

Problems & Solution in ADD/ADHD

Teaching and Learning

PROBLEM	SOLUTION
<p>Most ADHD children have difficult attention span in the classroom and it becomes almost impossible for the child to comprehend information productively without additional tools for the child to follow in the classroom.</p>	<p>It can be very helpful to teach students to follow the F.L.O.W.S. method. F. is for following the teacher's eyes, L is for listening for important/test items, O is for outlining important/test items, W is for writing at a minimal and using symbols instead, and S is for sitting near the teacher. This information may seem a bit adolescent for middle or high school students yet it works for teachers in staff meetings.</p>
<p>How an ADHD child receives information can be the difference between night and day. Most ADHD children are kinesthetic learners which means they literally require "hands on " learning in order to comprehend the instructions.</p>	<p>When teaching an ADHD child, try to use as many of the 5 senses as possible. I'll demonstrate with an example of teaching Johnny how to make his bed. "Johnny, watch mommy as I bunch up the blankets on your bed and drop them on the floor. Johnny, smell how clean and fresh they smell since mommy washed them. Now, listen for the thud as the blankets hit the floor. Hear the thud, Johnny. Now I'm going to take my hand and smooth out the wrinkles on the bed. Feel how smooth the sheets are and see the wrinkles disappear. Smoooooth and see them disappear. Next, let's take a blanket, shake it in the air, and let it land on the bed. Hear the noise the blanket makes in the air and see it land on the bed. Shake and land, Johnny. Shake and land. Now, Johnny, would you like to try it next?</p> <p>This gives the ADHD child the opportunity of feeling successful while learning through the four senses of hear, smell, touch, and sight. This may seem like information only for the small fry but wouldn't we, as teachers, love to receive instructions with so much enthusiasm!!</p>
<p>ADHD children not only have difficulty comprehending information but they have difficulty calling it to the attention of the teacher. Contributing factors can be a lack of self-esteem on the student's part or an interpretation by the teacher that the students is interrupting.</p>	<p>ADHD children can be given a card that is red on one side and yellow on the other side. When the child does not understand what the teacher has just said, the child turns the card over on his desk from the yellow side to the red side signifying to the teacher that he did not understand the material and that the material needs to be repeated. This gives the ADHD child the job of listening.</p>

PROBLEM

SOLUTION

School assignments for an ADHD child can be a unpleasant experience because of all the hours needed in preparation time before the report is due. Too many times and ADHD child feels failure in school when it comes to these enormous tasks.

ADHD children need to begin a book report six weeks prior to the due date rather than the normal four. Teach parents how to assist their children in doing a book report. 1st the parent and child go to the library for research information. 2nd the child reads out loud a page from the research information and writes a sentence to represent what was read. 3rd the parent does the same but the child writes a sentence to represent the information he heard. By the time they are done reading their research information, the book report has been created and then the child can rewrite the sentences into paragraphs. This gives the ADHD child the job of being successful.

When it comes to test time, many ADHD children have difficulty determining what information is important and what information is not, thus, it becomes more confusing for him and shows up in low test grades.

Most ADHD children learn to pay attention using simple forms as learning tools such as the BROIL method. B represents "if it is on the Board it is important", R represents "if it is Repeated it is important, O represents "if the teacher says it is On the test it is important, I represents "if the teachers say It is Important, it is important, and L represents any List the teacher mentions is important. This gives the ADHD child the opportunity of feeling successful.

Keeping an ADHD student on task, where he understands the concept of working within his space and not his neighbor's space, can often be exasperating for a teacher.

Teaching an ADHD child to stay focused on their work on their desk can become a rather difficult task. ADHD students have a tendency to stay within guided work areas by using 2 inch colored tape to square off the work area on the student's desk or work table, thus, providing a personal work space while teaching boundaries.

