

ADHD TOOLS FOCUS



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D1.4 ADMINISTRATIVE TOOLKIT

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- Consent for use of images and videos
- Consent for handling specific needs

3. Forms with specific questions about the young person's ADHD

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CUSTOMIZED REGISTRATION FORM FOR YOUNG PEOPLE WITH ADHD

Section 1: Personal details

Full name of the young person: _____

Date of birth: _____

Parent/guardian's phone number: _____

Parent/guardian's email: _____

Section 2: Specific needs

Has the young person been diagnosed with ADHD? (Answering is optional)

- Yes
- No
- Prefer not to answer

Are there any ongoing medications or treatments relevant to sports activities?

- Yes (specify): _____
- No

Is there an emergency plan to be followed if necessary?

- Yes (attach documentation, if available)
- No

Section 3: Personal preferences

What is the young person's preferred communication method?

- Visual (e.g., diagrams, images, visual signals)
- Written (e.g., instructions on paper)
- Oral (e.g., verbal explanations)
- Other (specify): _____

What types of activities does the young person enjoy most?

Are there any activities or situations the young person prefers to avoid?

Section 4: Adaptation information

Are there situations that could cause discomfort or difficulty for the young person? (e.g., noisy environments, long waiting times)

- Yes (specify): _____
- No

What strategies or tools are considered useful to help the young person concentrate and participate more effectively in activities?

Section 5: Strengths

What are the young person's strengths that may help them participate successfully in sports activities?

Is there any other information you consider important to ensure a positive experience?

WAIVERS

1. Consent for processing personal data

Subject: Consent to the processing of personal and sensitive data to support the young person in sports activities.

I, the undersigned _____ (parent/guardian's name), authorize the sports association _____ to collect, store, and use the personal and sensitive data of _____ (young person's name) exclusively for:

- Ensuring adequate support during sports activities.
- Adopting adaptation measures based on the specific needs indicated in the registration form.
- Guaranteeing the safety and well-being of the young person in compliance with current regulations.

I am aware that:

- The data provided will be processed in accordance with the General Data Protection Regulation (GDPR - EU Reg. 2016/679).
- The data will be accessible only to authorized personnel (e.g., coaches, medical staff).
- I may withdraw my consent at any time by sending a written communication to the sports association.

Parent/guardian's signature: _____

Date: _____

2. Consent for participation in sports activities

Subject: Consent to the young person's participation in sports activities organized by the association.

I, the undersigned _____ (parent/guardian's name), authorize the minor _____ (young person's name) to participate in the sports activities organized by the association _____.

I have been informed about:

- The characteristics of the proposed sports activities.
- The potential risks associated with sports practice.

- The safety measures adopted by the association to ensure a safe and inclusive environment.

I declare that I release the sports association from any liability for injuries or accidents not attributable to gross negligence or willful misconduct.

Parent/guardian's signature: _____

Date: _____

3. Consent for use of images and videos

Subject: Consent for the use of images and videos for promotional and informational purposes.

I, the undersigned _____ (parent/guardian's name), authorize the sports association _____ to use images and/or videos of _____ (young person's name) taken during sports activities for:

- Promotional materials of the association (e.g., brochures, website, social media).
- Informational and awareness-raising initiatives on the inclusion of young people with ADHD.

I am aware that:

- The images will be used exclusively for non-commercial purposes.
- I can withdraw consent at any time by sending a written request.

I consent to the use of images/videos.
 I do not consent to the use of images/videos.

Parent/guardian's signature: _____

Date: _____

4. Consent for handling specific needs

Subject: Consent to the adoption of specific measures to support the young person during activities.

I, the undersigned _____ (parent/guardian's name), authorize the sports association _____ to adopt the following specific measures for the minor _____ (young person's name), to ensure full participation in activities:

- Adaptations related to particular needs (e.g., scheduled breaks, quiet environments).

- Personalized communication based on the young person's preferences.
- Emergency interventions according to the plan indicated in the registration form.

