

Eliminating the ADD Crisis © Joyce Herzog

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WHAT IS IT? CURRENT THINKING

HYPERACTIVITY (fidgeting, excessive running and climbing, leaving one's classroom seat)

IMPULSIVITY (blurting out answers in class, interrupting others, having problems waiting turns)

INATTENTIVE (forgetful, disorganized, loses things, careless mistakes)

May be accompanied by: learning disability, conduct "disorders" - destructive and/or antisocial behaviors, Tourette's syndrome, mood disorders

May disappear with puberty

HISTORY OF ADD/ADHD

HOW DO I UNDERSTAND IT?

NEW Learning "Disease"

Philosophy BASE:

At the heart of the A.D.D. problem is the focus on *disease and disability*. This fails to look at their strengths, their heart, their abilities, their personhood. It puts them into a box from which they may never escape. And, in fact, *grieving* over the "DIAGNOSIS" is recommended!

It's not that these children DON'T HAVE these problems -

it is that **that does NOT DEFINE who they are!**

SOCIETIES DIFFER IN WHAT THEY REQUIRE OF CHILDREN

WHAT ABOUT MEDICATION?

THE REAL QUESTION: Control or EMPOWER?

Too often we are trying to CONTROL the child and his BEHAVIOR.

WE NEED TO EMPOWER him to TAKE CONTROL of himself!

MOST THINGS THAT WORK FOR A.D.D. children work with ANY CHILD!

Most things that work with LD children WORK WITH ANY child!

HOW DO I RESPOND TO IT?

Accept _____.

Realize he isn't _____ and doesn't NEED TO BE _____.

Require that he _____ AND live up to _____.

HOW DO I RESPOND TO MY CHILD?

WHAT CAN I DO TO HELP?

Change your mind set!

He is not a _____

He is a child.

He does not need to be _____.

He needs to be guided, trained, loved and prayed for.

He may have the "problem" all his life.

Teach him to live with it.

Do not focus on his _____.

Begin to look for and encourage his strengths and passions.

Look at physical solutions:

Look at personal solutions:

Look at environmental solutions:

Look at learning solutions:

Look at spiritual solutions:

Look for home solutions