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The KIDSWELL Project: Supporting Teachers to Ensure a Learning and Inclusive Environment for Children with ADHD Based on the Introduction of Emerging Technologies for the Development of Skills as an Active Citizen.

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Abstract

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that affects millions of children globally. Children with ADHD frequently struggle with impulsivity, hyperactivity, and inattention, which can impair their academic achievement. However, if given the right help, children with ADHD can thrive in the classroom and develop the skills they need to become engaged and productive members of society. In the classroom, ADHD presents unique challenges. One way to assist children with ADHD is to provide a friendly and suitable learning environment. This can be accomplished by providing teachers with the resources and instruction they require to understand ADHD and employ effective teaching methods. Additionally, children with ADHD can benefit from the use of developing technology to help them acquire the skills necessary for success in both school and life. The importance of teacher support in creating inclusive learning settings for kids with ADHD is examined in this article. It also looks at how new technologies might be strategically applied to meet the unique needs of these kids, encouraging both academic success and the acquisition of vital skills for involved and active citizenship. The paper explores professional growth, technology integration, and useful tactics while highlighting the value of cooperation between parents, educators, and tech innovators. Taking all these factors into account a key initiative is discussed named KIDSWELL project which is an Erasmus+ program aimed at supporting children with ADHD through a comprehensive and multifaced framework of teacher training, technological integration, and personalized learning plans in order to accomplish critical life skills, via the empowerment of teachers and engagement of parents bridging educational gaps by enhancing cognitive, emotional and social skills of students with ADHD.

Keywords: Attention Deficit Hyperactivity Disorder; ADHD; VR; AR; Erasmus+; Emerging technologies; Active Citizens.

1. Introduction

ADHD is a neurodevelopmental disorder marked by recurrent patterns of impulsivity, hyperactivity, and/or inattention that impede growth or functioning. These traits frequently provide serious obstacles to conventional classroom arrangements, affecting social interactions, academic achievement, and general well-being. Children frequently struggle in conventional classroom environments and in their social lives. It is crucial to create inclusive learning environments that cater to the various needs of students with ADHD. Teachers are at the forefront of this endeavor and need extensive support and resources in order to successfully handle the difficulties and complexities that ADHD presents.

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This article makes the case that, with the right integration, new technologies can be effective resources for helping educators and students with ADHD become more well-rounded, engaged citizens. In order to handle the complications of ADHD in the classroom, teachers who are at the center of this endeavor need all-encompassing assistance and access to useful tools. According to this article, teachers and students with ADHD can benefit greatly from the judicious integration of developing technology, which will ultimately help them become more integrated, engaged, and contributing members of society.

2. Understanding ADHD and its Impact on Learning

Attention Deficit Hyperactivity Disorder (ADHD) frequently poses serious obstacles to conventional learning settings and necessitates creative solutions to guarantee inclusion and successful learning. Traditional teaching approaches frequently fail to address the requirements of children with ADHD due to their impulsivity, hyperactivity, and difficulty focusing. This results in disengagement, frustration, and missed opportunities for social inclusion and academic advancement. (Centers for Disease Control and Prevention, 2016; Brown, 2017).

A multifaced neurodevelopmental disorder such as ADHD can be presented in a variety of ways. The Diagnostic and Statistical Manual of Mental Disorders' (DSM-5) diagnostic criteria will be briefly discussed in this section. Included in the American Psychiatric Association's 2013 Manual of Mental Disorders (DSM-5) are the three primary subtypes: mixed presentation, mainly hyperactive-impulsive, and mostly inattentive. The neurological underpinnings of ADHD will be examined, emphasizing the variations in brain morphology and function that underlie the observed behavioral patterns. ADHD has an impact on the following areas in the classroom:

- Executive Function: Challenges with inhibition, working memory, planning, and organizing.
- Concentration and focus: It results in focusing, screening out distractions, and sustaining concentration.
- Emotional control: heightened impulsivity, emotional reactivity, and trouble controlling annoyance.
- Social skills: Difficulties interpreting social cues, forming opinions, and negotiating social situations.

