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**CMU210 : Ministry to Children with Disabilities**



**Learning Disabilities and ADD/ADHD**

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**Learning disabilities is a disorder that:**

1. Affects the student's ability to interpret what he/she sees or hears
2. Interferes with the ability to integrate information from the various parts of his/her brain
3. Results in difficulties in speech & language, attention, self-control, and coordination

(Pierson, p 13).

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## If I had a learning disability, ...

- I am trying to sit still
- I can't keep my mind on one subject very long
- A noise outside will distract me
- I don't always pick up on cues about how you are feeling
- I can be impulsive. Often I do something & then think about it.
- I try to listen, but my mind wanders. (cont)

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## If I had a learning disability, ...

- I don't always remember.
- I lose my belongings.
- In my mind, one and one do not always equal two.
- Often I feel stupid.
- I am really a nice person trying to learn and stay focused.
- I get frustrated.

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## 3 Broad Categories

- 1 – developmental speech and language disorders
- 2 – academic skills disorders
- 3 – attention deficit disorders

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## Developmental speech and language disorders

- Developmental articulation disorder
- Developmental expressive language disorder
- Developmental receptive language disorder

[http://www.fsu.edu/~goals/ld\\_types.pdf](http://www.fsu.edu/~goals/ld_types.pdf)

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## Academic skills disorders

- Developmental reading disorder
- Developmental writing disorder
- Developmental arithmetic disorder

[http://www.fsu.edu/~goals/ld\\_types.pdf](http://www.fsu.edu/~goals/ld_types.pdf)

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## Attention deficit disorders

- ADD means attention deficit disorder
- ADHD means attention deficit hyperactivity disorder

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# ADD/ADHD

## Samples from bibliography

- **\*Attention Deficit Disorder. A Different Perception.** Thorn Hartmann, Underwood Books, Grass Valley, CA, 1993.
  - **\*The Attention Deficit Child** (2001), Dr. Grant Martin, ChariotVictor Publishing (Division of Cook Communications), Colorado Springs, CO
  - **\*ADD the Facts, the Fables, Hope for Your Family** (1997), Theresa Lamson, Vital Issues Press, Lafayette, LA, 1996.
  - **\*You and Your ADD Child** (1995), Paul Warren, MD, Thomas Nelson, Inc, Nashville, Tennessee
  - **\*Why A.D.H.D. Doesn't Mean Disaster, (2003)** Dennis Swanberg & Diane Passno, Focus on the Family, Tyndale House Publishers, Wheaton, IL
- \*A Christian perspective (See handout Special Needs bibliography)

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# What is ADD?

## Attention Deficit Disorder (A.D.D.)

Simple definition: *A.D.D. is a chemical disorder that is genetically based. Not caused by any of the following: faulty diet, preservatives in food, visual disorders, schizophrenia, childhood head injuries, inadequately trained teachers, air pollution, or poor parenting.*

(see handout – Attention Deficit Disorder)

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# What is ADHD?

- ADHD is a disorder that affects 5% to 10% of all children. That means that in school you may find 1 or 2 children in each class who have a problem with attention. As many as 2,000,000 kids in the United States may have ADHD. It affects boys and girls and can be found in children and adults.
- People with attention deficit may have difficulty with focusing, listening, and remembering. They can be
  - **distractible**: trouble focusing on just one thing
  - **hyperactive**: trouble keeping still
  - **impulsive**: often act without thinking
  - **inattentive**: trouble paying attention
- Some have trouble with learning, keeping track of things, finishing what they start, or making and keeping friends.
- Not all kids with ADHD have problems in all of these areas. The checklist on the next page will help you take a look at these symptoms and decide which ones describe you.

(see handout – What is ADHD?)

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## What are Kids like who have ADD/ADHD?

- It is hard for me to pay attention to my teacher when he/she is talking.
- When I should be working, I am often thinking of other things.
- I have trouble starting my work.
- I have trouble finishing my work.
- I do things without thinking first.
- I am disorganized.
- I have trouble sitting still.
- I have trouble making or keeping friends.
- I have trouble following rules.
- I forget what I am supposed to do.
- It is hard for me to get ready for school on time in the morning.
- Noises or other children in the classroom distract me.
- I frequently lose things.

