

Keeping Your Mind When a Child Is Losing Theirs!

(How To Keep Your Hair And Not Pull Out Theirs.)

1. What is the goal, and what are the expectations?

Goal - "Let the children come to me, and do not hinder them, for the kingdom of God belongs to such as these." Mark 10:14

Expectation - Children are created in God's Image/Little sinners!! Two sides of the same coin!

2. Multiple goals and expectations:

- What are your goals?
- What are your expectations?
- You - Teach, manage, love, welcome etc. What is your goal?
- The child - Fear, apprehension, excitement. What is their goal?
- The parents - A break, want them taught. What do they want?
- The class - What is their goal? See friends? What do they want?

3. You are in Control: You are the coach (The Need For Organization)

- **Preparation** - To put it mildly, undisciplined children can smell disorder! The best way to keep control of your room is to have it from the beginning. Study your lesson, know your material (think of extra questions to ask, not just the curriculum) and gather all your supplies before class.
- **Routines** - What are your routines? What is required as they come in? How do you get their attention? What is the routine for student participation in class?
- **Rules** - What are your rules? Respect and be polite to all people. Listen quietly as others speak.
- **Consequences** - What happens when a rule or routine is broken?

4. **The Room:**

- Placement in the room - You decide where to seat them. Know your kids, who is friendly, who will be inclusive, etc...Try new arrangements then evaluate and improve.
- Spread the action around, move around, get eye contact, and direct questioning.
- CF Kids has - Cluster seating. This is best for student interaction - also can be distracting as they talk with each other.

5. **Problem situations** - Prevention is the Best Medicine: Manage problems by preventing them in the first place!

- Withitness - Communicate to kids that you are aware of everything going on. Eyes in the back of your head!
- Group Focus - keeping as many students involved as possible.
- Movement Management - Keeping lessons and group moving at appropriate pace, flexible, smooth transitions and variety.
- How do you connect with a kid who is having difficulty? (ETT)
Eye - give eye-to-eye connection.
Touch - shake hand, bend down, touch shoulder, back etc.
Talk - clear, slowly, warm but firm tone.
- Put Them to Work - Before class begins, designate children to specific tasks. Busy work may help the strong-willed, undisciplined child to participate in class. There is nothing wrong with teaching a child how to get "good" attention as opposed to "bad" attention. Involve problem kids in the lesson.
- Distractions - Decrease distractions by seating arrangements.
- Good Behavior - It is easy to focus on bad behavior and give all your attention to problem kids. Turn that around by recognizing the children who listen, pay attention and participate properly. By giving cards for raffle, etc...
- Wiggly Kids - 1. Sit near good role models, away from window.
2. Frequent eye contact, touch on back shoulder, etc.

Small Group Discussion Questions:

Exercise 1: Discuss what you have done that did not work, and what you have done that has worked in the area of routines.

What are your routines?

What is required as they come into the room?

How do you get their attention?

What is the routine for student participation in class?

Exercise 2: Discuss what some of your rules are and how they work.

Rules - What are your rules? Ex.... Respect and be polite to all people. Listen quietly as others speak, etc.

Standing up? Sitting in chairs?

Talking?

Exercise 3: Discuss what has worked as a consequence, and what has not worked.

What happens when a rule or routine is broken?

Do you give warnings?

Bill of Rights for ADHD Kids

HELP ME TO FOCUS...

Please teach me through my sense of touch. I need "hands-on" and body movement.

I NEED TO KNOW WHAT COMES NEXT...

Please give me a structured environment where there is a dependable routine. Give me an advance warning if there will be changes.

WAIT FOR ME, I'M STILL THINKING...

Please allow me to go at my own pace. If I'm rushed, I get confused and upset.

I'M STUCK, I CAN'T DO IT...!

Please offer me options for problem solving. If the road is blocked, I need to know the detours.

IS IT RIGHT? I NEED TO KNOW NOW...

Please give me rich and immediate feedback on how I'm doing.

I DIDN'T KNOW I WASN'T IN MY SEAT...!

Please remind me to stop, think, and act.

AM I ALMOST DONE...?

Please give me short work periods with short-term goals.

WHAT...?

Please don't say "I already told you that." Tell me again, in different words. Give me a signal. Draw me a symbol.

I KNOW IT'S ALL WRONG, ISN'T IT...?

Please give me praise for partial success. Reward me for self-improvement, not just for perfection.

BUT WHY DO I ALWAYS GET YELLED AT...?

Please catch me doing something right and praise me for the specific positive behavior. Remind me--and yourself--about my good points when I'm having a bad day.

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Discovered in Jan Zeiger's article at [TeachersNet.Gazette](http://www.teachersnet.com/Gazette)

If you are looking for more tips and suggestions on how to help the children with ADD in your classroom, check out Janice's ADD links page:

<http://www.geocities.com/janice13/ADD2.html>

Tips for kids with more severe issues:

1. **Separation Anxiety** – About 4% of all school age kids. Mainly seen in Pre-school and kindergarten. Crying, tantrum, clinging, stomachache, headache, nausea, excessive fears. Reassurance and in time should decrease or they will not come back.
2. **Generalized Anxiety Disorder** – Anxiety – Excessive worries – About 3% of school age kids. Feel frightened, trouble concentrating (inattentive or easily distracted by noises or other kids), headaches, stomachaches, etc.
 - Give lots of reassurance and specific praise.
 - Empathize with their anxiety.
 - Establish routines and clarify expectations.

Ex...I am afraid my mommy is going to forget me....

Do this:

Kneel to child's level, take hand, and say, "That must be so scary to think your mom would forget you. But no mommy has ever forgotten their child here at CF Kids, and look, I have a cell phone. If she's late, I will call her."

Do not say:

"Why in the world would you be worried about something like that?" or "That is silly, that would never happen."

3. **ADHD- Attention Deficit Hyperactivity Disorder** - About 8% of kids in school. Boys diagnosed more often than girls. Either **Inattentive Type** or **Hyperactive type**. Most difficult for CF small group would be Hyperactive type.

Definition:

- Problems and difficulties with attention and impulse control. Fidgets with hands and feet or squirms in seat. Leaves seat when remaining in seat is expected.
- Runs or climbs excessively. Has difficulty playing quiet. "On the go" or acts as if "driven by a motor". Talks excessively and blurts out answers before questions have been completed or before raising hand. Has difficulty waiting turn.
- Interrupts or intrudes on others.

Additional Tips:

1. Allow child to move in ways that do not distract others - stretch quietly, stress ball, tap fingers, etc...
2. Have student get up and help you in class, hand out Bibles etc.
3. Read handout and creatively think of ways to connect with child.

Final Thoughts:

- **Let kids talk and listen** - When you talk too much, kids tune you out.
- **Never take it personally** - Kids with poor discipline are not targeting you - they need you. Do not take angry words to heart and do not hold a grudge.
- **Laugh a lot** - Lighten up the room by laughing with your kids, even the naughty ones.
- **Apologize when you are wrong** - In a perfect world, grownups never make mistakes, but we know this is not a perfect world. Teach kids the meaning of humility by admitting when you are wrong. If you reprimand a child that did not deserve it, do not brush it off. The child will not. Admit you are wrong and ask for forgiveness.

Talk with each other - share ideas and learn from each other.

Pray - for each other and your kids.

The CF Counseling Center is available as a resource for families. We are able to deal with all of these issues and many other issues families and kids go through including divorce, grief and loss, and learning disabilities. We have offices in Palmetto Bay and Homestead. Please call us at 786-430-1051 or contact us by e-mail at cfcounselingcenter.org.