

University of the Aegean
School of Humanities
Department of Primary Education
MSc
«Models and Intervention
in Special Education»



Co-funded by
the European Union



UNIVERSITY OF THE
AEGEAN

SCHOOL OF HUMANITIES

**One day conference on:
ADHD: From Diagnosis to Inclusion – Educational
Pathways from School to University**



Saturday, June 6 2026



**Multipurpose Hall “Cornelius
Castoriadis”
Kleovoulos Building, University of
the Aegean, Rhodes**



Starting time: 09:30

ORGANIZERS

The
Postgraduate
Programme
“Models and
Intervention in
Special
Education”

The Unit of Coequal
Access for persons
with disabilities and
persons with special
educational needs
(Rhodes branch)

School of Humanities
University of the Aegean

Special Education
and Inclusive
Education Consultant
for the Dodecanese



pms.eidiki.agogi@aegean.gr

isotimiprosvasi.rhodes@aegean.gr

sae@aegean.gr

PROGRAMME & ABSTRACTS

09:30–10:00	Arrival – Registration
10:00–10:15	Musical opening of the conference Rhodes Music School
10:15–10:30	Opening remarks
10:30–10:35	Screening of an awareness-raising video: <i>Sand in Your Shoes</i>
<p>Theme 1 <i>Understanding ADHD: diagnosis, policy and inclusion</i></p> <p>Chair: Loizos Sofos Professor, Department of Primary Education, Director of the Postgraduate Programme ‘Models and Intervention in Special Education’, University of the Aegean</p>	
10:35–10:50	<i>DEPY, inclusion as a pedagogical and social imperative</i> Loizos Sofos
10:50–11:20	<i>Inclusion by design: rethinking the school as a supportive ecosystem</i> Marian Pădure PhD, Lecturer in the Special Education Programme, Faculty of Psychology and Educational Sciences, Coordinator of the Centre for Students with Disabilities, Babeş-Bolyai University, Cluj-Napoca
11:20–11:35	<i>Digital Safety for Students with ADHD: An Introduction to the TABBY Psychoeducational Prevention Programme</i> Thanos Touloupis Assistant Professor, Department of Primary Education, University of the Aegean <i>*This presentation is part of Theme 2 of the conference</i>
11:35–11:50	<i>Teaching Staff, Investigation, Diagnosis, Management</i> Georgios Souroulias Child Psychiatrist

11:50–12:05	<p><i>Multidisciplinary assessment of ADHD, the role of KEDASY</i> <i>The evolution of the disorder in recent years in relation to its diagnosis.</i> <i>Management of ADHD at the level of educational policy</i></p> <p>Michalis Avgoustis KEDASY</p>
12:05–12:15	Discussion
12:15–12:45	Break Coffee Break
<p>Theme 2 <i>Pedagogical and psycho-educational practices in the classroom</i></p> <p>Chair: Thanos Touloupis</p>	
12:45–13:00	<p><i>DEPY in education: psycho-educational approaches and classroom practices</i></p> <p>Eleni Karagianni School Psychologist</p>
13:00–13:15	<p><i>Special Educational Needs in the classroom: Designing student-centred learning pathways</i></p> <p>Marianna Elsagent Special needs teacher in secondary education</p>
13:15	<p><i>The use of puppet theatre as a pedagogical and psychosocial tool for pupils with SEN</i></p> <p>Maria Kladaki Associate Professor, Department of Primary Education, University of the Aegean</p>
13:30–13:40	Discussion
<p>Theme 3 <i>Life experience, family and inclusion in higher education</i></p> <p>Chair: Maria Kladaki</p>	
13:40–13:55	<p><i>Learning differently: an experiential journey from school to university</i></p> <p>Rafaela Malili Undergraduate student, Department of Preschool Education Sciences and Educational Design, University of the Aegean</p>