Parent/guardian's signature: _____

Date: _____

FORMS WITH SPECIFIC QUESTIONS ABOUT THE YOUNG PERSON'S ADHD

Section 1: General information

Young person's name: _____

Date of birth: _____

Parent/guardian's name: _____

Parent/guardian's phone number: _____

Parent/guardian's email: _____

Section 2: Diagnostic information

(Answering is optional, data will be treated confidentially)

Has the young person been diagnosed with ADHD?

- Yes
- No
- Prefer not to answer

If yes, are there details you consider important to share to improve support during sports activities?

Does the young person follow pharmacological therapy for ADHD? (Answering is optional)

- Yes (specify, if necessary): _____
- No

Are there other conditions that may affect participation in sports activities?

- Yes (specify): _____
- No

Section 3: Behaviors and adaptations

What situations may cause discomfort or difficulty for the young person? (e.g., noisy environments, waiting times, sudden changes)

How does the young person usually react in stressful or confusing situations? (e.g., restlessness, isolation, anger)

Are there strategies or techniques that have proven effective in helping the young person calm down or concentrate?

Do you have suggestions on how we can intervene to support the young person in case of difficulties?

Section 4: Communication preferences

What is the young person's preferred communication method?

- Visual (e.g., images, signals)
- Written (e.g., instructions on paper)
- Oral (e.g., verbal explanations)
- Other (specify): _____

Are there phrases or attitudes that the young person finds particularly motivating or reassuring?

Are there phrases or attitudes that should be avoided?

Section 5: Participation in activities

What activities does the young person enjoy most?

Are there activities or exercises the young person prefers to avoid?

Does the young person need structured breaks or longer times to complete activities?

Yes (specify preferences): _____

No

Are there tools or supports that may be useful to improve the young person's participation?
(e.g., visual timers, illustrative cards)

Section 6: Other information

What are the young person's strengths that may help them successfully participate in sports activities?

Is there any other information you consider important to share to improve the young person's sports experience?

Parent/guardian's signature: _____

Date: _____

INFORMED CONSENT FOR ADHD-RELATED INFORMATION

I, the undersigned _____ (parent/guardian's full name), as parent/legal guardian of _____ (young person's name), declare that I have been informed about:

Purpose of information processing:

The information provided regarding ADHD diagnosis, specific needs, and support strategies will be used exclusively to:

- Adapt sports activities to the young person's needs.
- Create a safe, inclusive, and supportive environment for active participation.
- Provide personalized support during sports activities.

Method of information processing:

- Data will be collected, stored, and used in compliance with current data protection regulations (GDPR – EU Regulation 2016/679).
- Only strictly necessary personnel (coaches, medical staff, activity managers) will have access to such information.
- Information will be treated confidentially and will not be shared with third parties without further consent.

Planned adaptations:

- Customization of sports activities based on indicated preferences and needs.
- Adoption of specific tools (e.g., visual timers, visual signals) to improve the sports experience.
- Management of possible emergencies according to the plan shared with parents/guardians.

Parent/guardian's rights:

- I may request the modification or deletion of the data provided at any time by sending a written communication to the sports association.

- I may revoke consent for the processing of information at any time.

I declare that I am aware that:

- The information provided does not replace medical or psychological treatment.
- The sports association is not responsible for managing ADHD therapy, but only for adapting sports activities.

By this document, I authorize:

- The processing of personal and sensitive information provided about the young person.
- The adoption of specific measures for support during sports activities.

Parent/guardian's signature: _____

Date: _____

Signature of the sports association's representative (as acknowledgement and commitment to comply with the stated conditions)

Signature: _____

Date: _____

TOOLS FOR EFFECTIVE AND INCLUSIVE COMMUNICATION

1. Guidelines for effective communication

Objectives:

- Adapt language to the specific needs of young people with ADHD.
- Promote positive and reassuring interactions.

Strategies:

- Use clear and simple language, avoiding long or complex sentences.
- Speak calmly and encouragingly, avoiding impatience.
- Provide instructions step by step, avoiding information overload.
- Repeat or rephrase instructions when necessary, using practical examples.

Practical example:

Instead of saying: “Complete the entire circuit and be back here within 10 minutes”, say: “First jump, then run to the cone, and come back. I’ll help you remember the rest!”

