

# HOW TO MINISTER TO ACTIVE CHILDREN

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## The Active Child

1. Scripture reading: Matthew 18:10 (NKJV)  
"Take heed that you do not despise one of these little ones, for I say to you that in heaven their angels always see the face of My Father who is in heaven."
  
2. What is an active child?  
An active child is someone who demonstrates some or all of the following behavioral disorders: hyperactive, inattention, impulsive, emotional overarousal, disorganization, and some social problems.
  
3. How do we recognize active children? \_ **8 basic symptoms**
  1. **Hyperactive** - excessively restless and overactive.
  2. **Inattention** - easily distracted, difficulty beginning, sustaining, and completing activities.
  3. **Impulsive** - quick, spur of the moment actions without any thought process.
  4. **Emotional Overarousal** - feel whatever they feel very "intensely" and they broadcast it to everybody around them.
  5. **Disorganization** - very forgetful, sloppy, poor sense of time.
  6. **Delayed Gratification** - impatient, want what they want "right now", always nagging the teacher until they get their desired response.
  7. **Noncompliance** - they have trouble following "rules".
  8. **Social Problems** - high frustration tolerance, difficulty playing games with others.
  
4. What must we do to effectively teach active children?
  - a. **Clarity** - we need to make our instructions clear and simple. (Matthew 5:37)
  - b. **Consistency** - we need to keep our word to these active children. (Psalm 15:4b)
  - c. **Regularity** - we need to be diligent, persistent, and regular. (2 Timothy 1:5)
  - d. **Fairness** - your expectations need to match theirs. (Genesis 37:3)

### **Special Needs for the Active Child**

#### **Inattention**

- Seat student near good role model
- Seat student near teacher
- Allow extra time to complete assigned work
- Shorten assignments or work periods to coincide with span of attention; use timer
- Break long assignments into smaller parts so student can see end to work
- Give clear, concise instructions
- Pair written instructions with oral instructions

#### **Impulsiveness**

- Ignore minor, inappropriate behavior
- Supervise closely during transition times
- Acknowledge positive behavior of nearby student
- Set up behavior contract
- Call on only when hand is raised in appropriate manner
- Use "prudent" reprimands for misbehavior (i.e., avoid lecturing or criticism)
- Praise student when hand raised to answer question

#### **Motor Activity**

- Allow student to stand at times while working
- Give extra time to complete tasks

#### **Mood**

- Provide reassurance and encouragement
- Frequently compliment positive behavior and work product
- Review instructions when giving new assignments  
to make sure student comprehends directions
- Make time to talk alone with student

#### **Compliance**

- Praise compliant behavior
- Provide immediate feedback
- Use teacher attention to reinforce positive behavior
- Praise student frequently

#### **Socialization**

- Praise appropriate behavior
- Monitor social interactions
- Prompt appropriate social behavior either verbally or with private signal