13:55–14:10	<p><i>DEPY: Challenges, understanding and the role of the family</i></p> <p>Dimitra Tassakopoulou Social Worker</p>
14:10–14:25	<p><i>When DEPY is not visible: Inclusion, burnout and a sense of belonging in higher education</i></p> <p>Anna Polemikou Assistant Professor, Department of Preschool Education Sciences and Educational Design, University of the Aegean</p>
14:25–14:35	Discussion
<p>Theme 4 <i>Creative and innovative approaches to learning</i></p> <p>Chair: Loizos Sofos</p>	
14:35–14:50	<p><i>Pedagogical documentation of a phygital stop-motion animation system without installation: applications for children with ADHD</i></p> <p>Spyros Siakas Professor, University of West Attica</p>
14:50–15:05	<p><i>Laboratory implementation of a phygital stop-motion animation system requiring no installation in educational settings for children with ADHD</i></p> <p>Lambrini Trivella Assistant Professor, University of West Attica</p>
15:05–15:15	Discussion
<p>15:15–15:45</p> <p>Round Table</p> <p><i>Interdisciplinary dialogue: limits, possibilities and conditions of inclusion</i></p>	

ABSTRACTS

- ✚ **Speaker:** Loizos Sofos (Professor, Department of Primary Education, Director of the Postgraduate Programme 'Models and Intervention in Special Education', University of the Aegean)

Title:

DEPY, inclusion as a pedagogical and social imperative

Abstract:

This presentation focuses on SEN not merely as a matter of individual difficulty or learning adjustment, but as an educational and social challenge that concerns the school, the family and the wider educational community as a whole. The focus is on the need to move from an approach limited to diagnosis and behaviour management towards an inclusive pedagogical perspective, which recognises the needs, potential and different learning pathways of children with SLD.

Particular emphasis is placed on the role of the school as a place of acceptance, support and active participation for all pupils. Inclusion is approached as a daily pedagogical practice, which requires differentiated teaching, appropriate organisation of the learning environment, collaboration between teachers, parents and specialists, as well as the cultivation of a school culture that does not stigmatise difference, but understands and supports it.

The presentation aims to highlight that SLD is not just about the child who struggles to concentrate, self-regulate or keep up with the pace of the class. It also concerns the way in which the education system responds to their needs, organises its interventions and creates conditions for equal participation. In this sense, inclusion is both a pedagogical duty and a social imperative.

- ✚ **Speaker:** Marian Pădure (PhD, Lecturer in the Special Education Programme, Faculty of Psychology and Educational Sciences, Coordinator of the Centre for Students with Disabilities, Babeş-Bolyai University, Cluj-Napoca)

Title:

Inclusion by design: rethinking the school as a supportive ecosystem

Abstract:

This presentation conceptualises inclusion not merely as a matter of classroom practice, but as a foundational principle informing the organisation of the school. It argues that meaningful inclusion emerges not only from the actions of individual teachers, but from the ways in which educational institutions structure spaces, professional roles, support services, collaborative processes, and everyday pedagogical practices. From this perspective, the school may be understood as a supportive ecosystem in which learning, social participation, and

therapeutic and educational support are interdependent. The presentation examines how the design of educational environments shapes students' opportunities for access, belonging, engagement, and educational success, with particular attention to the role of the built environment and institutional organisation in reducing barriers and enabling participation. Within this framework, the discussion explores how school structures and practices can better support learners with diverse disabilities and neurodivergent profiles, including ADHD, autism, dyslexia, sensory disabilities, and physical disabilities, particularly in relation to attention, regulation, communication, access, and participation. To strengthen the practical dimension of this perspective, the presentation also proposes the use of observation criteria, structured indicators, and reflective tools that may help assess the degree of institutional readiness for inclusion across different educational settings. These may include observable dimensions such as accessibility of the built environment, organisation of support services, clarity of professional roles, interprofessional collaboration, participation opportunities, and the responsiveness of pedagogical practices to learner diversity. The presentation extends this perspective to both pre-university and university contexts, emphasising the broader relevance of inclusive design for educational quality, equity, and institutional development. By reframing the school as a supportive ecosystem, it advocates a shift from isolated interventions towards a systemic, relational, and practice-oriented understanding of inclusion.

