



The Hyperactive Child In The Classroom

Sam Goldstein, Robert B. Brooks



The Hyperactive Child In The Classroom:

The Hyperactive Child in the Classroom Frank P. Alabiso, James C. Hansen, 1977 Managing the Hyperactive Child in the Classroom Thomas N. Fairchild, 1975 The Hyperactive Child Book Patricia Kennedy, Leif G. Terdal, Lydia Fusetti, 1994-08-15 The mother of a hyperactive child a pediatrician and a child psychologist offer a practical up to date guide to treating educating and living with a child with attention deficit hyperactivity disorder Your Hyperactive Child Barbara Ingersoll, 2011-05-04 The authoritative handbook provides a wealth of urgently needed information to help parents of a hyperactive child understand and cope with their child s baffling behavior The Hyperactive Child Grant Martin, 1992 This updated and expanded edition of The Hyperactive Child which has sold more than 50 000 copies since it was first published in 1992 helps parents identify symptoms of ADHD as well as find effective treatments Copyright Libri GmbH All rights reserved The Hyperactive Child in the Classroom - a Handbook for Teachers Sharon Goulding, 1988 **The Hyperactive Child and the Family** John F. Taylor, 1983 *The Kids Behind the Label* Trudy Knowles, 2006 You ve had them in your class Their behavior has troubled you Their lack of academic focus has frustrated you And the problem of what to do about them has stretched your every professional nerve to its breaking point So imagine what school is like for them In *The Kids Behind the Label* students with Attention Deficit Hyperactivity Disorder ADHD tell you what they experience coming to class each day Trudy Knowles interviewed fourteen ADHD students from elementary school to college asking them to reflect on their classroom experiences Their descriptions of thinking seeing hearing and learning will forever change how you approach ADHD students allowing you to contrast their frustrating in school behavior with the frustration they feel trying to complete their work and make sense of their world Knowles meanwhile places the interviews in a sensitive yet pragmatic context defining the disorder helping you recognize specific symptoms and offering advice on improving the educational lives of ADHD kids by examining your practices from their point of view In America as many as 25 million people are diagnosed with ADHD chances are you re teaching at least one of them If so don t lose patience Pick up *The Kids Behind the Label* and read the thoughts of the students often branded as problem children You ll soon discover that they want a meaningful educational experience and that by listening to them you can provide it **Teaching Young Children With ADHD** Richard A. Lougy, Silvia L. DeRuvo, David K. Rosenthal, 2007-04-05 Well written easy to read and comprehensive in scope The advice strategies and vignettes all are excellent Sandra F Rief Author of *How to Reach Teach Children With ADD ADHD* and *The ADHD Book of Lists* This is the most complete and definitive book on the topic A must read for every educator and administrator Carol S Reynolds Principal Frostproof Elementary School FL Know the facts about ADHD to improve children s academic and behavioral outcomes This indispensable resource provides general education teachers with a solid understanding of ADHD detailed descriptions of how it manifests in preschool and the primary grades and research based approaches for designing and adapting instruction to meet the needs of all young children Together the authors offer

decades of experience from the fields of school psychology special education and medicine Their combined knowledge clarifies and informs the what why and how of inclusive strategies that work particularly for children with attention disorders In reading this book you will discover Practical interventions to develop children s social skills and manage classroom behavior Suggestions for helping children with ADHD master the challenging task of writing Guidelines for recognizing appropriate and inappropriate responses to medication Recommendations for partnering with parents and families In depth profiles of children with ADHD and more By being aware of the impact that ADHD has on children s social emotional and educational development educators can work toward building trust with both students and parents and develop a positive lasting influence on the lives of the children they teach *Identifying Hyperactive Children* Peter Conrad, 2017-09-29 This is a new and expanded edition of a classic case study in the medicalization of ADHD originally published in 1976 The book centres on an empirical study of the process of identifying hyperactive children providing a perceptive and accessible introduction to the concepts and issues involved In this revised edition Peter Conrad sets the original study in context demonstrating the continuing relevance of his research He highlights the issues at stake outlining recent changes in our understanding of ADHD and reviewing recent sociological research Peter Conrad is Harry Coplan Professor of Social Sciences at Brandeis University USA He has written extensively in the area of medical sociology publishing nine books and over eighty articles and chapters **The Hyperactive Child** Dennis P. Cantwell, 1975 *Is Your Child Hyperactive? Inattentive? Impulsive? Distractable?* Stephen W. Garber, Ph.D., Marianne Daniels Garber, Robyn Freedman Spizman, 2010-04-14 Evan five years old hardly stands much less sits still for more than a few moments Jessie is eight she s adorable she never finishes anything on time she s a dreamer Cal is fifteen he is so impulsive that his parents worry he ll try drugs on a whim What do these kids have in common Do they remind you of your own children The most talked about childhood syndrome of the eighties and nineties is ADHD attention deficit hyperactivity disorder This developmental disorder disrupts a child s life and often results in low self esteem poor grades and even social and emotional problems These problems usually are not outgrown without help But does your child have ADHD ADHD is characterized by the following groups of behaviors Inattention making careless mistakes difficulty sustaining attention problems with listening failure to finish schoolwork or chores difficulties organizing trouble sustaining mental efforts losing things being easily distracted forgetfulness Hyperactivity Impulsivity fidgeting squirming trouble staying seated inappropriate running climbing difficulty playing quietly being on the go driven talking excessively blurting out answers difficulty awaiting turn often interrupting All children display many of these behaviors at some point But according to the Diagnostic and Statistical Manual of the American Psychiatric Association Fourth Edition for a child to be diagnosed with ADHD six or more of these symptoms of inattention and or hyperactivity impulsivity must have persisted for at least six months *Is Your Child Hyperactive Inattentive Impulsive Distractable* offers an invaluable step by step program already used by thousands of parents to help you change

these behaviors at home Don't just watch it happen help your child help himself

The Young Hyperactive Child Mary Frank, Jan Loney, 1987-06-24 Leading clinicians and researchers answer crucial questions about the diagnosis prognosis and treatment of the school aged hyperactive child in this comprehensive and informative volume Research findings and clinical insights are illustrated with case examples giving practical and scientifically sound information to clinical and education professionals such as teachers school psychologists pediatricians general and family practitioners child psychiatrists and psychologists as well as to parents