2. Visual tools to facilitate understanding

Objectives:

- Help young people with ADHD understand and follow activities.
- Reduce anxiety by providing clear visual guidance.

Useful tools:

- **Illustrative cards:** Use pictures or icons to represent steps of an exercise. (e.g., a picture of a cone to indicate the finishing point).
- **Visual timers:** Set a timer with a colored bar that decreases to show remaining time.
- **Colored signals:** Use green cards for “Go ahead” and red cards for “Stop”.

Practical example: Create a board with the training steps, ticking off each completed phase.

3. Positive reinforcement and feedback management

Objectives:

- Motivate young people through appreciation and encouragement.
- Reduce frustration in case of mistakes.

Strategies:

- Give immediate compliments for achievements, even small ones.
- Focus on positive behavior, avoiding emphasizing mistakes.
- Use phrases such as:
“You did a great job focusing on this exercise!”
“Great energy! Keep it up!”

Avoid direct criticism, preferring constructive suggestions:

Instead of: “You’re not doing it right”, say: “Try it this way, I’m sure you’ll succeed!”

4. Active involvement and personalization

Objectives:

- Encourage active participation of the young person.
- Adapt communication to their preferences and abilities.

Strategies:

- Ask how they prefer to receive instructions:
“Would you like me to show you or explain it verbally?”
- Create breaks for feedback:
“How do you feel? Is there something you’d like to change?”
- Allow the young person to take an active role, such as helping prepare the material.

5. Staff training

Objectives:

- Provide coaches and staff with practical tools to interact with young people with ADHD.

Training content:

- **Practical exercises:** Role-playing common situations; exercises for clear and inclusive communication.
- **ADHD insights:** Understanding common behaviors; learning how the environment can positively or negatively influence.
- **Experience sharing:** Analysis of real cases and successful strategies.

6. Examples of inclusive messages

- “You can do this part of the circuit at your own pace. That’s perfectly fine!”
- “Take a few minutes’ break, then we’ll continue together.”
- “Everyone has their own way of doing things. We’ll find what works best for you!”



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AFS

ADHD

FOCUS IN SPORT

YOUTH & ADHD IN SPORT

How physical activity helps
focus, emotions and
inclusion

ADHD AT A GLANCE

6-7% of young people under 18 live with ADHD.

Boys are **3** times more likely to receive a diagnosis than girls.



WHY SPORT MATTERS

- Improves attention, impulse control and memory.
- Just **20 mins** of aerobic exercise can boost focus immediately.
- Reduces hyperactivity, impulsivity and anxiety.
- Supports emotional stability and self-esteem.

BEST SPORTS FOR ADHD

Martial arts → discipline & self-control

Swimming → focus & energy balance

Basketball & Football → teamwork & social skills

Tennis & Gymnastics → concentration & coordination



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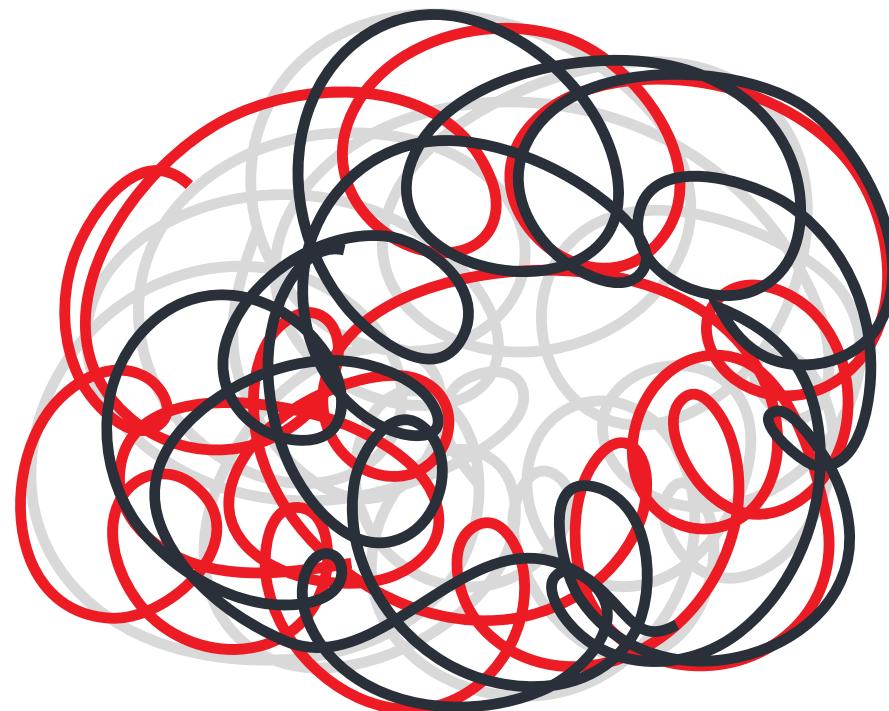
**HERE, EVERY
ENERGY IS
WELCOME.**