✚ **Speaker:** Thanos Touloupis (Assistant Professor, Department of Primary Education, University of the Aegean)

Title:

Digital Safety for Students with SEN: An Introduction to the TABBY Psychoeducational Prevention Programme

Abstract:

This presentation focuses on cyberbullying as a risky online behaviour among pupils with Attention Deficit Hyperactivity Disorder (ADHD), highlighting their vulnerability to digital risks. Furthermore, the profile of the key roles involved is presented and the psychosocial implications of this behaviour are analysed, highlighting the protective role of socio-emotional developmental characteristics, such as empathy and self-esteem. The central focus of the presentation is the TABBY programme, a research-based European psycho-educational programme for the prevention of cyberbullying.

In particular, the paper describes the programme's purpose, stages, phases and materials, which aim both to strengthen empathy and self-esteem and to raise awareness of digital risks. Finally, the results of implementing this programme within the Greek educational context are discussed, highlighting the pivotal role of the school and interdisciplinary collaboration between mainstream and

special education teachers in preventing cyberbullying among vulnerable student groups, such as pupils with ADHD.

✚ **Speaker:** Georgios Souroulias (Child Psychiatrist)

Title:

ADHD, Investigation, Diagnosis, Management

Abstract:

ADHD (Attention Deficit Hyperactivity Disorder), in all its forms, is a neurodevelopmental disorder with a clear organic basis. The modern clinical approach focuses on the dysfunction of neurotransmitters (dopamine, noradrenaline) and the brain's executive functions, which regulate attention, self-control and working memory. Debunking myths is the first step towards understanding: ADHD does not 'go away' as one grows older. Whilst motor restlessness predominates in childhood, in adolescence and adulthood it transforms into internalised restlessness, organisational difficulties and emotional distress. Early diagnosis is crucial, as the disorder affects the individual's self-esteem and social relationships throughout their life. In terms of treatment, medication is a powerful tool that facilitates neurobiological regulation, but its potential is maximised when combined with psychoeducation. Clinical experience shows that a diagnosis should not act as a 'label' of limitation, but as a 'map' for understanding the individual's limitations and potential. For parents, counselling shifts the focus from 'obedience' to functionality. The aim is to create a supportive environment with structure and clarity, which allows the child to develop self-regulation strategies. Focusing on skills rather than just deficits transforms ADHD from an obstacle into a manageable difference, allowing the individual to integrate fully and creatively into society.

✚ **Speaker:** Michalis Avgoustis (KEDASY)

Title:

Interdisciplinary assessment of ADHD, the role of KEDASY. The evolution of the disorder in recent years in relation to its diagnosis. Addressing ADHD at the level of education policy

Abstract:

Attention Deficit Hyperactivity Disorder (ADHD) has seen a striking increase in the number of diagnoses worldwide in recent years, a fact that has sparked scientific debate as to whether this represents a genuine rise in the condition or improved recognition and diagnosis. Assessment and diagnosis must be carried out by a team of specialists, such as psychologists, child psychiatrists, speech therapists and teachers, in order to form a comprehensive picture of the child's needs and potential. The KEDASY centres play a significant role, as they undertake the diagnosis, issue reports and propose personalised educational interventions. The increase in the number of reports observed in recent years is linked to advances in diagnostic tools and greater public awareness, although concerns remain regarding possible over-diagnosis. At the level of educational

policy, the approach to SLD is based on the principles of universal design for learning and inclusive education, teacher training, and the implementation of differentiated instruction. In addition, support measures are provided for, such as parallel support, adjustments to assessment and school-family collaboration, with the aim of improving pupils' learning progress and social inclusion.

