

# Hyperactive

## Concern

Continual, excessive energy as characterized by constant movement, fidgeting, touching others, dropping things, incessant talking, blurting out, difficulty waiting, being easily distracted and limited attention span or ability to focus.

## Description

The ability to sustain intense activity can be a powerful asset in adulthood, in both work and sports. But in the classroom, it's often problematic.

The combination of constant motion and constant talking can make hyperactive students unpopular with other kids. It can distract other students from learning. Their tendency to blurt out answers and resistance to following directions, can grate on teachers' nerves as well.

Hyperactive behavior may - or may not - be associated with ADHD (Attention Deficit Hyperactive Disorder). Hyperactivity can also be a sign of giftedness. Gifted children often finish work in less than half the time allowed, then have to wait, bored, while others catch up. Errors related to a lack of attention, rather than lack of mastery, and reduction in hyperactivity when the student is academically challenged may be signs of giftedness.

There is a big overlap between kids who are considered hyperactive and those who are feeler-doers in how they learn best. Feeler-doers are quickly bored with reading and lectures. Thus identifying learning styles early is especially important.

A strong exercise program is a big help for hyperactive kids, so it's a good idea to include the "exercise" tutorials in your scope and sequence.

## Goals of intervention - students will:

- Identify their preferred learning style
- Identify preferred exercise type
- Develop impulse control
- Know how to slow or stop reactions
- Predict consequences
- Develop social skills, especially making space for others
- Understand the role of ADHD on their behavior

## **A suggested scope and sequence - Teens**

Learning style	Hands and feet	Blurting out
Making space	Controlling impulses	ADHD
Conversations	Reactions - stopping	Bored
Exercise type	Reactions - controlling	Distracted
Exercise	Predicting consequences	Mindfulness
Goals	Attention	

## **A suggested scope and sequence - Kids**

Learning style	Goals	Attention
Conversations	Hands and feet	Blurting out
Exercise	Impulse control	ADHD
Distracted/ Attention problems	Reactions - controlling	Conversations
	Predicting consequences	Calming down