(see handout – ADD Checklist)

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## Emotional Instability:

- *Angry outbursts*
- *Social loner*
- *Blames others for problems*
- *Fights with others quickly*
- *Very sensitive to criticism*

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## 10 Key Facts About ADD

- **There are 3 major types of Attention Deficit Disorder**
- **ADD is a biochemical disorder in which neurotransmitters, the *chemical messengers of the brain*, do not work properly**
- **Medications such as Ritalin and Dexedrine help the neurotransmitters work more effectively**
- **ADD rarely occurs alone**
- **All children with ADD are not alike**

Chris. A Ziegler, 1996; Chris Ziegler Dendy, revised 2000. <http://www.chrisdendy.com/keyfacts.htm>

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## 10 Key Facts About ADD (cont)

- Children with ADD don't learn from punishment and reward as easily as other children.
- "Ready, Fire!! Aim...Oops" is often a description of their impulsivity.
- Children with ADD have an impaired sense of time.
- A 2-4 year "development lag" may be present.
- For 50%, the symptoms of ADD do not carry over into adulthood. 40% of children with ADD have at least one parent with ADD

(Ziegler, 1996)

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## Ways we can succeed in teaching children with A.D.D.

### *Behavioral Assumptions*

- You have clearly defined rules and logical consequences that are age appropriate.
- You have logical routines that are followed and rationales that are explained.
- You are only expecting what you are willing to teach.
- You know and understand the power of praise and how to avoid the criticism trap.

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## Ways we can succeed in teaching children with A.D.D. (cont)

### *Behavioral Assumptions (cont.)*

- You are committed to teaching all children who are made in God's image, regardless of their apparent worth or abilities.
- You are willing to love all children and will try to understand their individual needs.
- You believe that all authority comes from God (Romans 13), that rules and policies must be enforced; and that the teacher must be in control of the learning environment at all times.

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## Ways we can succeed in teaching children with A.D.D. (cont)

*Behavioral Assumptions (cont.)*

- You are committed to creative, engaging, multi-sensory, and interactive teaching strategies that keep students involved with fellow students.
- Your goal in managing behavior is to enhance the learning environment.
- You will never intentionally humiliate or embarrass a student.
- You view parents are partners.

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## Golden Rules

- Children with ADHD need consequences that are immediate
- Feedback must be given more frequently
- Children with ADHD require powerful consequences
- Interventions must occur at the point of performance
- Positives before negatives

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## Golden Rules (cont)

- 6. Expect variability of performance
- 7. Plan ahead and anticipate situations
- 8. Clarity of rules
- 9. Stop talking – too much talking is a distraction
- 10. Attention = consistency – verbiage
- 11. Inattention = inconsistency + verbiage
- 12. Parents and teachers need to be ancillary organizers

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## Golden Rules (cont)

- 13. Maintain a disability perspective
- 14. Tolerance
- 15. Choose your battles wisely
- 16. Maintain a sense of humor
- 17. Do not take the child's behaviors personally
- 18. Patience and understanding
- 19. Forgiveness

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## Strategy for Dealing with Problem Behaviors

- It's usually better to teach positive behavior rather than to eliminate negative behavior.
- State the problem behaviorally.
- Identify why and for whom this is a problem behavior.
- Ask yourself how are we/am I contributing to this problem?

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## Management Techniques Resources

- \* See handout on Management Techniques
- \* **Special Kids Problem Solver** (1999).  
Kenneth Shore, PsyD, Prentice Hall,  
Paramus, NJ 07652
- \* **Good Kids, Difficult Behavior**, (2000).  
Joyce Divinyi, MS, LPC, The Wellness  
Connection, Peachtree, GA; ISBN# 0-  
9656353-4-1

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## Strategy for Dealing with Problem Behaviors (cont.)

- Determine under what conditions the problem occurs most.
- Determine under what conditions the problem behavior occurs least.
- Teach a competing or replacement behavior.

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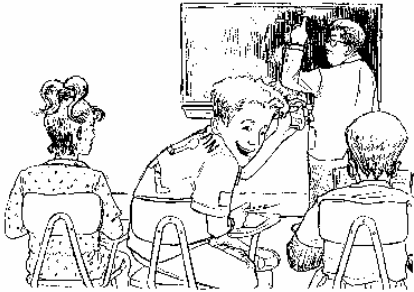
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## Look beyond the disability



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