✚ **Speaker:** Eleni Karagianni (School Psychologist)

Title:

SLD in education: psycho-educational approaches and classroom practices

Summary:

Attention Deficit/Hyperactivity Disorder (ADHD) is one of the most common neurodevelopmental disorders in childhood, significantly affecting the learning process, behaviour and psychosocial adjustment of pupils in the school setting. This presentation focuses on contemporary psycho-educational approaches to understanding ADHD, highlighting the link between cognitive functions, behaviour and academic performance. Particular emphasis is placed on the role of the teacher as a key support figure, as well as on the importance of classroom dynamics in creating an inclusive learning environment. Applied classroom management strategies, teaching adaptations and practices to boost the self-esteem of students with SLDs are presented. The aim of the presentation is to bridge the gap between theory and educational practice, offering Special Education students a comprehensive framework for understanding and practical tools for the effective support of students with ADHD in the school environment.

✚ **Speaker:** Marianna Elsaghd (Special needs teacher in secondary education)

Title:

Inclusive Education in the Classroom: Designing Student-Centred Learning Pathways

Abstract:

This presentation focuses on differentiated instruction as a key tool for inclusive education at secondary level. ADHD, as a neurodevelopmental disorder that primarily affects concentration, self-regulation and executive functions, is directly linked to difficulties in school adjustment and academic performance. In this context, there is a clear need to adapt teaching practices and the learning environment.

The presentation outlines practical applications of differentiation, such as breaking down complex tasks into distinct steps, clearly organising learning materials, and using structured instructions, which help to reduce distractions and enhance participation. At the same time, emphasis is placed both on micro-teaching interventions (scaffolding), which enhance concentration and task

completion, and on the use of digital tools as means of organisation, visualisation and motivation.

✚ **Speaker:** Maria Kladaki (Associate Professor, Department of Primary Education, University of the Aegean)

Title:

The use of puppet theatre as a pedagogical and psychosocial tool for pupils with ADHD

Abstract:

This study focuses on investigating how puppetry enhances the learning, social and therapeutic support of pupils with special educational needs. The study adopts a qualitative phenomenological approach, utilising semi-structured interviews with special education teachers who incorporate puppetry into their teaching practice in special schools. The qualitative data were analysed using thematic analysis. The findings highlight that puppetry contributes significantly to enhancing cognitive function, concentration, memory and language development, whilst promoting active participation, cooperation, social inclusion and self-expression among pupils. Furthermore, the use of puppets serves as a means of psycho-emotional empowerment, facilitating the management of anxiety and behavioural difficulties. The integration of puppet theatre into everyday school life appears to create the conditions for a more inclusive, supportive and experiential learning environment.

✚ **Presenter:** Rafaela Malili (Undergraduate student, Department of Preschool Education Sciences and Educational Design, University of the Aegean)

Title:

Learning differently: an experiential journey from school to university

Abstract:

This paper presents a personal account of the educational journey of a student in the Department of Preschool Education Sciences and Educational Design, from her early school years through to higher education. Through her personal narrative, difficulties associated with reading, spelling, memorisation, concentration, classroom participation and managing academic demands are highlighted, as well as the supportive factors that contributed to her studies. Particular emphasis is placed on the transition from school to university, the development of personal learning strategies and the importance of institutional support. In this context, the role of the Coequal Access Unit, the Rhodes Branch, the development of a Personalised Needs and Support Plan, and the role of the Academic Advisor as elements that enhance equal participation, accessibility and inclusion within the university environment.

