

Attention Deficit Disorder ADD

Attention Deficit Hyperactivity Disorder ADHD

Classroom management strategies

Students in your class/school with ADD/ADHD may be:

- Inattentive, but not hyperactive or impulsive.
- Hyperactive and impulsive, but able to pay attention.
- Inattentive, hyperactive, and impulsive (the most common form of ADD/ADHD).

Children who only have inattentive symptoms of ADD/ADHD are often overlooked, since they're not disruptive. However, the symptoms of inattention have consequences: getting in hot water with parents and teachers for not following directions; underperforming in school; struggling to organise their belongings or to make a start on work, or arguing with other students over not playing by the rules.

When ADD/ADHD students are engaged in things they enjoy or hearing about topics in which they're interested, they have no trouble focusing and staying on task. But when the task is repetitive or boring, or there is a lot of teacher talk from the front, they quickly tune out.

Students with ADD/ADHD often bounce from task to task without completing any of them, or skip necessary steps in procedures. Staying on track is a common problem. Organizing their schoolwork and their time is harder for them than it is for most children.

Kids with ADD/ADHD also have trouble concentrating if there are distracting things going on around them; they usually need a calm, quiet environment in order to stay focused. A change in routine throws them out.

Symptoms of inattention in students:

- Doesn't pay attention to details
- Makes careless mistakes
- Has trouble staying focused; is easily distracted
- Appears not to listen when spoken to
- Has difficulty remembering things and following instructions
- Has trouble staying organized, planning ahead, and finishing projects
- Gets bored with a task before it's completed
- Frequently loses or misplaces homework, books, toys, or other items

Symptoms of hyperactivity in students:

- Constantly fidgets and squirms, even in prayer sessions
- Often leaves his or her seat in situations where sitting quietly is expected
- Moves around constantly, often runs or climbs inappropriately
- Talks excessively, and sometimes too loudly
- Has difficulty playing quietly or relaxing

- Is always “on the go,” never willing to relax
- May have a quick temper and be impatient
- Instructions like “Be patient” and “Just wait a little while” are twice as hard for children with ADD/ADHD to follow as they are for others

Students with impulsive signs and symptoms of ADD/ADHD also tend to be moody and to overreact emotionally. As a result, Teachers may start to view the student as disrespectful, weird, rebellious towards God or needy.

Symptoms of impulsivity in students:

- He/she acts without thinking through the consequences or alternative courses of action
- Blurts out answers in class without waiting to be called on to respond, or hear the whole question, doesn't raise hand to answer
- Can't wait for his or her turn in line or in games
- Says the wrong thing at the wrong time, socially inappropriate
- Often interrupts others rudely
- Intrudes on other people's conversations or games
- Inability to keep powerful emotions in check, resulting in angry outbursts or temper tantrums
- Guesses, rather than taking time to solve a problem

Positive propensities of ADD/ADHD students

- **Creativity** – Children who have ADD/ADHD can be marvellously creative and imaginative. The child who daydreams and has ten different thoughts at once can become a master problem-solver, a fountain of ideas, or an inventive artist. Children with ADD/ADHD may be easily distracted, but sometimes they notice what others don't see.
- **Flexibility** – Because children with ADD/ADHD consider a lot of options at once, they don't become set on one alternative early on and are more open to different ideas.
- **Enthusiasm and spontaneity** – Children with ADD/ADHD are rarely boring! They're interested in a lot of different things and have lively personalities. In short, if they're not exasperating you (and sometimes even when they are), they're a lot of fun to be with.
- **Energy and drive** – When kids with ADD/ADHD are motivated, they work or play hard and strive to succeed. It actually may be difficult to distract them from a task that interests them, especially if the activity is interactive or hands-on.
- **Prophetic, energetic**-can serve the church with stamina, in a fearless creative way contributing to the overall mission

ADD/ADHD has nothing to do with intelligence or talent. Many people with ADD/ADHD are intellectually or artistically gifted and in senior leadership positions in villages, churches and corporations. As our environment grows more toxic and the food production process more unnatural the rise of students affected in this way is going to increase. Western diets and lifestyle

are no longer alone with this growing occurrence in processing disturbances; developing nations are reporting more prevalence too.

School and parent responses:

The investment of prayer ministry is vital, but a 100% change may not occur as it would involve a personality change and loss of capacities as well as handicaps.

The student needs to understand their psychological structure and to learn to manage it.

Teachers need to break down assignments into milestones, and steps and to give one direction at a time instead of multi tasks to students.

Nutritional response:

1. Replace **sugar** and artificial colourings/flavourings/preservatives in food with your own home-made treats.
2. Work on introducing your child to the healthiest of foods.
3. There is a connection between gut and brain. A pro-biotic can help.
4. In many cases, gluten aggravates the gut. Consider gluten-free options. In some cases dairy-free options may also help.
5. Consider a vitamin and mineral supplement.