Executive functions, the mental or cognitive skills required to actively pursue objectives, are impaired in patients with ADHD. Executive functions are actions we do to modify our behavior, and the phrase is closely associated with self-regulation. (National Institute of Mental Health, 2016; Barkley, 2014; Pergantis et al., 2024).
The following seven abilities shape executive functions:

- Self-awareness: the awareness and focus we place on our behavior.
- Inhibition: the capacity to regulate our actions.
- The capacity to retain information through visual imagery is known as nonverbal working memory.
- Our inner monologue, or verbal working memory.
- The capacity to manage an emotional situation is known as emotional self-regulation.
- Self-motivation: inspiring oneself to do an assignment.
- Planning and Problem Solving: applying knowledge to resolve issues.

Executive function, the cognitive system in charge of self-control, working memory, and attention, is impacted by ADHD (Diamond, 2013; Pergantis et al., 2024). According to neuroimaging research, children with ADHD have hypoactivity in the prefrontal cortex, which impairs impulse control and causes attentional issues (Iriarte et al., 2012; Pergantis, 2024).

Since ADHD impairs a child's capacity for concentration, impulse control, and time management, inclusive education is essential for children with ADHD. These difficulties frequently result in misunderstandings of conduct in conventional school settings, which leads to disciplinary measures rather than specialized assistance. Research shows that inclusive teaching methods greatly enhance students with ADHD's self-esteem, social skills, and academic achievement.

Nevertheless, a lot of educators lack the tools and expertise needed to apply these tactics successfully.
Children with ADHD between the ages of 6 and 16 are frequently measured for attentional processes using VR-based tests, including the Nesplora Aula test. This exam provides realistic insights into ADHD symptoms by simulating a virtual classroom to assess inhibitory control, sustained attention, and selective attention (Zulueta et al., 2018).

2.1. Using VR to Control Attention and Executive Function

Studies show that VR training programs may improve the visual-spatial working memory that is usually affected in children with ADHD providing a positive impact in working memory. Furthermore gains in selective attention have also been noticed via immersive VR games offering a reduction in distraction and promoting goal-directed actions and

behaviors. Last but not least, VR environments offer cognitive flexibility skills by educating ADHD students on how to alter their attentional state by exposing them to controlled stimuli (Didehbani et al., 2016; Bioulac et al., 2018; Adams et al., 2008).

As mentioned previously ADHD affects a child's executive processes (hot and cold) therefore education is essential for them. Those difficulties lead to several problems with their day to day interactions with their peers and teachers/educators related to misunderstandings of conduct driving them to disciplinary measures rather than specialized help. Research indicates that individualized and inclusive method of education and teaching creates an improvement in children's self-esteem, social skills, and academic achievement, but a vast majority of educators lack the tools and experience needed to apply these methods successfully.

2.2. Emerging Technologies: A catalyst for integration

With the rise of new and emerging technologies followed by Industry 4.0 (Pergantis and Drigas, 2023a) and Education 5.0 (Pergantis and Drigas, 2024), educators and teachers have the possibility to embed many of them into producing a flexible learning environment addressing the unique needs of children with ADHD (ISTE, 2016).

This includes:

2.2.1. Education and Professional Development: Role of Teachers

It is widely known that ADHD children are greatly affected by their teachers's influence but many of them believe that they are under-equipped to instruct these children raising concerns about the lack of resources and expertise to better understand the issue and use the most efficient and available teaching methods.

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 or any other known neurodevelopmental disorder. 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.

Thus, teachers and educators need to receive ongoing professional development and training for comprehensive professional development programs that equip them to use the appropriate tools and technologies to support their students with ADHD. The courses should focus on subjects like:

- ADHD awareness and how it affects learning processes
- Proper evaluation and choice of the right technological tools
- Embedment of technology to the educational process
- Use of technology to assess student's performance
- Digital citizenship encouragement

A number of experts and specialists including researchers, tech developers as well as educators, teachers parents and community organizations, must collaborate together to create the optimal learning environments for students with ADHD. Via collaboration and strong communication channels, the students with ADHD can receive the maximum of the assistance they deserve.

2.2.2. Emerging Technologies for Skill Acquisition

Emerging technologies can provide children with ADHD with dynamic engaging and motivating learning opportunities helping them build new skills (Cavanaugh, 2017)

ADHD children can have a positive impact via the use of emerging technologies, helping them to develop impactful new skills to succeed in academic and civic life. For example, many software applications can help these children in coping with time management, organization, and sustained attentional skills. They can also benefit from writing and reading via specialized apps.

