

Good practice cases in Romania

Good Practice #1: Sensory room	
Program under which the project is funded	
Organisation:	DGASC Sector 6
Location:	Bucharest, Romania
Best practice website:	https://evz.ro/camera-senzoriala-metoda-terapeutica-de-ultima-generatie-care-ajuta-copiii-cu-adhd-si-autism.html

Description
The General Directorates of Social Assistance and Child Protection (DGASC) inaugurated, in several centers, sensory rooms. They represent one of the newest methods of therapy for recovery in ADHD, autism spectrum disorders or neurological conditions associated with various degrees of mental and motor retardation, various phobias, adaptation and relationship difficulties, domestic violence, post-traumatic stress disorder. The Sensory Room is part of the Recovery Services Complex of DGASC Sector 6, which addresses children up to 18 years old, with different types of disabilities and their families. The center responds to the complex needs of children with disabilities and offers psychological individual and group, psychopedagogical therapy, educational therapy, speech therapy, art therapy, sensory stimulation and physical therapy. The Sensory Room is used for problems of adaptation to new situations, due to its playful, reassuring characteristics - elements familiar to the child and the friendly environment, as well as therapeutic strategies that include activities not directed by the therapist, free exploration of the sensory environment, aspect with two functions: evaluation and intervention.

Good Practice #2: Behavioral therapy	
Program under which the project is funded	
Organisation:	Bellanima
Location:	Bucharest, Romania
Best practice website:	https://www.bellanima.ro/articole/activitatii-si-ocurten-pentru-copiii-cu-adhd/

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Description
Write description here (5-20 lines)
Depending on the clinical picture, the challenges may be different: for example, for a child with symptoms in the sphere of attention deficit, team sports may seem chaotic and noisy; for a child with symptoms predominantly in the sphere of impulsivity and hyperactivity, actions that involve waiting or the need to stay in one place may seem difficult to achieve. The child with ADHD can present an emotional immaturity that can put him in difficulty in everyday social interaction. This means that a 10-year-old child who has ADHD may behave like a 7-8-year-old child and thus find it difficult to play with children of the same age, may find it difficult to accept defeat in games or refuses to share toys with others. Children with ADHD experience difficulties with emotional self-regulation, tending to act impulsively without anticipating the consequences. A predictable environment with clear, consistently applied rules, whether we are talking about rules in the family environment or in play with other children, helps to increase frustration tolerance.

Good Practice #3: Parents guide	
Program under which the project is funded	
Organisation:	Mentwell
Location:	Cluj, Romania
Best practice website:	https://www.psiholog-cluj.ro/articole-de-psihologie/adhd-ghid-pentru-parinti/2/

Description
It is absolutely natural that sometimes, our children forget their homework, or lose their gloves at the playground, daydream during class or mess around at dinner. But attention deficit, impulsivity and hyperactivity can also be signs of Attention Deficit Hyperactivity Disorder (ADHD), which can affect children's ability to learn and relate to others.
What is ADHD?
We all know children who can't sit still, who never seem to listen, who don't follow instructions, even if they are clearly explained to them, who make inappropriate comments at inappropriate times. Sometimes these children are categorized as problematic, they are criticized for being lazy and undisciplined. However, it is possible that these children suffer from Attention Deficit Hyperactivity Disorder (ADHD). ADHD is a disorder that appears in childhood, before the age of 7, it is a neurological condition (there is an impairment of the function of some neurotransmitters) and people suffering from this disorder fail to inhibit their spontaneous responses - reactions that can involve everything from movement, to speech, to attention.

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Good Practice #4: Cognitive behavioral therapy	
Program under which the project is funded	
Organisation:	Asociația Română de Terapii în Autism și ADHD (ARTAADHD)
Location:	Cluj, Romania
Best practice website:	https://autismartaadhd.ro/

Description
Cognitive behavioral therapy (CBT) is a form of psychotherapy focused on solving problems, with obvious results, focused on improving or curing some neuropsychic symptoms. In other words, psychotherapy combines two therapies: cognitive and behavioral. Within cognitive-behavioral therapy, special importance is given to cognitive and attentional restructuring techniques. The basic principle of the therapy starts from the fact that the ways in which a person behaves are determined, first of all, by the way they interpret the immediate situations.

