

## **Children with ADHD are wonderful!**

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### **Abstract**

*"To obey the norm is to obey the public exam, to meet the expectations that society formulates" (Neculau, 1987, p. 183). Society values the behavior of its members according to certain standards, expecting them to conform to certain cultural models.*

***The purpose** of this article is not to eliminate the specific problems of a child with ADHD (Attention Deficit Hyperactivity Disorder) but to be a realistic one, based on developing skills to solve the difficult situations in which such children are involved. **The objectives** are aimed at the behavioral description of the three components: hyperactivity, impulsivity and attention deficit; ameliorative intervention strategies: medical, psychological and psycho-pedagogical; exemplifying some useful workloads. **The methods** aim at behavioral change, targeting the category of constructive and integrative behaviors (Eşi, 2010, pp.24-34). Overall, I will present the behavioral characteristics of children with ADHD aged 3 to 12 years. The concrete problems faced by parents and teachers lead to outlining strategies for their effective resolution. Within the educational system, there are a number of practical exercises useful in adapting children.*

*These children should be understood and supported by people in the immediate vicinity, in the context of knowing the causes of behavioral disorders.*

**Keywords:** hyperactivity;impulsivity;attention deficit;improvement;adaptation

### **Introduction**

- 1. Problem definition:** Adult-child deficient relationship with ADHD  
Effective solving of problematic situations  
Positive discipline

### **Issues**

#### **2. Troubleshooting**

Children with behavioral disorder differ from children with normal development through the frequency and intensity of problems (focusing harder, distracting, agitation, etc.).

Attention deficit hyperactivity involves at least three elements: hyperactivity, impulsivity and attention deficit.

**a) *Hyperactivity*** characterizes dynamic, restless and agitated individuals.

Hyperactive children:

- give their hands and / or legs when sitting on the chair;
- moving freely through class;
- prefer motion games;
- they frequently hit objects;
- do not pay attention to details;
- they take on more than one thing at a time;
- lose / forget their personal belongings.

**b) *Impulsivity*** is a behavioral manifestation characteristic of those who:

- make inadequate situational comments;
- have difficulty mastering impulses;
- hit the others;
- take from the personal things of others;
- have low self-control.

**c) *Attention deficit*** is encountered in children who:

- have difficulty concentrating;
- get bored quickly;
- stop working shortly after it starts;
- hardly completes a task.

ADHD syndrome is a specific behavioral disorder with an average incidence of 3-5% in children, higher among boys than in girls. In 50% of cases, the disorder begins 4 years before, but is diagnosed as early as school begins.

### **3. Identification the possible factors for formation and development of the problem**

The causes of behavioral disorders are hard to tell. Genetic factors (abnormalities, anatomo-physiological deficiencies), psychopathological and social factors are recorded. The main cause of these problems lies in disorders of brain function (hereditary factors), but also in the living

conditions of children: in the family, kindergarten / school by reporting to axiological dimensions (Eşi, 2014, 73-83)..

This diverse etiology is manifested in the form of the individual's inability to adapt to demands. There is often a vicious circle due to the limits imposed by the parents, which the child does not consider, requiring a constant warning of the child. The child may show distrust in his or her own forces, or the group of friends exerts pressure on him, and psychomotor agitation is a form of defense.

Hyperactivity manifestations begin with pre-school age (at most 5-6 years), and adolescence reduces the body's anxiety, while maintaining some attentional difficulties and focusing on impulsive actions.

#### **4. Identification of factors who maintain and activate the problem**

The child may experience some delays in development and concentration issues, but the most powerful impact is exercised by social factors: the attitude of marginalization, denigration of the person, not his behavior.

Thus, students are frustrated, feel misunderstood, reacting by impulsiveness, anxiety, selfishness. Labeling and blaming is a form of bullying that leaves deep traces in the development of the child with ADHD.

#### **5. Intervention plan:**

**a. General objective:** Developing child support skills with ADHD in crisis situations

**b. Specific objectives:**

- Assimilation of the particular characteristics of children with ADHD (behavioral component);
- Developing effective relationship skills (socio-emotional component);
- Forming emotional, social and educational support skills (cognitive component).