Emerging technologies can also have a positive impact in ADHD social and emotional skills improving their cognitive and executive functioning abilities. For example, they can practice social skills in a secure encouraging environment through the use of carefully selected real-life scenarios and learn how to control their emotions. This can also be achieved via gamification, BCI-VR, and neurofeedback (Pergantis and Drigas, 2023b).

By emphasizing the careful design of an individualized program based on the student's profile and needs, the careful selection of technological tools, and the ongoing evaluation of their effectiveness, the use of emerging technologies offers effective technology integration in the classroom to support students with ADHD. Its objectives are to use technology to differentiate instruction, offer individualized support, encourage student involvement, and highlight the value of digital literacy for both educators and learners.

According to individualized learning based on student's needs and profiles, the appropriate and careful selection of technological aids must be performed to encourage engagement motivation, and involvement of students and educators. More specifically, this may involve the use of:

- **Assistive technologies:** These may include several types of applications from low technology to high technology including note-taking apps, sensory modalities (isolation headphones, weighted blankets, sensory boxes, etc.), visual schedules and programs, speech-to-text software, as well as note-taking applications (Pergantis and Drigas, 2023a).
- **Software and apps for education:** These applications and software improves executive functioning through specialized cognitive training programs, interactive simulation, and gamified platforms (Christakis et al., 2004; Chaidi et al., 2024).
- **Virtual Reality and Augmented Reality (AR):** VR and AR have the potential to create immersive educational stimuli and offer possibilities for social skills and emotional control. By offering this kind of experience VR and AR interventions have shown multiple benefits through multiple studies (Guerra-Tamez, 2023). They also offer:
- **Long-Term Attention Training:** Via interactive VR activities that improve processing skills and task behavior (Yamashita et al., 2021)
- **Social Skills Development:** ADHD students can improve their communicative cooperating and emotional control skills through multi-user VR platforms (Alobidi et al., 2024; Doulou et al., 2025).
- **Emotional Self-Regulation:** This becomes possible through engagement with VR biofeedback technologies that monitor different neurophysiological reactivity (heart rate, respiration, etc.) and offer specialized relaxation training to help control executive functioning (Pergantis and Drigas, 2023a; Mitsea et al., 2024; Doulou et al., 2025)

2.2.3. Active Citizens - Developing Skills for Active Citizenship

Learning the skills necessary to become involved and active citizens is one of the most crucial objectives for kids with ADHD. This includes abilities including communication, problem-solving, and critical thinking. Children with ADHD can learn these skills with the aid of emerging technologies. Children with ADHD, for instance, can benefit from practicing critical thinking and problem-solving techniques through a variety of online simulations. Children with ADHD can also practice their communication skills in several online forums and discussion groups.

Beyond academic success, technology use can be extremely important in helping people with ADHD develop and promote the skills they need to actively participate in society.

These abilities consist of:

- **Problem-solving and critical thinking:** Collaborative projects, virtual conversations, and online simulations help improve critical thinking and problem-solving abilities.
- **Collaboration and Communication:** Online discussion boards, forums, and collaboration platforms can improve cooperation, collaboration, and communication abilities.
- **Digital Citizenship:** In today's digital world, it is essential to teach children about responsible online conduct, ethical technology use, and online safety. (Prensky, 2001) highlights and strengthens the significance of digital citizenship (Ribble, 2015).
- **Participation of citizens:** Students can use technology to access online volunteer opportunities, advocacy campaigns, and virtual town hall participation. Developing critical thinking, problem-solving, and communication skills for active citizenry is one of the main objectives of ADHD education. According to Doulou et al. (2025), virtual reality (VR) provides immersive civic engagement modules that replicate real-world interactions related to the following:
- Virtual Decision-Making Games: Students with ADHD can learn ethical reasoning, responsibility, and teamwork through VR simulations of social challenges (Ding and Gan, 2025).
- Online Collaboration in Virtual Worlds: Students with ADHD can practice social interactions in low-stress igital environments through VR-based role-playing (González et al., 2013).

- VR Career Simulations: By exposing ADHD students to professional settings, virtual workplace training helps them become ready for future jobs (Thisgaard and Makransky, 2017).