Good Practice #5: Flashmob ADHD	
Program under which the project is funded	
Organisation:	Speranța Empowerment Foundation
Location:	Timisoara, Romania
Best practice website:	https://www.fon.ro/stiri/sudetului-timis/flashmob-pentru-constientizarea-adhd-237555/

Description
In June, the people of Timisoara are invited to the flash-mob ADHD event, organized by the Speranța Empowerment Foundation. The purpose of the event that will take place on June 9 at 4:30 p.m. in Piața Victoriei is to recognize the world ADHD awareness day. The way in which the organizers will try to attract the attention of the people of Timisoara is music and dance.

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Activity 1 – Research & Development of Toolkit Material for Youth Workers (RO)

Item	Person	Status	Timeline	Deadline	Files	Link	
Good Practices:5 good prac... 4		Done	Oct 31, '23 - N...			Good practices - Go...	+
Subitem	Owner	Status	Timeline	Deadline			+
5 good practices in Cyprus + 1 European		Done	Oct 31, '23 - N...				
5 good practices in Romania + 2 European		Done	Oct 31, '23 - N...				
5 good practices in Croatia + 2 European		Done	Oct 31, '23 - N...				
The Toolkit will also include 5 good practices from other European c...			Oct 31, '23 - N...				
+ Add subitem							

5 good practices from ROMANIA



Activity 1: SOCIAL AWARENESS ACTIVITIES - Group Storytelling

Topic / Skill covered	Empathy Perspective-taking Collaborative storytelling Social awareness
Abstract	Facilitate a group storytelling session where each participant contributes to creating a story. Encourage them to consider different perspectives and emotions of the characters in the story. Discuss how understanding others' viewpoints contributes to effective social interactions.
Aims / Objectives:	Enhance social awareness and perspective-taking
Target group	Youth workers working with ADHD youth aged 10-16 years
Duration	60-90 minutes
Venue	A quiet and comfortable indoor space that can accommodate the group in a circle or around a table to facilitate easy communication and interaction among participants.
Requirements	A comfortable, distraction-free space. Chairs or cushions for seating the participants in a circle. Optional: a digital recording device if the group agrees to record the story for later reflection.
Suggested resources	A story prompt jar. This can contain written prompts on small pieces of paper to kickstart the storytelling if the group needs inspiration. A timer to ensure that each participant gets an equal amount of time to contribute without the session exceeding its allotted time. "Character cards" or "Scenario cards" to add an element of surprise or challenge into the storytelling process.
Handouts	A brief guide on effective storytelling techniques. Tips for active listening and constructive feedback. A handout on understanding and interpreting different perspectives in stories and real life. Optional: At the end of the session, provide a handout with a summary of the created story and highlight the different perspectives and emotions discussed.

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CONTENT / DESCRIPTION OF THE ACTIVITY

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
Ice-breaking activity: Begin with an engaging ice-breaker to make participants feel comfortable and open to sharing. For instance, "Two Truths and a Lie" or a simple "Name and Favorite Book/Movie" round. This helps to build a rapport among the participants.	10-15 minutes	Facilitate the activity, encourage participation from all attendees, and create a welcoming atmosphere.	Participate actively by sharing their own truths/lies or name and favorite book/movie. Listen respectfully to others.	None
Activity: The main storytelling activity starts with a chosen or random prompt. Participants add to the story in turns, developing it with their creativity. The youth worker may introduce twist cards or character cards to make the story more engaging.	40-60 minutes	Guide the storytelling process, ensure everyone participates equally, and introduce twist or character cards to enrich the story.	Contribute to the story in their turn, listen actively to others, and build on the previous parts of the story creatively and respectfully.	Story prompt jar, twist or character cards, timer. Examples of twist cards: Unexpected Visitor: Introduce a twist where a mysterious stranger unexpectedly appears in the story, adding intrigue and mystery. Plot Twist: Reveal a surprising turn of events that completely changes the direction of the story, keeping participants on their toes. Time Travel: Introduce a twist involving time travel.