**c. Intervention strategies:**

- *Target group:* eight parents with children with ADHD
- *Venue:* School Psycho-Pedagogical Assistance Office
- *Methods:* Behavioral observation, play, emotional expression ability, creative workshops, filming
- *Materials:* counseling notebook, sheets, markers, worksheets, postit

**Session 1 "Our children are wonderful!"**

**Objective:** description of parent status (positive and negative aspects)

**Meeting held:**

- Moment of Mutual Knowledge: *"The Desires of Your Name"* (each participant completes the initials that make up his first name with his wishes)
- Establishment of cohabitation rules: talking one at a time, preserving the confidentiality of personal information, not criticizing the person but the idea.
- A game of unity of a person: *"Find your nut!"* (A variety of walnuts are overturned in the middle of the group, the task is to choose the nut that characterizes them, motivating their choice)
  - ✓ Why did you choose it?
  - ✓ What's special?
  - ✓ Was it difficult to choose?
  - ✓ What is your opinion about the diversity of human characters?
- The *"Four corners"* sheet (four corners of a white sheet draw four ideas: 1- Hobby, passion, 2- What is your favorite game with your child ?, What do you want for the good mood? and 4- What do you admire with other parents?)
  - ✓ Sheets mix and re-mix;
  - ✓ The owner is guessing;
  - ✓ Making a centralized list of hobbies, favorite games, desires and personal issues;
  - ✓ Discuss the feelings experienced in the activity (How do you appreciate your actions? How did you feel? Why?)
- The theme for home: *"The qualities of my child are ..."*

## **Session 2 *"The qualities of my child"***

**Objective:** Assimilation of the particular characteristics of children with ADHD

### **Meeting held:**

- There are a series of seven essential steps in cohabiting with children with ADHD that will be developed during three counseling sessions:
  - ✓ Step 1: Be careful about what you love about your child!
  - ✓ Step 2: Be careful about small things!
  - ✓ Step 3: Be careful if problem situations are performing better than usual!
  - ✓ Step 4: Show your child the positive aspects you see in his behavior!
  - ✓ Step 5: In the evening write what worked well over the day!
  - ✓ Step 6: Discuss the positive events during the day with your child!
  - ✓ Step 7: Do not wait for miracles!
- Follow step 1, describing the qualities of children with ADHD
- A Power Point presentation with features characteristic of children with ADHD, accompanied by suggestive videos (including fragments from "Children's Development from 0 to 7 Years", UNICEF, 1997)
- Energizing game: *"The dragon bites his tail"* (the string of parents consists of the head and the tail, for the resistance, hold one behind the other)
- Step 2 requires an insight into insignificant things for parents but important to children: in the morning it is well-ordered, enjoys a certain food / game, cleanses its own shoes, etc.
- Homework: *"What did your baby do in the last few days?"*

### **Session 3 "My Family Rules"**

**Objective:** Developing effective relationship skills

**Meeting held:**

- The positive aspects that have been identified since the last meeting have been captured
- The "Trouble Trouble" activity (Step 3)
  - ✓ Positions are given to mention a pressing issue that can not be dealt with
  - ✓ Place on a wave-shaped support
  - ✓ It is decided to discuss certain issues
  - ✓ Experience is shared from which good examples are drawn
- Energizing game: "Pizza" (in the circle, with the hands on the other's shoulders, dough dough, cut the salami, vegetables, ketchup, sprinkle cheese and ... melt the tray in the oven!)
- A series of rules / limits apply in the education of the child with ADHD
- Homework: "Since you share the child that bothers you, it's right to find out what you like about it!"

### **Session 4 "My daily journal of positive facts"**

**Objective:** to develop emotional, social and educational support skills

**Meeting held:**

- Discuss the positive aspects discovered in recent days in the child's behavior
- A positive history journal, from the personal experience of parents, through the technique of completing the phrases, is exemplified:

Date	Today went well because ...	I reacted...
<i>Example</i>	... he came home in time	... I was glad

- Power up game: I have a small box / And so / so/ And the smoke rises / And so / so / Polish my shoes / And so / so / And knock at the door of the house / That's right!
- A rewarding plan is created with points, establishing prize-giving and punishment conditions
- Homework: *Your own log of positive facts*

### **Evaluation of interventions**

- It is discussed whether the positive affairs journal influenced the relationship between parent and child
- A parent questionnaire is applied to determine the level of change
- Activity *Write on my back!* (on a sheet stuck on the back are written pleasant things about the person, walking through the hall, on musical background, the sheet is kept as a reminder)

The cases of children with hyperactivity and attention deficit are often encountered in didactic activity, which demands the teacher's intelligence and managerial skills. It must be "the one who initiates and realizes specific actions by which he controls and manages the behavioral

manifestations of the students, channeling them towards the observance of norms and rules meant to ensure the good performance of the didactic activity" (Dumitru, 2008, pp.276- 277; Eși, 2010, 41-50).

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