3. The KIDSWELL Project

To support children with ADHD and secure their integration into their school and the wider society, the KIDSWELL project (Figure 1) aims to improve their social, personal, and learning-to-learn competencies. This will be achieved by providing them, as well as their parents and teachers, with appropriate training. It is an Erasmus+ project becoming active via the collaboration of several pioneering organizations, including:

- National Center for Scientific Research Demokritos (NCSR "D") Netmedialab Demokritos Lab (Greece) (Coordinator)
- UNIWERSYTET KARDYNALA STEFANA WYSZYNSKIEGO W WARSZAWIE (Poland) (2nd Partner)
- Support Link for People with Attention Deficit Disorder with/without Hyperactivity – ADHD Cyprus (Cyprus) (3rd Partner)
- Regional Directorate of Primary and Secondary Education of Crete (Greece) (4th Partner)
- Emphasys Centre (Cyprus) (5th Partner)
- Agrupamento de Escolas José Estevão (Portugal) (6th Partner).

Figure 1 KIDSWELL Logo. This publication has been developed with the financial support from the European Commission in the framework of Erasmus+ programme. The information and views set out in this publication are those of the authors. The European Commission and the Hellenic National agency may not be held responsible for the use, which may be made of the information contained herein. Project number under agreement: 2024-1-EL01-KA220-SCH-000249814

By equipping teachers with the necessary resources and information to provide inclusive classrooms where kids with ADHD can learn the necessary skills, the KIDSWELL project seeks to solve these issues. By utilizing cutting-edge tools to support the educational process by creating an inclusive learning environment, empowering both teachers and students, and ensuring that children with ADHD can thrive academically and socially, the KIDSWELL project aims to integrate emerging technologies to promote skill acquisition and civic engagement, ultimately creating a more supportive and enriched educational experience.

With the fundamental tenet of giving educators the tools and training they require to successfully address the distinct learning preferences and requirements of these students, KIDSWELL acknowledges that educators are the first responders to children with ADHD.

The KIDSWELL project breaks down barriers and opens up new opportunities for every child, ensuring a brighter and more inclusive future. It does this by strategically integrating emerging technologies in a way that supports the development of skills and participation of people with ADHD in society. It focuses on equipping teachers with the tools and training they need to create truly inclusive learning environments where children with ADHD can fully utilize their potential on an academic, social, and emotional level.

With the fundamental tenet of giving educators the tools and training they require to successfully address the distinct learning preferences and requirements of these students, KIDSWELL acknowledges that educators are the first responders to children with ADHD.

Three target groups- children with ADHD, teachers, and parents are addressed by the project. They are separated as follows:

Direct: SEN and primary school teachers working with children with ADHD (depending on the educational system and policies of inclusion for each country of ADHD children in mainstream schools) and children aged 8–12 with ADHD and any other comorbid diagnosis, such as ASD, language disorder, oppositional defiant disorder (ODD), poor concentration, anxiety, stress, depression, etc.

Indirect: Parents and professionals who work with children who have ADHD; school administrators; social workers; adult educators who work with parents and educators; policymakers; schools that have special education units; and non-governmental organizations and groups that advocate for the rights of children with ASD and ADHD.

This includes:

- The creation of a mobile application that will give parents and professionals the chance to first assess the child's current social and personal status using the ADHD audit tool and then provide an individualized action plan with suggested online and offline activities.
- The construction of a brand-new digital tool (VR GAME) specifically designed to meet the demands of kids with ADHD that makes use of virtual reality technology's features to create a realistic setting that gives them immersive experience while improving their skills.
- The use of gamification from a virtual reality game to the teaching, learning, and evaluation of social, personal, and learning abilities (such as communication, anxiety, anger, focus, and memory) in a demanding, interesting, and inspiring setting.

More specifically, in a more in-depth analysis, the deliverables of this project are related to the creation of several digital products to facilitate children with ADHD and their parents as well as their educators including the following:

