goal-oriented towards a specific teaching priority, which is formulated with a double reference to the text and behavior. The goal is analyzed into smaller teaching intervention steps according to the structure in order to assess the learning and behavioral outcomes step-by-step. Despite the recognition of its importance, its implementation remains limited due to the lack of training of philologists, as revealed by the questionnaire. The sixth concluding point highlights the necessity of the pedagogical theory of differentiating teaching through the creation of pedagogical materials and means such as those included in the three-dimensional cognitive engine in the ring binder. The necessity of graded exercises in text comprehension with learning readiness activities from the neurodevelopmental area of cognitive abilities, with an emphasis on concentration and memory function, is emphasized. A particular conclusion arises from the negotiation of SLDs by the student themselves and the arguments they use in their speech for what makes it difficult for them each time. The seventh concluding point concludes with the necessity of considering the pedagogical intervention program as represented by the letter [P] in the acronym TISIPfSEnS. Interventions occur based on the linear continuum from kindergarten, which are calculated on a semester basis. Particular emphasis at this point is given to the average of the deviations in the graph representing the Learning Difficulties with the broken line, as well as the area of skills where the largest deviation below the average is noted. For this reason, it is important to strengthen the training of philologists through seminars and training programs on TISIPfSEnS and differentiated teaching practices for students with ADD-CED. The eighth concluding point concludes with the necessity of the pedagogical theory of SET as represented in TISIPfSEnS. According to this, the theoretical models referred to in the medical, social, educational, and person-centered approach, students with ADD+CED are recipients of educational and medical-pedagogical services. For all the above, the necessity of Interdisciplinary Support Committees in general education schools (ISC) is supported in accordance with Article 17 of Law 4823/2021 and Ministerial Decision 134960/Δ3/2021 - B' 5009. Because the work of ISC includes the implementation of both group and individualized actions. The aim of the actions is to ensure equal access of all students without exception to education and the overall promotion of their cognitive and psychosocial development through interdisciplinary practices. In this context, group actions should have a primary role. Individualized actions in a separate space outside the classroom are designed and implemented oriented towards the integration of students and are as many as needed to support this goal. In cases where there is a need for additional interventions, the ISC guides and connects the family with the competent bodies (Law 4823, 03-08-2021). The proposal mentioned in paragraph 7 of Article 17 of Law 4823/21 is significant: "The ISC cooperates with the parents or guardians of the student, whom it informs about the educational assessment and support procedures it proposes to follow. The terms of cooperation and the educational assessment and support procedures are recorded in a cooperation protocol and are binding on the school unit and the parents or guardians." Specifically, in Article 10 of Chapter B of Ministerial Decision 134960/Δ3/2021 - B' 5009, in case e' of paragraph 5, it states: "The statement of consent of the parents or guardians for the conduct of an interdisciplinary educational assessment by the members of the ISC and the development of an individualized education and interdisciplinary support program for the student with a clear and detailed description of the terms and procedures it includes." Also in our proposals, according to paragraph 9 of Article 2 of Chapter A of the aforementioned Ministerial Decision, "The members of the ISC in cases b', c', and d' participate equally in the activities and procedures of the Teachers' Association of the school unit in which they serve." From the above, it follows that: a) the cooperation protocol and the statement of consent are required in cases where the ISC intends to include a student in a stable and permanent support program, and b) the psychologist and the social worker of the ISC belong to the school staff and do not function as "external visitors." In this context, it is proposed that the members of the ISC, at an initial stage, receive and listen to students who wish to meet them to report or ask for more information on a topic that concerns them, without requiring the consent of the parent/guardian. Subsequently, they assess the data and decide on any actions. If actions of purposeful intervention/support within the school are required (indicatively: assessment and implementation of an individualized program), the consent of the family and the signing of the relevant cooperation protocol are requested. In conclusion, it is noted that according to the person-centered model and special educational services for children and young people with cognitive, social, emotional difficulties, and behavioral problems (Drossinou-Korea, M., 2017, pp. 221-242), the inclusive pedagogical intervention program for a student with ADHD and CED was conceptualized. Therefore, it will be of particular interest for future research to study inclusive programs in language courses with a larger sample of students with ADHD, using quantitative and qualitative methods with the application of the regulatory texts of the Ministry of Education and Religious Affairs.

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