Qui ogni energia è la benvenuta.

Aquí, toda energía es bienvenida.

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**HERE, EVERY
ENERGY IS
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Qui ogni energia è la benvenuta.

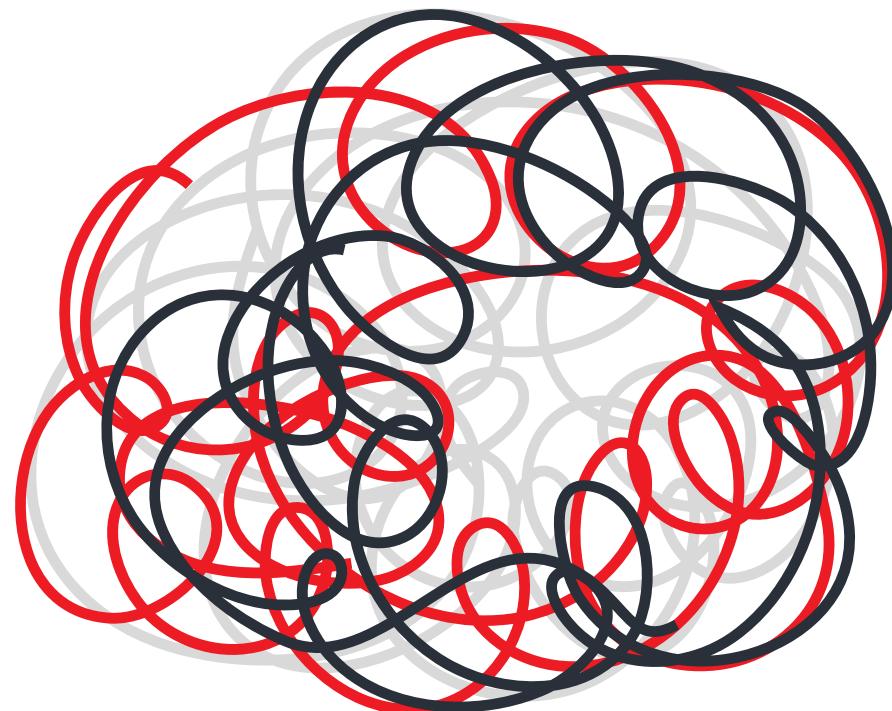
Aquí, toda energía es bienvenida.

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**YOUR STRENGTH
IS UNIQUE, JUST
LIKE YOU.**

La tua forza è unica, come te.