✚ **Speaker:** Dimitra Tassakopoulou (Social Worker)

Title:

DEPY: Challenges, understanding and the role of the family

Abstract:

Attention Deficit Hyperactivity Disorder (ADHD) affects multiple aspects of the daily life of children and adolescents, making the role of the family crucial for their smooth adjustment and educational progress. Parents often face challenges such as organisational difficulties, impulsivity, conflicts surrounding schoolwork, and low self-esteem in their child. Understanding the nature of the disorder is the first step towards providing effective support. It is particularly important to accept the inherent difficulties associated with ADHD, without adopting a critical attitude or placing blame on the child. Avoiding stigmatisation and marginalisation, both within the family and in the wider social and school environment, reinforces a sense of security and acceptance. Through an attitude of understanding and respect, the child is encouraged to develop a positive self-image and make the most of their potential. At home, establishing a consistent routine, organising time and providing clear and concise instructions help to reduce difficulties. Reinforcing positive behaviour through rewards and creating an environment with minimal distractions enhances concentration and self-regulation. At the same time, behaviour management requires consistency, clear boundaries and an emphasis on skills training rather than punishment. Collaboration with the school is a key factor for success. Regular communication with teachers and the implementation of shared support strategies reinforce consistency between the home and school environments. Furthermore, the adoption of personalised educational adjustments facilitates the learning process. Finally, the development of realistic expectations by the family, with an emphasis on the child's potential and strengths, contributes to the enhancement of self-esteem and gradual independence, particularly during the transition to higher education.

✚ **Speaker:** Anna Polemikou (Assistant Professor, Department of Preschool Education Sciences and Educational Design, University of the Aegean)

Title:

When DEPY is not visible: Inclusion, burnout and a sense of belonging in higher education

Abstract:

Students with ADHD face difficulties not only because of the neurocognitive characteristics of ADHD, but also because of the constant effort to appear 'functional', 'organised' and 'just like everyone else'. This invisible effort to conceal difficulties, described in the international literature as 'masking', can lead to exhaustion, shame, delayed seeking of help and a reduced sense of belonging. In this context, inclusion is approached not only as the provision of

standard educational adjustments, but also as the creation of environments of psychological safety, destigmatisation and meaningful participation.

 **Speaker:** Spyros Siakas (Professor, University of West Attica)

Title:

Pedagogical documentation of a phygital stop-motion animation system without installation: applications for children with ADHD

Abstract:

This presentation outlines the pedagogical framework for utilising a comprehensive phygital stop-motion animation system, which combines a foldable physical construction with a web-based creative environment requiring no software installation. The system enables the creation of moving images through physical processes (cut-out animation, sequential frame capture), enhancing users' active participation and creative engagement.

The theoretical approach focuses on issues of embodied learning, repetitive action and immediate visualisation of the process, as key parameters for supporting children with ADHD. The role of micro-actions and continuous feedback in maintaining attention is analysed.

 **Speaker:** Labrini Trivella (Assistant Professor, University of West Attica)

Title:

Laboratory implementation of a phygital stop-motion animation system requiring no installation in educational settings for children with ADHD

Abstract:

This paper presents the laboratory application of a phygital stop-motion animation system in educational and non-formal learning environments.

It analyses the structure of the workshop, the individual phases of the activities and the forms of children's participation, with an emphasis on the transition from handling materials to constructing narrative forms. Particular importance is attached to the gradation of actions (micro-actions), the repetitiveness of the process and the immediate visualisation of the result, as parameters that support active engagement and sustained attention in children with ADHD.

Practical examples of application are presented, along with ways of adapting the methodology to groups with different levels of concentration, engagement and pace of participation. At the same time, strategies for organising the workshop space and materials are examined.

The presentation includes a demonstration of the system and a brief workshop session involving conference participants, with the aim of providing a hands-on understanding of the proposed methodology and its dynamics in real-world application settings.

Round table

Title:

Interdisciplinary dialogue: limits, possibilities and conditions of inclusion

Summary:

The round table aims to synthesise the different perspectives that emerged during the conference, bringing together the pedagogical, psycho-educational, clinical, social and experiential dimensions of DEPY in a dialogue.

The discussion focuses on the possibilities and limitations of inclusion, the conditions for meaningful collaboration between different disciplines and organisations, as well as the importance of creating supportive and accessible educational environments from primary school through to higher education.