

Tips for Children with Hyperactivity

- Parents and teachers can help kids with hyperactivity and attention challenges stay organized and follow directions with tools such as:
 - Keeping a routine and a schedule. Keep the same routine every day, from wake-up time to bedtime. Include times for homework, outdoor play, and indoor activities. Keep the schedule on the wall or somewhere visible. Write changes on the schedule as far in advance as possible.
 - Organizing everyday items. Have a place for everything, and keep everything in its place. This includes clothing, backpacks, and toys.
 - Using homework and notebook organizers. Use notebooks for school material and supplies. Stress to your child the importance of writing down assignments and bringing home the necessary books.
 - Being clear and consistent. Children with ADHD need consistent rules they can understand and follow.
 - Giving praise or rewards when rules are followed. Children with ADHD often receive and expect criticism. Look for good behaviour, and praise it.

Tips for children with challenging behaviour

- Children learn best when they are calm and cool - it is easier to learn and try difficult tasks when children are calm and cool.
- Children can communicate using challenging behaviour to get access, attention, to avoid, or to get sensation - we need to understand the reason for the challenging behaviour to help stop it or make it happen less.
- Respond to skills and appropriate behaviour with praise and encouragement.
- Look and listen for signals before the challenging behaviour - Think about what happened right before the behaviour.
- Arrange your environment and give warnings before you change activities to help your child stay cool.
 - Set up the environment:
 - Give warning before changing activity – time left, clear instructions, timer
- Use picture schedules to help your child understand the routine and stay regulated - help warn your child that a change is coming, it lowers anxiety and stress. Activity or day schedules show your child multiple steps.

- **Table of Four Goals**

If the message sent with the behaviour is:	Our goal when we respond is to:
To Get Access to Something	Help the child use appropriate functional communication skills to ask (gesture, sign, picture, word) OR if you will not provide the item, be consistent and do not give the item when there is challenging behaviour

To Get Attention	Give no attention or response for challenging behaviour (ignore the behaviour) and reward appropriate behaviour and skills with praise and attention
To Stop or Avoid Something	Set clear expectations and help the child understand that challenging behaviour will not stop the activity
To Get Sensation	Provide socially appropriate access to fulfill the sensory need at the first signs of warm behaviour (start of “dysregulation”)

- Find out the reason for your child’s challenging behaviour and decide how to respond based on that reason (to get access, attention, to avoid, or to get sensation). Think about what happened before, during and after the behaviour to find out the reason for the behaviour
- **Deciding when to ignore- Is everyone safe?**

	NO	YES
Is this challenging behaviour unsafe/hurting my child or hurting another person?	You can probably safely ignore this behaviour.	Your child or someone else can be injured by the behaviour then it is not ok to ignore the behaviour. If you are answering yes to this question, please ask the facilitators to discuss strategies to reduce that behaviour.
Is my child sick, frightened, or hurt?	You can probably safely ignore this behaviour	You think your child is trying to get your attention to get help because they are sick, scared, or hurt then respond to the behaviour.

Tips on Growing your Child's Communication Skills

- Children communicate using words, behaviour without words, and challenging behaviour
- These are ways children communicate

WORDS	<ul style="list-style-type: none">• Clear words, unclear words or something that sounds similar to a word ("ca" for "cat")
ODD WORDS	<ul style="list-style-type: none">• Repetitive sounds, words, or phrases, echoed words, repetition of words and phrases heard from video or books
SOUNDS	<ul style="list-style-type: none">• Crying, yelling, whining, sounds that means "yes" or "no", etc.
BODY	<ul style="list-style-type: none">• Turning or moving towards something, taking someone's hand and putting it on an object (to get help), pulling someone by the hand, turning their head, nodding the head
HANDS	<ul style="list-style-type: none">• Pointing to something, showing, giving an object to someone, reaching for something, grabbing something, pushing something away
EYES	<ul style="list-style-type: none">• Looking at someone; looking quickly at something and then at someone, staring at something
FACE	<ul style="list-style-type: none">• Facial expressions, smiling, moving the eyebrows, etc.
CHALLENGING BEHAVIOUR	<ul style="list-style-type: none">• Screaming, falling to the floor, biting, scratching, hitting other people or themselves

- Look and listen to notice when children are communicating – communicating to share or communicating to request
 - Ask for something
 - Get your help
 - Get comfort from you or attention
 - Get a break or stop an activity
- **Use words and gestures that match your child's language level**

If your child is

- Quiet, uses sounds, or unclear words: you can use 1 word

If your child is talking using

- 1 word at a time: you can use 1-2 words
- 2 word combinations: you can use 2-3 words
- 3-4 word phrases: you can use short phrases
- Sentences: you can use sentences

- Wait to give your child room to communicate
- Respond with words and gestures to all of your child's communication, even when it's unclear
 - Pointing to the object
 - Holding up and showing the object
 - Giving the object
- Use Everyday Activities to Create Opportunities for Communication
 - Show and Say - Demonstrate Words and Gestures your Child can use to Communicate
- Repeat and expand your child's language - When you notice your child communicating, say the same words as your child and add one new word
- Create opportunities for your child to request or to share
 - Keep objects out of reach, but in sight so your child can point or reach for them
 - Offer your child a choice by holding two items, in sight but out of reach. Ask "Do you want BOOK or BALL?"
 - Give small pieces of something, one at a time and keep the rest out of reach. Wait to see if your child will ask for more
- Use picture cards to communicate