Intervention with Hyperactive Children Marvin J. Fine, 2012-12-06 Hyperactivity has historically been a major concern of parents and teachers Over the years the term has come to mean many things to different persons For some the term is synonymous with brain damage and the prescribed course of treatment is medical For others the term is a catch all covering almost any behaviors that are found to be obtrusive or disruptive by the child's caretakers In recent years there has been a great outcry by some over the use and abuse of the term as a justification for controlling the child Others have expressed great concern over the excessive inappropriate or poorly monitored use of drug therapy with regard to hyperactivity The current interest in hyperactive children is reflected in several major books Cantwell 1975 Feingold 1975 Fine 1977 Ross and Ross 1976 Wender 1973 Safer and Allen 1976 Stewart and Olds 1973 The number of published papers and symposia over the last several years is also voluminous The main questions posed by practitioners revolve around intervention with the hyperactive child The growing literature on intervention has identified a variety of approaches with demonstrated utility including drug therapy behavior modification biofeedback sensory motor training cognitive training environmental manipulations and family therapy

Understanding and Managing Children's Classroom Behavior Sam Goldstein, Robert B. Brooks, 2008-06-02 This book sets the standard in delivering a comprehensive state of the art approach for understanding treating and preventing classroom behavior difficulties It should be on the bookshelves of all professionals who work in school settings I will certainly recommend this text to my colleagues and students George J DuPaul PhD Professor of School Psychology Associate Chair Education and Human Services Lehigh University A classic guide to creating a positive classroom environment Covering the most recent and relevant findings regarding behavior management in the classroom this new edition of *Understanding and Managing Children's Classroom Behavior* has been completely updated to reflect the current functional approach to assessing understanding and positively managing behavior in a classroom setting With its renewed focus on the concept of temperament and its impact on children's behavior and personality *Understanding and Managing Children's Classroom Behavior* emphasizes changing behavior rather than labeling it Numerous contributions from renowned experts on each topic explore How to identify strengths and assets and build on them Complete functional behavioral assessments The relationship between thinking learning and behavior in the classroom Practical strategies for teachers to improve students self regulation How to facilitate social skills Problem solving approaches to bullies and their victims Medications and their relationship to behavior The classic guide to helping psychologists

counselors and educators improve their ability to serve all students Understanding and Managing Children s Classroom Behavior Second Edition will help educators create citizens connected to each other to their teachers to their families and to their communities **The School Counselor's Guide to ADHD** Richard A. Lougy, Silvia L. DeRuvo, David Rosenthal, MD, 2009-06-10 Covers current information on causes symptoms and medications for ADHD as well as the school counselor s role in providing interventions collaborating with teachers and communicating with parents **ADD/ADHD Alternatives in the Classroom** Thomas Armstrong, 1999 What does it mean to a kid to be labeled attention deficit disorder ADD Or to have hyperactive added to the label ADHD What can teachers do to boost the success of students with attention and behavioral difficulties Are we relying too much on medication for these kids and not enough on new perspectives on learning child development the child s socioeconomic and cultural background biological and psychological research and the learner s emotional and social needs Armstrong urges educators and parents to look for the positive characteristics in learners who may carry the ADD ADHD label Are they bursting with energy Are they intensely creative Do they enjoy hands on learning Are they natural leaders Are they unusually introspective and reflective We need to look beyond a deficit approach and embrace a more holistic view of learners that includes teaching to their multiple intelligences learning styles and other brain friendly approaches For example here are some classroom activities for kids who can t sit still Learning spelling words by having kids jump up out of their seats on the vowels and sit down on the consonants Mastering the multiplication tables by forming a conga line moving around the classroom counting from 1 to 30 out loud and on every multiple of 3 shaking their hips and legs Showing patterns of molecular bonding in chemistry class through a swing your atom square dance

Classroom Activities for Helping Hyperactive Children James P. Connor, 1974 Many different activities which have proven successful in aiding the hyperactive child **Formation and Development for Catholic School Leaders: The principal as educational leader** Maria J. Ciriello, 1998-04 Addresses seven competencies in leadership and nine in curriculum and instruction Includes more than 150 sources in the bibliography **Handbook of Pediatric Psychology in School Settings** Ronald T. Brown, 2003-09-12 In recent years the escalating costs of health care have caused managed care programs to shift the delivery of pediatric psychological services away from specialized medical centers and into primary care and school settings One result has been a radical expansion of school psychology into issues of clinical intervention health promotion and the assessment of psychotropic medications School psychologists are now expected to either deliver or more likely to provide consultation regarding a wide variety of pediatric psychological services Because this is a recent phenomenon very few school based psychologists or allied health practitioners school counselors and social workers have received training in pediatric psychology The mission of this book is to provide them with a comprehensive and authoritative guide to their newly acquired responsibilities in such areas as psychotherapy psychopharmacology health promotion and prevention of disease This book is appropriate for anyone concerned with issues of pediatric psychology in school settings

school psychologists pediatric psychologists clinical child psychologists as well as pediatricians and child psychiatrists

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