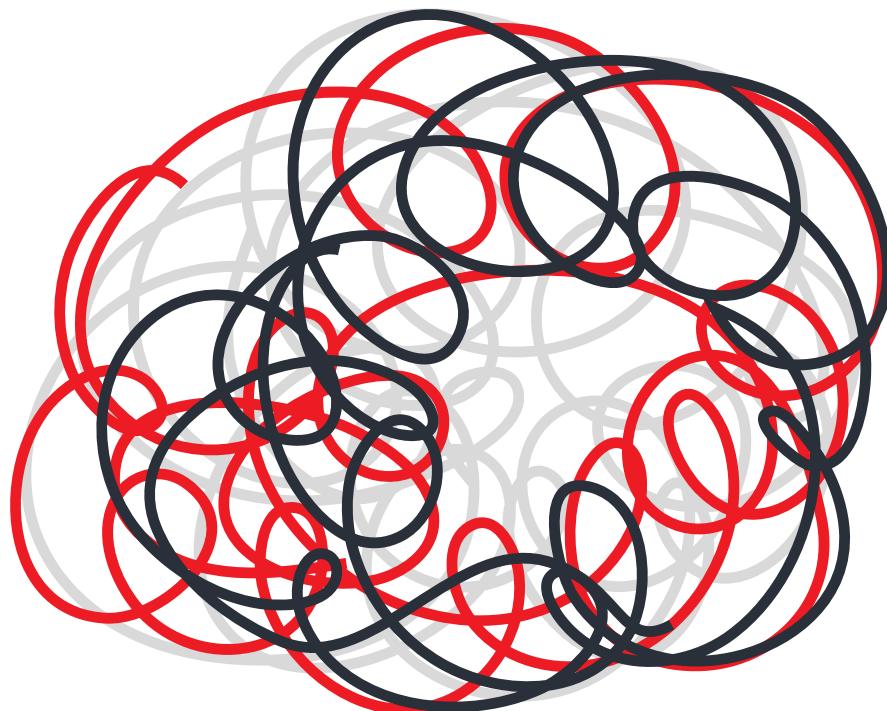
Tu fuerza es única, como tú.

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**SPORT IS FOR
EVERYONE, NO
ONE LEFT OUT.**

Lo sport è per tutti, nessuno escluso.

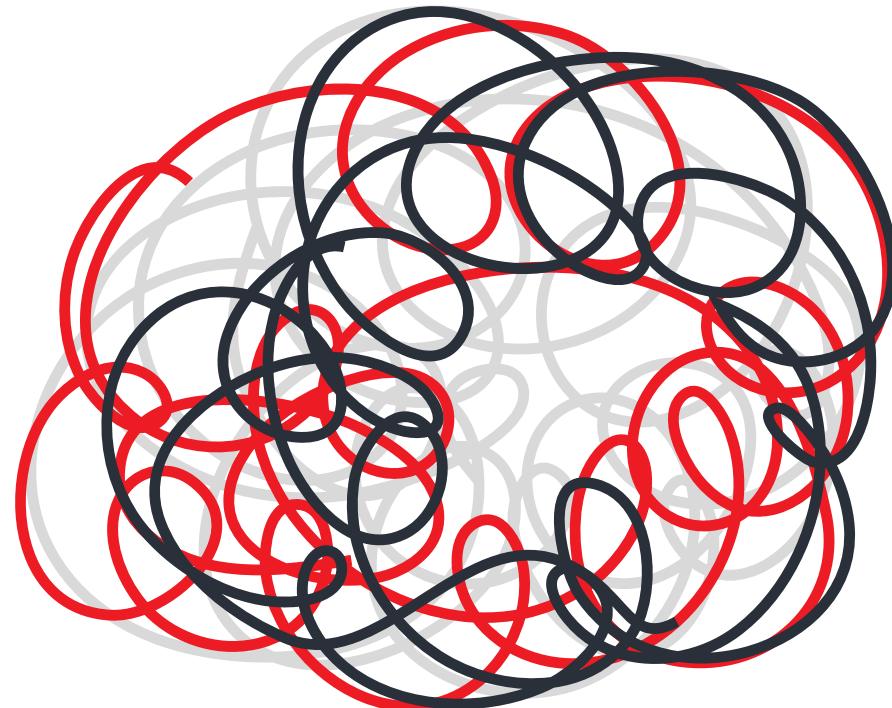
El deporte es para todos, nadie queda fuera.

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**EVERY STEP YOU
TAKE IS A
VICTORY.**

Ogni passo che fai è una vittoria.

