

“WHAT WOULD JESUS DO WITH LITTLE JOHNNY”

Working with the unconventional Learner

INTRO:

Song and prayer

Introduce myself

Role Plays

These kids are a gift from God

God doesn't make mistakes

Take time to notice the child and how he/she learns

A. Remember their feelings

- need love, acceptance, understanding, sincere praise
- do not react to everything the child does
- usually suffer from low self esteem, self worth...do not humiliate, ridicule, criticize lack of attention
- need sense of security, belonging, boundaries, limits
- need to know God loves them, made them, has a plan for them... great value and potential

B. Discover their learning style and strengths

- Auditory
- Visual
- Kinesthetic-motor...tactile
- Questionnaire to discover
- Observe the child...success when, very few problems when, child engaged actively when
- Listen to what child chooses...what child picks if given choices, does for fun, talks about most
- Experiment...try different things
- Focus on one...see what happens
- Capitalize on their strengths and abilities
- Challenge them to do their best!

II. Strategies for helping child , making club calmer

A. Educate yourself

- Understand nature/causes of child's behavior if due to ADD/ADHD, learning disabilities
- Guard your attitude...unconditional love
- Set and expect realistic goals/behavior
- See resource list

B. Step back and evaluate club environment

- Look at club set up
- Any problems? Times? Places? Areas? Leaders?
- Make steps to change, improve, accommodate
- Be proactive...anticipate problems and head them off, control what you can, drop the rest
- Be prepared...night planned, routine followed, consistency displayed

C. Teach Positive Direction

- Show ways to meet expectations
- Place requests in form of “Do” statements

- Make sure child knows what is wanted/expected
- Use simple, short commands...clear, understood
- Repeat requests and directions...have their attention first, be close to them
- Say "Focus attention" not "Pay attention"
- Limits are explained, understood...enforce them consistently, depending on you
- Do what you say...say what you mean and mean what you say...follow thru
- Reaction not dependent on mood, emotion, strength, energy...just expected
- Use verbal and nonverbal cues and signals...secret cue
- Discipline is positive, teaching what to do

D. Affirm Often (4 to 1 ratio)

- Need more compliments to off set negative comments
- Pay attention to behavior/attitude you want repeated
- Ignore behavior/attitude you want removed
- CATCH them being good...look for it and reward it immediately
- Come from long line of failures and painful experiences...let's build some positive, good memories
- Champion his cause, work with child's unique style rather than fight it
- Encourage his best effort! Do his Best! Not be the best.
- Offer lots of praise, give rewards generously and frequently
- Social rewards control behaviors better...verbal, physical, interactive instead of things
- Self esteem is critical to personal achievement, accomplishment, value
- See as bank account...make lots of deposits

E. Structure, structure, structure

- Need more directions, structure, firmness, consistency, reinforcement
- Specific, consistent, predictable routines, schedules, leaders
- Need external help to control...inner self control lacking
- Rules need to be clear, concise, reasonable ,fair, appropriate, necessary
- Need immediate consequence/feedback...negative or positive, to squelch or reinforce
- Pinpoint problem areas...overload or over stimulated (trouble)
- Be fair...match expectations to abilities of child
- Help them organize...place for things and everything in its place

III. Strategies to use their learning strengths and styles

Keep in mind characteristics of inattention, distractibility, hyperactivity, impulsive, difficulty with rewards, lack of social skills!

A. Handbook Time

- Avoid distracting stimuli
- Small group

- Use learning style, strengths
- Tape recorder, squeeze ball, white board, mnemonics, memory joggers, etc. See complete list
- Controlled movement...2 seat method, blackboard to work, run errand, bean bag chair, rocking chair
- Monitor, give reminders, rules posted and enforced
- Pace work...place stickers in book at $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, etc., token/share system
- Peer partners...assign one and allow to be one as reward

B. Council Time

- Environmental conditions...light, sound, temperature
- Avoid distracting stimuli
- Be willing to change, modify
- Teach using different approaches to keep interest...all learning styles
- Seat next to leader...use hands and eyes to guide, motivate, secret cue, turtle
- Verbal and nonverbal rewards...find out what motivates, use to your advantage
- Secret seat
- Be helper...hold song cards, hand out flyers, play instrument, etc.

C. Game Time

- Understands game...have attention when giving directions, stand close, watch first then play
- Tell what is going to be played then how
- Model how to play...tell and show
- Fine motor skills can be compromised...be sensitive to what games best suited for
- Develop *Good Sport Thermometer*
- Team cheer
- Clubber "T"...remind and reinforce appropriate behavior
- Stay close by...can get wound up, alternate quiet and active games
- Be watchful and diligent...trouble waiting, keep game moving, taking turns
- Time to model and teach social skills
- Have place for things...carton, box, etc.

D. Transition Times

- Pre-club...quiet, orderly, be there to help guide, direct
- Transition...warn ahead of time, keep close, watch, be alert, find what child likes, positive feedback
- Post-club...watch parking lot, quiet time to visit with child, model and keep child close

IV. Conclusion

Above all, remember God gave this clubber to you. Child is not a mistake, a challenge, a crisis, a curse but a vote of confidence from God! It is a blessing, a gift because God knows that he and you working together can do great things with the child so the child in turn can do great things for God.

Our goal...that every child will be reached for the kingdom of God.

Resources and References

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Extraordinary Kids

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Note: Many of the above books have extensive resource lists in the back
Information in **bold** are Christian resources.

