

## **Abstract**

### **Title**

Competences of leaders and inclusion of children with ADHD at summer children's camps.

### **Objectives**

To assess the competences of leaders and the inclusion of children with ADHD at summer children's camps.

### **Methods**

The research involved 22 experienced leaders, 8 men and 14 women (aged  $26 \pm 5,2$ ) from 18 different summer children's camps, who were sent a questionnaire with open questions. Interpretative phenomenological analysis was used as a method for processing the collected data. By coding the obtained responses and then grouping similar codes together, an overarching theme was identified for each of the sub-questions.

### **The results**

The results were processed in 3 sections that answer the sub-research questions:

1. The combination of personal experience and basic education about ADHD seems to be sufficient for working with children with ADHD at summer camps.
2. The participation of a child with ADHD at a summer camp does not significantly affect the functioning or the program of the camp.
3. Leaders are aware of the differences of children with ADHD and work with them accordingly. They are patient and respond to situations with calmness.

### **Conclusion**

Leaders of summer children's camps have basic information about the problem of ADHD and, in combination with their many years of practical experience (from kindergarten, schools and summer camps), they are sufficiently competent to solve the problematic behaviour of children with ADHD. They are able to respond adequately to the situations that arise, and children with ADHD can then better integrate into games, the whole program of the camp, the team, and become popular.

### **Keywords**

attention disorder, hyperactivity, problem behaviour, leisure, inclusion, integration into the collective