- **Mapping Tool:** Google Maps is being used to create a mapping tool that shows training courses and new technologies for fostering learning, social, and personal skills as well as enhancing mental health in children with ADHD. The tool's objective is to display the local, national, and regional training opportunities that are available.
- **Focus Groups (FGs):** In order to share two significant findings from each country for each FG, the consortium will produce two infographics per country and one comparative infographic through the FG.
- **Competence Framework:** The creation of a Competence Framework for children with ADHD, aims to analyze the learning objectives to be met by the course. This will allow teachers to acquire a micro-credential to support and inspire students.
- **The ADHD audit tool:** The ADHD Audit Tool will help evaluate the child's present social, personal, and learning-to-learn needs and develop a customized action plan.
- **A professional development course:** The development of professional courses will teach educators about the potential of virtual reality in the classroom and the value of developing social, personal, and learning-to-learn skills in children with ADHD.
- **Microcredentials:** The use of microcredentials will improve teacher profiles, on the portal for module accreditation, which can raise incentive and certification opportunities.
- **Upskilling training:** Upskilling training will inform parents about the advantages of the VR game and the need to help ADHD children build their social, personal, and learning-to-learn skills to improve their mental health in general.
- **Scenario-based activities:** Scenario-based activities will ensure learning at home, eliminate digital exclusion, give learning opportunities, and include parents and teachers in the children's education.
- **Accompanying activities:** Accompanying activities will be performed at home and online and will be supplied in the mobile app, depending on the 3 core skills. Following the audit tool's scoring, the activities will be separated into three categories: Level 1 (beginner-home level), Level 2 (intermediate-school level), and Level 3 (advanced-shop/public area). This division will also take into account the child's present competency level.
- **VR game:** The VR game will meet the needs of every child and align with the scenario-based activities that will be offered in the VR, and the activities will be matched appropriately.

To build the coding system for the Unity interactive portal with the XR integration framework, the VR game will be implemented using the C# programming language. It will be created for XR-enabled devices like the Oculus Rift S and Meta Quest 2, which will act as the architecture for creating virtual experiences.

Mobile App: The personal and social audit tool and personalized action plans based on the audit tool will be hosted by the mobile app and customized to meet the child's competence-development level.

Interactive Portal: With the following elements, the project's interactive e-learning portal will work as a resource for educators and parents of children with ADHD:

- e-Maps, where a mapping tool that shows the opportunities and training given to children with ADHD in the partner nations will be available
- e-Academy, which includes the upskilling training, the professional development course, the scenario-based activities for the VR game scenarios, and the accompanying activities, with the goal of encouraging the development of the primary competencies through extra exercises.
- e-assessment to incorporate the certification system of micro-credentials for educators
- activities: to encourage the development of the primary competencies through extra exercises
- e-Community: where experts in the field of ADHD can exchange ideas about digital practices, advice, and support for parents
- Forum where parents and experts can engage and participate in discussions
- Frequently asked questions about children with ADHD, education, parent support, etc.

In addition to analyzing the goals and objectives, the target groups at the organizational, regional, national, and EU levels, the channels of dissemination, the short- and long-term planning during the project timeline, and the assignment of tasks and responsibilities, the dissemination and exploitation pack will serve as the foundation for the project's communication, visibility, and promotion strategy. The tasks and obligations that each partner organization must complete to ensure that the project's results are still utilized and available to the public will be described in the sustainability pack.

All these amenities are provided to all the participants offering valuable skills and knowledge in compliance with Education 5.0 and Industry 4.0. More specifically:

- Education and Professional Development: KIDSWELL provides thorough teacher training programs with an emphasis on comprehending ADHD, identifying its various symptoms, and putting evidence-based practices into practice. These courses explore the most recent findings on ADHD and offer useful strategies for tailored support, differentiated instruction, and classroom management. Above all, they stress the efficient incorporation of technology.
- Emerging Technologies for Skill Acquisition: New opportunities for individualized learning have been made possible by technological advancements, which provide kids with ADHD with dynamic and interesting learning opportunities for skill development.

KIDSWELL incorporates several key technologies to enhance skill acquisition:

- **Gamification and Interactive learning:** KIDSWELL employs motivational and engagement educational methods to promote executive functioning like interactive learning and platform and supportive activities for home
- **VR and AR:** Through VR game and mobile app KIDSWELL promotes immersive environments that enhance executive functioning, engaging educators and parents.
- **Promotion of civic engagement:** KIDSWELL incorporates political and civic engagement, fostering a sense of community to support and help children become active and productive members of society
- **Knowledge sharing and collaboration:** Via online forums, workshops and conferences. KIDSWELL brings together experts, researchers, technology, and educators to promote the best methods and practices to support children with ADHD

Promotion of civic engagement among children with ADHD:

KIDSWELL emphasizes on civic engagement making sure that these children will improve core life skills and become socially aware. This is accomplished by the following:

- **Learning Platform:** Providing all the participants with structured learning outcomes to support communication, problem-solving, and cooperation skills.
- **Social-emotional tools:** VR games and apps that help the promotion of executive functioning as well as the monitoring of their progress by the educators teachers and parents

Advocacy through digital storytelling: All the participants can express their thoughts, ideas, and experiences, via FGs audit tools hosted by the interactive platform enabling advocacy, and self-expression enabling people to take active roles.