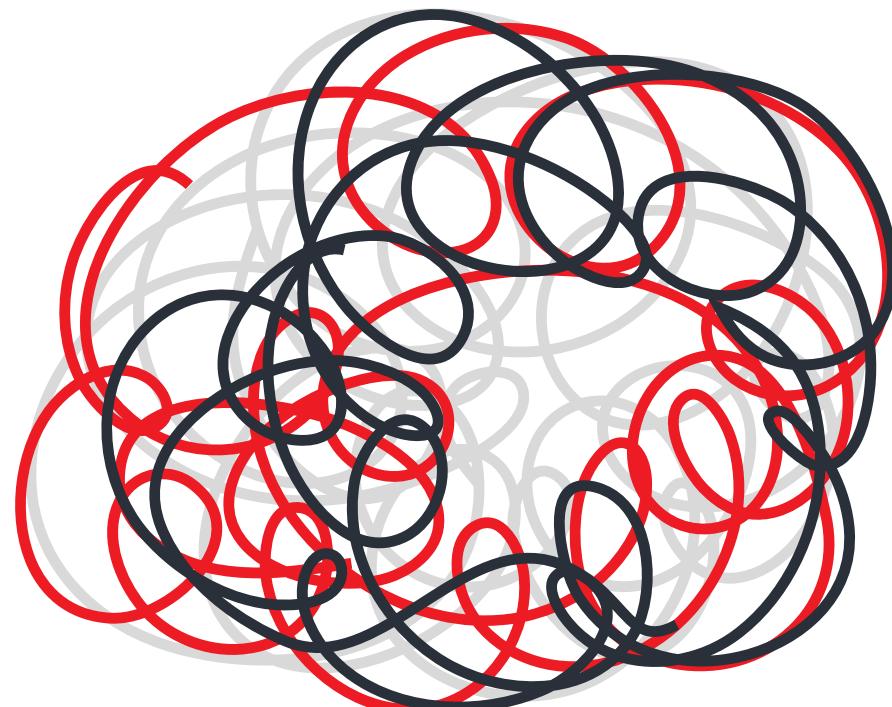
Cada paso que das es una victoria.

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**IN THIS GYM,
PEOPLE MATTER,
NOT LABELS.**

In questa palestra contano le persone,
non le etichette.

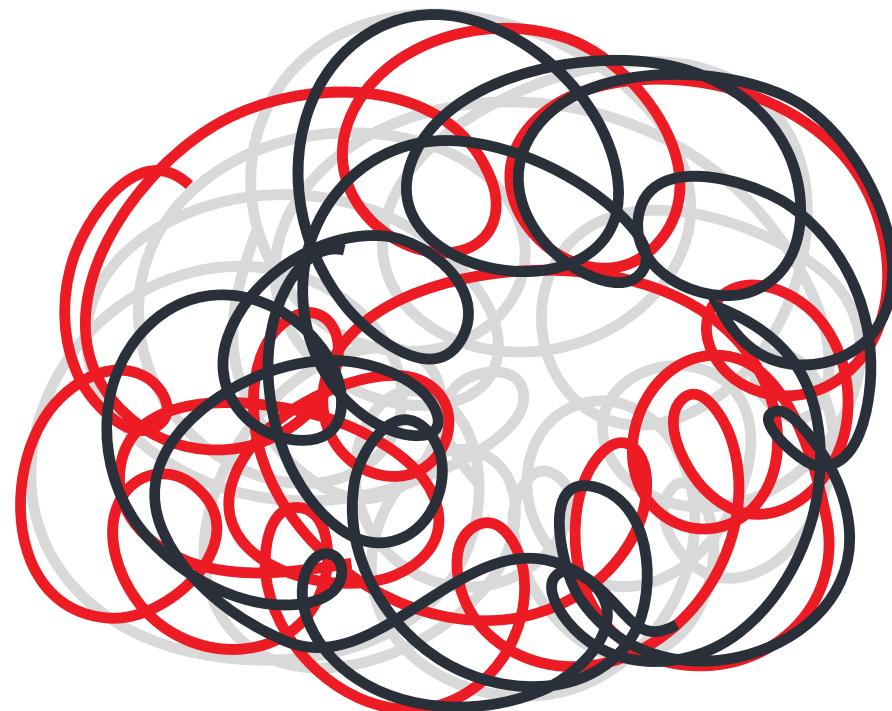
En este gimnasio importan las personas,
no las etiquetas.

