Called to Holiness

Catechesis for People with Attention Deficit/Hyperactive Disorder
Which One?

Actually, it could be both!
Recognizing ADD/ADHD

• **Signs of Inattention**
  – Misses details
  – Careless mistakes
  – Easily distracted
  – Appears to not listen when spoken to
  – Trouble staying organized, planning ahead and finishing projects
  – Gets bored with a task before it is completed
  – Frequently misplaces items

• **Signs of Hyperactivity**
  – Constant fidgets or squirming
  – Moves around constantly, often runs or climbs inappropriately
  – Talks excessively
  – Difficulty relaxing or playing quietly
  – Always “on the go”
  – ‘Quick temper’, or ‘short fuse’
Recognizing ADD/ADHD

• Signs of Impulsivity
  – Acts without thinking
  – Blurts out answers in class
  – Can’t wait for his or her turn
  – Says the wrong thing at the wrong time
  – Often interrupts others
  – Intrudes on other people’s conversations or games
  – Inability to keep strong emotions in check
  – Guesses, rather than taking time to solve the problem

Note the use of “frequent”
In ADD/ADHD, the behavior occurs often,
Gifts and Talents

- Creativity
- Flexibility
- Enthusiasm & spontaneity
- Energy & drive
Some Things You Can Expect...

- Behaviors that demand your attention
- Trouble following instructions
- Often forget things
- Lack of fine motor control
- Trouble with ordered steps
- Difficulty with long-term, less supervised projects
- Difficulty in group work
Teaching Children with ADD/ADHD

Mostly takes PLANNING and a WELL-STRUCTURED classroom

First They Need to Know...

1. Behavior expectations
2. The order of activities planned
3. What you want them to learn in a particular lesson
4. Needed materials
5. Any additional resources that might help them.

consistency & predictability
Teaching Strategies

- questions
- non-verbal cues
- audio-visual material
- praise
- follow-up directions
Teaching Strategies

- cooperative learning
- highlight key points
- adapt worksheets/assignments
- story-telling
- observation assessment
Assessment: some helpful tips

- allow extra time
- verbal assessment can help some
- adapt: e.g. present fewer questions at a time, fold a worksheet
- provide a quiet, more isolated place
What Helps?

- audio-visual equipment
- quiet environment
- mnemonic devices
- manipulatives
- a “fidget” for circle time
What Helps?

- audio books
- dramatic play & movement activities
- visual aids
- partner reading
Good for Any Student!

- Use their natural energy, spontaneity, creativity and flexibility.

- Keep it structured, but varied and busy.

- Model and practice the skills they need to learn well.