

## Disruptive Behaviour

### The Problem

Children with AD/HD are often labeled unruly or aggressive because of their impulsive physical and social interactions. Even though AD/HD children can be caring and sensitive, they have trouble controlling their impulses.

### The Reason

Children with AD/HD may act before they think, frequently unable to control their initial response to a problem or situation. Their ability to "self-regulate" is compromised; they can't control their behavior with future consequences in mind.

### The Obstacles

Many children with AD/HD seem to spend their lives in tie out, grounded, or in trouble for the things they say and do. Lack of impulse control is perhaps the most difficult symptom of AD/HD to modify, and may take many years of patience and persistence on the part of adults to help children achieve success.

### What Helps

Posting rules and routines in the classroom lets the child know what's expected of him throughout the day. It also serves as a visual reminder for children who act before they think.

**AD/HD is a reason, not an excuse for poor behavior. Children need to be guided in developing an understanding of their responsibilities.**

1. Work on a few behaviors at a time i.e. raising their hand, rather than calling out, having the appropriate equipment ready etc.
2. Have daily/weekly routines posted in clear view of the students.
3. Components of a task written on the board and rubbed off when completed assists the student remain focused.
4. Develop a start and finish signal with a five-minute warning when moving from one task to another.
5. Reduce classroom noise and distractions to avoid over stimulation.
6. Sitting position is essential. Up the front, away from the window, in proximity to the teacher and near conscientious students will assist.
7. Discipline should be immediate, fair and realistic. Consequences must be instantaneous.

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8. Be explicit with your language. Saying "be good" is vague, rather try "when you enter the library door there is no speaking".
9. Zero in on positive behavior. Praise allows the child to recognise appropriate behavior.
10. Develop a teacher/parent/student feedback form with the emphasis on positive behavior.
11. Avoid long-winded description and explanations of particular behaviors - keep it simple.

### **Remember**

**Consistent expectations and consequences assist children to develop greater insights into their behavior.**

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