Promotion of teachers training via valuable learning materials:

Educators and teachers need to be able to incorporate all these educational methods by utilizing the technology demanded. KIDSWELL offers workshops, learning materials, a competence framework, and educational activities to promote long-term value to the participants.

More specifically it offers:

- Awareness of ADHD and Inclusion strategies
- Integration of technology in the classroom and home.
- Social-emotional and behavioral support strategies
- Parents Involvement

4. Discussion

4.1 Addressing challenges and problems

Although technology aids in the development and enhancement of educational objectives and social skills for those with ADHD, it is also important to address the possible drawbacks and factors associated with using technology to assist students with ADHD, including:

- Digital Divide: Ensuring that every student has equitable access to technology.
- Technology Cost: Finding the money to buy the required software and hardware.
- Workload for teachers: Giving educators enough time and assistance to incorporate technology.
- Data security and privacy: safeguarding student information and making sure technology is used responsibly.

It is also important to draw attention to it and look for ways to lessen these difficulties and guarantee that technology is used ethically and responsibly.

4.2 Future directions and emerging trends

Educational technology is always changing, and new trends and future directions in using technology to help kids with ADHD include:

- Artificial Intelligence (AI) and tailored learning: Students with ADHD can receive individualized training and support via AI-powered personalized learning platforms (Pergantis et al., 2025).
- Wearable Technology and Biofeedback: Wearable technology can track students' focus and give them immediate feedback (Pergantis, 2024).
- Brain-computer interfaces (BCIs): BCIs have the potential to help individuals with ADHD and comorbidities with their attention and cognitive abilities (Alexopoulou et al., 2025).

Finally, we want to emphasize how important digital technologies are in the field of education. ICTs enhance universal access to education, provide new strategies for effective teacher training, boost learning retention, promote teamwork, increase openness, develop learner-centered strategies, develop innovative teaching techniques, and quicken the pace of knowledge acquisition. Additionally, through virtualization, mobilization, artificial intelligence, and new learning environments-worlds, provide educational activities and methodologies with new tools for knowledge representation.

More specifically, ICTs are very effective and productive in ADHD training. They facilitate and improve the assessment, intervention, and educational processes through mobile devices, which bring educational activities everywhere, and

through a variety of ICT applications, which are the main supporters of education [21-24,34-38]. The use of AI, STEM, and robotics raises educational practices to new levels of adaptation, inventiveness, and performance [26, 39-41], while games turn education into a multimodal, incredibly amiable, and pleasurable engagement. Additionally, the adoption, enhancement, and fusion of ICTs with theories and models of metacognition, mindfulness, meditation, and emotional intelligence cultivation [42-48] places the development of mental abilities at the center of educational procedures and policies, which accelerates and improves educational practices and outcomes, particularly in children with ADHD treated in the domain and its procedures like assessment and intervention.

5. Conclusions

Children with ADHD can succeed in school education and become productive and active members of society. Despite all the deficits that one child with ADHD experiences it is important for their teachers/educators to be able to offer them the maximum capacity of educational and learning experiences. Emerging technologies have shown extreme promise in using them side by side with traditional education or intervention promoting engagement and motivation to the child.

Educators and teachers should start to establish them more and more in the classroom to start complementing the traditional work.

Educators should also be provided with all the necessary resources as well as skills to be able to utilize them to the maximum benefit of the learner. It is of great importance, especially for children with ADHD to be able to have the optimal learning environment to foster their growth.

KIDSWELL ensures to align with all the needs of teachers, educators, students with ADHD as well as their parents to offer valuable and relatable solutions to foster the development of each one of them and make sure the results are generalizable and sustainable.

Compliance with ethical standards

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Disclosure of Conflict of interest

The Authors proclaim no conflict of interest.

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