



## Good practices in Poland

In Poland, teacher education covers a wide range of topics that broaden the knowledge and skills of educators. Postgraduate studies provide practical knowledge and skills for the application of neurodidactics in school practice, organisation of out-of-school learning and childcare.

Theoretical and practical classes include exposure to the results of the latest brain research. Learning about the neurobiological basis of learning is a prelude to understanding the issue and becoming more effective in one's work. Students have the opportunity to expand their knowledge of the educational environment that supports learning. Ultimately, the goal of Neuropedagogy is to create an environment that enables students to reach their full potential.

Since 2020, NZOZ Centrum Terapii Dialog has been an Accredited Internship Centre for psychotherapy internships, which contributes to the professional development of psychotherapists in Poland. Those training on holistic psychotherapy courses can complete the internships necessary to obtain a Psychotherapist Certificate at the NZOZ Centrum Terapii Dialog.

It is worth knowing that there are only 30 such centres in Poland, e.g. at the Institute of Psychiatry and Neurology in Warsaw, at the Mazovian Centre for Neuropsychiatry in Józefów, at the University Hospital in Krakow.

Dialogue offers special training for those wishing to learn how to work with an adult patient with ADHD.



ADHD is one of the neurodevelopmental disorders that is often undiagnosed in adults. Its consequences have a strong impact on the patient's functioning in adulthood and cause difficulties whose causes are often not understood by the patient and sometimes by the therapist.

Undiagnosed and untreated ADHD often contributes to the onset and severity of other disorders, including addictions, mood disorders, eating disorders or social functioning.

Properly diagnosed and treated ADHD can significantly improve a patient's quality of life and functioning. An effective therapist also knows how to tailor the therapeutic workshop to the needs of this patient group, making the therapeutic process much more effective.

The training allows you to learn how to recognise ADHD in adult patients and how to tailor your therapeutic workshop to the needs of this client group, as well as how to support the treatment of this disorder.

During the training, participants learn what ADHD is and how it manifests itself in adults and how to recognise that a patient may have undiagnosed ADHD.

In addition, the training describes how the ADHD diagnosis process works and how to motivate the patient to decide to undertake it.

The training shows the difficulties faced by patients with ADHD and its impact on other complaints they report. You will learn how to support the patient in the therapy of their ADHD and how to adapt the therapeutic workshop to the needs of this group of patients.

The training is aimed at psychologists and psychotherapists of all strands who want to deepen their knowledge of ADHD in adults: what it is, how it manifests, how to be an effective therapist for this group of patients.



Psychology students and people interested in the topic of ADHD in adults who want to learn about effective ways of therapeutic work with this group of patients are also welcome to participate.

The training is taking place via the ClickMeeting online platform and lasts 3 hours. During the training there is a lecture section and a moderated question and answer section. The training is recorded and each person who attends receives free access to the recording for a period of 90 days.

WSBINOZ is involved in another Erasmus+ project called Teach me to help!  
(Project identification number: 2021-1-RO01-KA220-SCH-000034497)

Project goal is to work on educational triangle: SEN/SLD/ADHD and learners-professionals-parents in order to support these students development and inclusion by sharing the experience and good practices, exchanging trainers and trainees

### **Objectives of Teach me to help! project:**

- To equip international participants from 8 European countries with knowledge and tools as trainers for inclusive mainstream and special school specialist and parents of SEN pupils in 3 different methods;
- To increase professional level of teachers/specialist working with SEN/SLD pupils from partner countries by participating to project local trainings/seminars/workshops an e-learning platform on 3 different topics related with SEN/SLD pupils development and school integration;
- To support informational and emotional development of minimum parents of SEN pupils through seminars and support groups by offering them information about potential solutions to their children diagnosis, psychological



support and the opportunity of sharing their worries and accomplishments in a safe environment;

- To enhance SEN/SLD pupils rehabilitation and inclusion by providing professionals, parents and institutions the opportunity to interact at local and international level through networks and different kinds of on-line and face to face events.

On March 24, 2023 online training called Neurodiversity, self-learning, student in mental crisis as key challenges in teaching work was held as a nationwide online event aimed at teachers of all stages of school education, school principals, educators and school psychologists. Participants learned how to tackle four key threats to modern education related to students: mental health crisis, lack of critical thinking and independent learning skills, and untapped neurodiversity potential.

The speakers were recognised expert practitioners who shared their experience in implementing methods and techniques to activate students' brains, facilitate concentration, eliminate stress and support students experiencing anxiety and trauma. The course was also an opportunity to discuss with both the speakers and other teachers, share insights and exchange ideas for even more interesting lessons.

The teaching activities were divided into several panels, among which were:

- Neurodiversity as untapped potential -.How to support children with ADHD and dyslexia on a daily basis in learning and school life? - How to create a supportive developmental environment for pupils with SEN? Supporting children with ADHD, dyslexia and dyscalculia during the learning process and life in the school community. Self-learning, or lack of self-efficacy and self-



regulated learning skills -.How to use brain knowledge to support students in self-learning at school and at home?

- Neuroscience in working with a student in a mental health crisis - how to help students create a space for effective learning with the exclusion of stress, in an atmosphere of safety, acceptance and trust. - How to use knowledge about the pupil's brain when working with a child to take care of their mental health. How to work with children in stressful situations, with students who are depressed or experiencing anxiety and trauma. How to provide a sense of safety and teach acceptance?
- Teaching critical thinking as a key competence of tomorrow for children and young people - how can neurodidactics support the development of skills to filter e-content and sift out fake news? - What tools can be used when teaching critical thinking to filter information obtained online in a rational and structured way?

Teachers of all stages of school education, educationalists, school principals, school counsellors, special educators and school psychologists were invited to participate. School professionals looking for interesting solutions and tools to use in their daily work with students - there was no shortage of inspiring activities presented as examples to be implemented in the classroom.

The organiser held a competition with prizes further enriching the event and, in addition to its undoubtedly great educational value, provided participants with an element of entertainment and fun.

Each participant also received a copy of the e-newsletter - a magazine published for the first time in 2023 about Neuropedagogy presenting in an accessible way many issues related to it.



BrainFriendlyForms

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### Sources:

1. Dialog's (Non-public healthcare facility) official website  
<https://www.psychiatrzy.warszawa.pl/jak-pracowac-z-doroslym-pacjentem-z-adhd> (access 31.01.2023)
2. WSBINOZ official website <https://www.wsbinoz.edu.pl/ongoing-projects/teach-me-to-help> (access 31.01.2023)
3. Ogólnopolska Konferencja Neurodydaktyczna  
<https://www.konferencjaneurodydaktyczna.pl> (access 24.02.2023)



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