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Activity Pack 6		Done	1 Apr - 31 May	
Subitem	Owner	Status	Timeline	Deadline
- self-awareness (HR)		Done	-	31 Jan, 2023
- self-management (HR)		Done	-	31 Jan, 2023
- social awareness (RO)		Done	-	31 Jan
- relationship skills (CY)		Done	-	31 Jan, 2023
- recognizing/controlling emotions/behaviors (RO)		Done	-	31 Jan



Social Awareness Activity pack ROMANIA

- Activity 1: SOCIAL AWARENESS ACTIVITIES - Group Storytelling
- Activity 2: SOCIAL AWARENESS ACTIVITIES - Role-Playing Social Scenarios
- Activity 3: SOCIAL AWARENESS ACTIVITIES - Collaborative Art Project



RECOGNIZING/CONTROLLING EMOTIONS/BEHAVIORS ACTIVITIES

Activity pack ROMANIA

- Activity 1: RECOGNIZING/CONTROLLING EMOTIONS/BEHAVIORS ACTIVITIES - Feelings Journal
- Activity 2: RECOGNIZING/CONTROLLING EMOTIONS/BEHAVIORS ACTIVITIES - Emotional Regulation Board Game
- Activity 3: RECOGNIZING/CONTROLLING EMOTIONS/BEHAVIORS ACTIVITIES - Goal-Setting Workshop



Activity 1 - Research & Development of Toolkit Material for Youth Workers (RO)

Dana Rad & Gavril Rad

How the ADHD brain and body work; What is ADHD (types, indicators, etc)

Introduction

Attention-Deficit/Hyperactivity Disorder (ADHD) is widely acknowledged as one of the most prevalent neurodevelopmental disorders, impacting individuals across their lifespan. Marked by persistent patterns of inattention, hyperactivity, and impulsivity, ADHD presents multifaceted challenges across academic, social, and occupational realms. To comprehend the complexities of ADHD's workings in the brain and body, it is crucial to explore its diverse manifestations, underlying neurobiology, and associated clinical implications.

The etiology of ADHD is multifaceted, involving complex interactions among genetic predispositions, neurobiological anomalies, and environmental factors. Neuroimaging studies have revealed structural and functional differences within neural circuits implicated in attentional control, inhibitory regulation, and reward processing. These findings suggest disruptions in prefrontal cortical regions, striatal nuclei, and dopaminergic pathways. Additionally, dysregulations in neurotransmitter systems, particularly dopamine and norepinephrine, contribute to the neurochemical underpinnings of ADHD pathology, leading to deficits in executive functioning and behavioral modulation.

Addressing ADHD requires a comprehensive approach, encompassing pharmacological interventions, psychosocial therapies, and educational accommodations tailored to individual needs. Stimulant medications, such as methylphenidate and amphetamine derivatives, serve as primary pharmacotherapeutic agents, alleviating core symptoms by enhancing dopaminergic and noradrenergic neurotransmission. Non-pharmacological interventions, including cognitive-behavioral therapy (CBT), behavioral parent training, and classroom accommodations, complement pharmacotherapy by fostering adaptive coping strategies, bolstering executive functioning, and mitigating functional impairments across diverse domains.

ADHD Characteristics

persists into adulthood. It is characterized by persistent patterns of inattention, hyperactivity, and impulsivity, which significantly impact daily functioning. The prevalence of ADHD has been a subject of increasing concern, with estimates suggesting that it affects approximately 5% to 7% of children and adolescents globally. Recent studies, such as those conducted by Thomas et al. (2015) and Polloczek et al. (2015), have shed light on the pervasive nature of ADHD, indicating its widespread impact on individuals across different age groups.

In the United States alone, it is estimated that around 6.1 million children have received a diagnosis of ADHD, with 5.4 million currently affected by the condition, as reported by Danielson et al. (2018). This highlights the magnitude of the issue and underscores the need for effective intervention strategies to support affected individuals. Treatment for ADHD typically involves a combination of medication and behavioral therapy, with the majority of diagnosed children receiving some form of intervention to manage their symptoms.

Despite advancements in understanding and diagnosing ADHD, there remains considerable variability in its prevalence across different demographic parameters. While the disorder is more commonly diagnosed in males than females, recent epidemiological trends suggest a narrowing of this gender gap. Additionally, ADHD is not confined to childhood, as a significant proportion of individuals continue to experience symptomatic manifestations into adulthood. This underscores the chronic nature of the disorder and the importance of ongoing support and management strategies throughout the lifespan.

One of the challenges in addressing ADHD lies in its heterogeneous nature, with individuals presenting with a wide range of symptoms and severity levels. While some may exhibit predominantly inattentive symptoms, others may display hyperactive-impulsive behaviors, or a combination of both. This variability underscores the need for tailored interventions that take into account the unique needs and challenges faced by each individual.