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**SHARING SPORT
MEANS
GROWING
TOGETHER.**

Condividere lo sport significa crescere insieme.

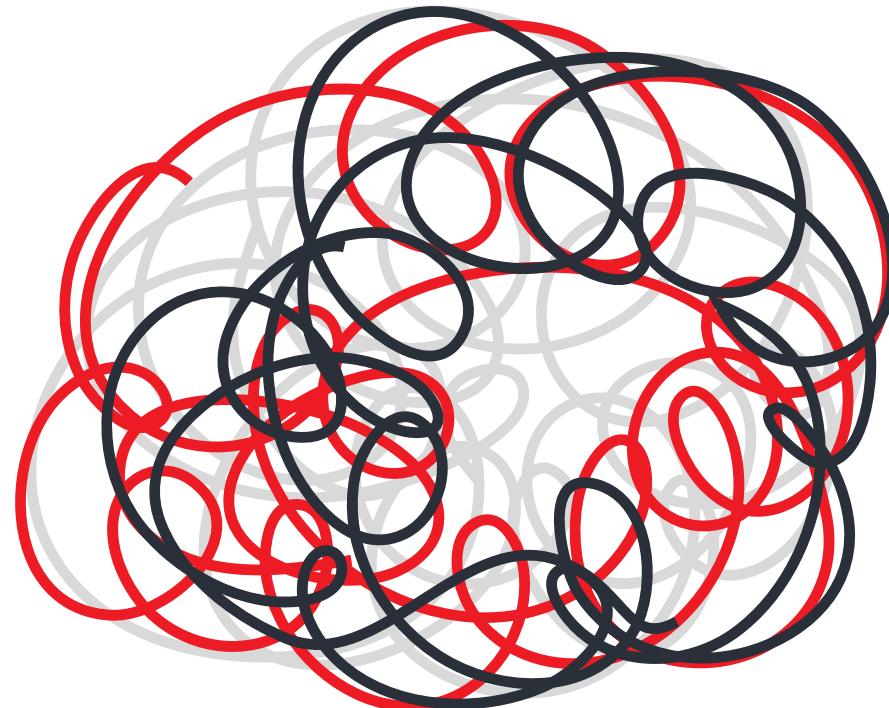
Compartir el deporte significa crecer juntos.

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**THE FOCUS HERE IS
ON YOU, NOT ON
YOUR DISORDER.**

L'attenzione qui è su di te,
non sul tuo disturbo.