The etiology of ADHD is complex and multifactorial, involving a combination of genetic, neurobiological, and environmental factors. Neuroimaging studies have revealed structural and functional differences in brain regions implicated in attentional control, inhibitory regulation, and reward processing among individuals with ADHD. Dysregulations in neurotransmitter systems, particularly dopamine and norepinephrine, have also been implicated in the pathophysiology of



Activity 1 - Research & Development of Toolkit Material for Youth Workers (RO)

<input type="checkbox"/>	Item	Person	Status	Timeline	Deadline	Files	Link
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Activity 2 - Training and Capacity Building for Youth Workers in Cyprus (CY)

<input type="checkbox"/>	Item	Person	Status	Timeline	Deadline	Files	Link
<input type="checkbox"/>	Presentation of the ADHD Tool...		Working on it	13 - 16 Jun			
<input type="checkbox"/>	Demonstration training will be ...		Working on it	13 - 16 Jun			
<input type="checkbox"/>	Gather 20-30 young people to...		Working on it	13 - 16 Jun			
<input type="checkbox"/>	Knowledge Pack (RO-HR) 11		Working on it	Nov 15, '23 - ...			

<input type="checkbox"/>	Subitem	Owner	Status	Timeline	Deadline	
<input type="checkbox"/>	- Terminology (CY)		Done	-	15 Dec, 2023	
<input type="checkbox"/>	- How the ADHD brain and bodywork; What is ADHD (types, indicat...		Done	-	15 Dec, 2023	
<input type="checkbox"/>	- How Exercise Helps Youth With ADHD; How to stay healthy in ter...		Done	-	15 Dec, 2023	
<input type="checkbox"/>	- Screening for complications during activities with other youth		Done	-	15 Dec, 2023	
<input type="checkbox"/>	- Possible interventions for emergency		Done	-	15 Dec, 2023	
<input type="checkbox"/>	- Building young people's self-esteem and self-confidence and enc...		Done	-	15 Dec, 2023	

All the 5 topics have been covered in 50 pages with references

Raising awareness campaigns:

Dissemination of 2 Infographics -

<https://tcdw2024.uavconferences.eu/youfocus-project/>

TIKTOKs - working on it

Distribution of project results -

<https://tcdw2024.uavconferences.eu/youfocus-project/>

5 high school presentations - working on it



Activity 4 - Raising awareness campaign on ADHD awareness month (RO)

<input type="checkbox"/>	Item	Person	Status	Timeline	Deadline	Files	Link
<input type="checkbox"/>	Creation of 2 infographics (RO)		Done	22 Mar - 15 Apr			
<input type="checkbox"/>	Creation of friendly and funny ...		Working on it	21 Mar - 15 Apr			
<input type="checkbox"/>	Distribution of project results ...		Working on it	15 - 30 Apr			
<input type="checkbox"/>	5 local high schools presentati...		Working on it	Dec 1, '23 - M...			
<input type="checkbox"/>	5 local high schools presentati...		Working on it	Dec 1, '23 - M...			
<input type="checkbox"/>	5 local high schools presentati...		Done	Dec 1, '23 - M...			
<input type="checkbox"/>	3 local events in Romania on A...			-			
<input type="checkbox"/>	3 local events in Croatia on AD...			-			
<input type="checkbox"/>	3 local events in Cyprus on AD...		Working on it	1 - 31 Oct			
<input type="checkbox"/>	2 Webinars on M12 (RO)			1 - 31 Oct			
<input type="checkbox"/>	Creation of templates for soci...		Done	-			



Dana Rad is with Ria Papountza and Lamprini Papargyri.
24 November 2023 · 🌐

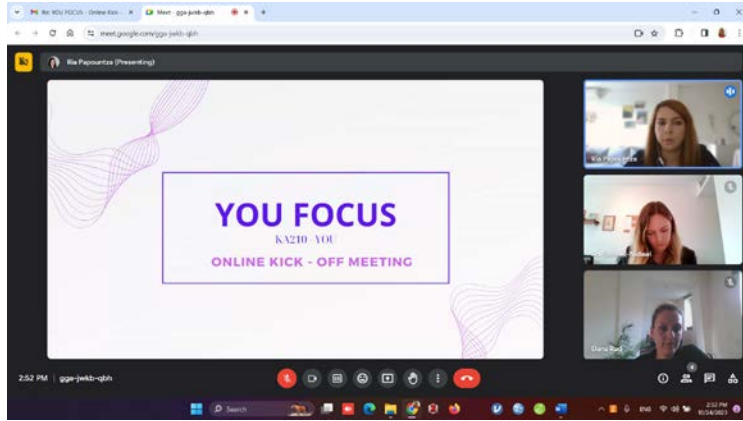
Dana Rad is with Ria Papountza and Lamprini Papargyri.
1 April · 🌐