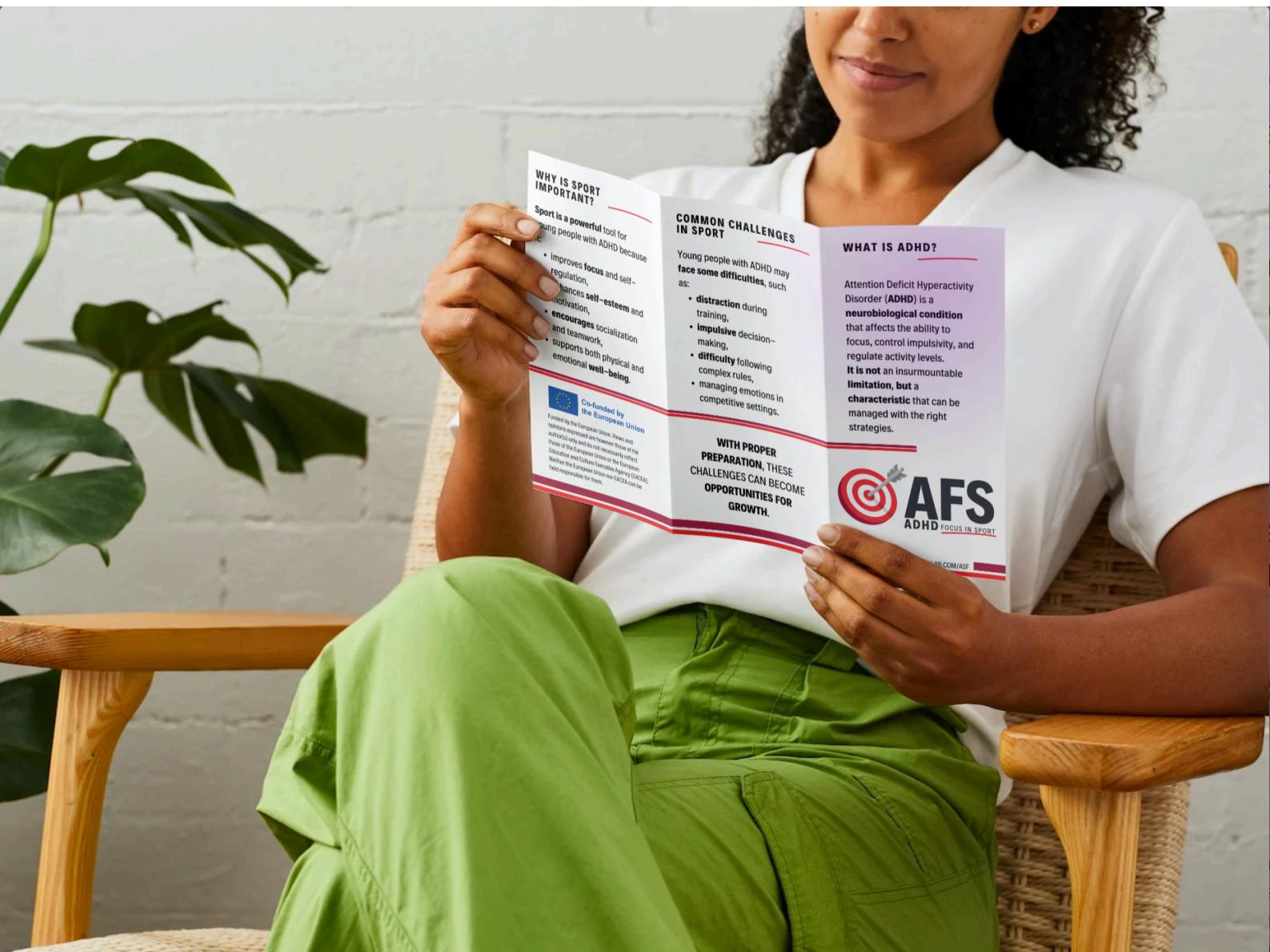
Aquí la atención está en ti,
no en tu trastorno.

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WHY IS SPORT IMPORTANT?

Sport is a powerful tool for young people with ADHD because it:

- improves **focus** and self-regulation,
- enhances **self-esteem** and motivation,
- **encourages** socialization and teamwork,
- supports both physical and emotional **well-being**.

COMMON CHALLENGES IN SPORT

Young people with ADHD may **face some difficulties**, such as:

- **distraction** during training,
- **impulsive** decision-making,
- **difficulty** following complex rules,
- managing emotions in competitive settings.

WHAT IS ADHD?

Attention Deficit Hyperactivity Disorder (**ADHD**) is a **neurobiological condition** that affects the ability to focus, control impulsivity, and regulate activity levels.

It is not an insurmountable **limitation, but a** **characteristic** that can be managed with the right strategies.



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**WITH PROPER
PREPARATION, THESE
CHALLENGES CAN BECOME
OPPORTUNITIES FOR
GROWTH.**



GOOD COMMUNICATION PRACTICES

For effective communication:

- speak with a **calm** and reassuring tone,
- **avoid direct criticism** and use constructive suggestions instead,
- **adapt explanations** to the young person's preferences,
- **involve them actively** in preparing activities.

HOW TO SUPPORT YOUNG PEOPLE WITH ADHD

Coaches and staff can make a real difference by **adopting inclusive strategies:**

- **provide short**, clear, step-by-step **instructions**,
- **use visual** aids, timers, or color signals,
- **highlight** strengths and **progress**,
- introduce structured breaks,
- encourage the young athlete with **positive feedback**.

SPORT AS AN OPPORTUNITY

Including young people with ADHD in sport not only provides them with a **safe and motivating environment**, but also enriches the team with **new energy, creativity, and perspectives**.

Inclusion is a benefit for **everyone**: young athletes, families, coaches, and the whole sports community.



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