Dana Rad
15 April · 🌐

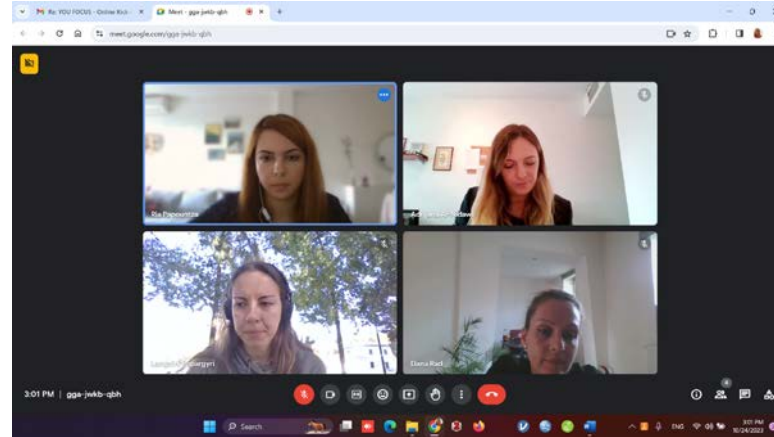
Understanding ADHD: Three Key Categories
ADHD manifests in various ways, and recognizing its different presentations can foster empathy and support. Here's a breakdown:
1 Inattentive Type: Ever find yourself easily distracted, struggling to stay organized, or zoning out during conversations? These could be signs of the inattentive type of ADHD. It's not just about being forgetful; it's a genuine challenge in focusing and staying on track.
2 Hyperactive Type: Constantly ... See more

Activity 5 - Communication & Dissemination of Project Results (CY)

Item	Person	Status	Timeline	Deadline
Mapping of stakeholders in Cr...	👤	Done	Nov 1, '23 - D...	
Mapping of stakeholders in Cy...	👤	Done	Nov 1, '23 - D...	
Mapping of stakeholders in Ro...	👤	Done	Nov 1, '23 - D...	
Visual identity (logo, key mess...	👤	Done	Nov 1, '23 - D...	
➤ Social media accounts regis... 3	👤	Done	Nov 1, '23 - D...	
Creation of Dissemination mat...	DK 👤	Done	Nov 1, '23 - Ja...	10 Nov, 2023
3 newsletters (M1, M8, M12) (C...	DK 👤	Working on it	Nov 1, '23 - O...	10 Nov, 2023



Online Kick-off meeting
- 24 Oct 2023



Kick-off meeting Zagreb
- 14 Nov 2023

▼ Meetings

<input type="checkbox"/>	Item	Person	Status	Timeline	Deadline ⓘ	Files	Link
<input type="checkbox"/>	Kick - off meeting in Croatia		Done	Nov 14, '23			
<input type="checkbox"/>	+ Add item						

TCDW2024

Dissemination of 2 Infographics:

6 tips for youth struggling with ADHD

5 practical tips for training youth with ADHD

<https://tcdw2024.uavconference.s.eu/youfocus-project/>

At our International Conference **Theories of Change in Digital Wellbeing** organized by our faculty during 5-7 June 2024

YOU FOCUS
6 TIPS FOR YOUTH STRUGGLING WITH ADHD

- 1 UNDERSTAND YOUR ADHD**
 - Learn about ADHD symptoms and how they affect you.
 - Recognize your strengths and challenges to develop coping strategies.
- 2 ORGANIZE YOUR ENVIRONMENT**
 - Create a structured routine for daily tasks and activities.
 - Use tools like calendars, planners, or apps to manage schedules and deadlines.
- 3 BREAK TASKS INTO MANAGEABLE STEPS**
 - Break down big tasks into smaller, more manageable parts.
 - Set achievable goals and reward yourself for completing each step.
- 4 PRACTICE TIME MANAGEMENT**
 - Use timers or alarms to stay on track and manage time effectively.
 - Prioritize tasks and allocate specific time slots for each activity.
- 5 DEVELOP COPING STRATEGIES**
 - Identify triggers that worsen your ADHD symptoms and find ways to manage them.
 - Practice relaxation techniques, mindfulness, or physical activities to reduce stress.
- 6 SEEK SUPPORT AND GUIDANCE**
 - Build a support network of family, friends, teachers, or counselors who understand ADHD.
 - Consider therapy, coaching, or support groups to learn new skills and strategies.

YOU FOCUS
5 Practical Tips for Training Youth with ADHD

- 1. Create Structured and Predictable Environment**
 - Consistent Routine: Establish a clear schedule of activities and stick to it. This helps individuals with ADHD know what to expect and reduces anxiety.
 - Visual Timetables: Use visual aids like charts, calendars, and schedules to outline daily activities. This can help participants better understand and remember the structure of the day.
- 2. Use Engaging and Varied Teaching Methods**
 - Interactive Activities: Incorporate hands-on activities and interactive learning to maintain attention and engagement.
 - Break Tasks into Smaller Steps: Simplify tasks by breaking them down into manageable steps, making it easier for participants to follow and complete them.
- 3. Provide Clear and Concise Instructions**
 - Simple Language: Use straightforward and simple language when giving instructions. Avoid long, complex sentences that might be confusing.
 - Repeat and Reinforce: Repeat important information and provide written instructions as a reference to ensure understanding.
- 4. Incorporate Movement and Breaks**
 - Physical Activity: Include short physical activities or movement breaks to help release energy and improve focus.
 - Frequent Breaks: Schedule regular short breaks during longer training sessions to prevent fatigue and maintain concentration.
- 5. Create a Positive and Supportive Atmosphere**
 - Positive Reinforcement: Use praise and positive reinforcement to encourage and motivate participants. Focus on their strengths and achievements.
 - Open Communication: Foster an environment where participants feel comfortable discussing their needs and challenges. Actively listen and respond empathetically.

BOOK CHAPTER

This is an additional output:

Dana Rad & Gavril Rad (2024). Promoting Positive Behaviour in Children with ADHD. In Book Vulnerabilities in social assistance Vol 4. Presa Universitara Clujeana, Cluj Napoca, Romania.

https://www.researchgate.net/profile/Maria-Breaz/publication/380977402_Breaz_Vulnerabilities_in_social_assistance_vol_4_-_PUC_B5_e-book_Buntipar_final_1/links/6658284f479366623a20b47d/Breaz-Vulnerabilities-in-social-assistance-vol-4-PUC-B5-e-book-Buntipar-final-1.pdf#page=110



Promoting Positive Behaviour in Children with ADHD

Authors Dana RAD, Gavril RAD

Publication date 2024

Journal ALINA MARIA BREAZ

Pages 110

Description This paper offers a comprehensive exploration of parenting strategies designed to support children dealing with Attention-Deficit/Hyperactivity Disorder (ADHD). Evidencing insights from empirical studies and research, the strategies presented encompass a range of behavioural interventions, emphasizing positive reinforcement, effective command delivery, and consequence management. Focusing on the cultivation of positive behaviours, the strategies delve into attention, praise, and consequence management, providing actionable steps for immediate implementation. From the process of command delivery to the application of psychological principles like the Premack Principle, the paper outlines a dynamic framework tailored to the unique needs of children with ADHD. The implications extend beyond the home, offering a paradigm shift in classroom dynamics and promoting collaborative, growth-oriented solutions. The strategic application of consequences, informed by behavioural research, charts a course for parents and teachers, providing insights into the delicate balance between reinforcement and corrective measures. These parenting strategies are not static modules but a continuous, dynamic process of refinement. Grounded in research, they provide a flexible scaffolding for ongoing improvement, fostering environments where positive behaviour is not only encouraged but becomes an integral part of a child's developmental journey.

Scholar articles [Promoting Positive Behaviour in Children with ADHD](#)
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[Related articles](#)



Dana Rad



Thank you

Aurel Vlaicu University of Arad



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Facultatea de Științe ale Educației
Psihologie și Asistență Socială

