



The Hyperactive Child

Thomas N. Fairchild



The Hyperactive Child:

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

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* Domeena C. Renshaw, 1974

Why Your Child Is Hyperactive Ben Feingold, 1985-02-12 Contains detailed information by the doctor who first reported that hyperactivity in children is often caused by artificial food coloring and food flavoring Includes the Feingold diet and how it should be applied

The Myth of the Hyperactive Child Peter Schrag, Diane Divoky, 1976

The Hyperactive Child, Adolescent, and Adult Paul H. Wender, 1987 Written by a leading child psychiatrist and researcher this book covers not just excessive activity but all the symptoms exhibited by ADD patients and demonstrates how the disorder can change with age Parents teachers psychologists and medical professionals will learn about the causes and characteristics of ADD how ADD differs from learning disability where to seek help the kind and reliability of diagnostic tests and the different approaches to treatment A special feature of the book is its coverage of the occurrence of ADD in adults an area of research previously open only to specialists

The Hyperactive Child Alyce J. Archuleta, Michael J. Archuleta, 1974

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 is adorable she never finishes anything on time she is a dreamer Cal is fifteen he is so impulsive that his parents worry he will 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 Hyperactive Child & the Learning Disabled Child Paul H. Wender, Esther H. Wender, 1978 **The Hyperactive Child in the Classroom** Frank P. Alabiso, James C. Hansen, 1977 **Help for the Hyperactive Child** William Grant Crook, 1991 Provides clear guidance in dealing with the three most important questions faced by hyperactive inattentive children their parents and the professionals who care for them 1 Should we look for nutritional and environmental causes 2 Where do we begin 3 How do we find solutions which are easy to stick with by Sidney MacDonald Baker M D Is Your Child Hyperactive? Inattentive? Impulsive? Distractable? Stephen W. Garber, Ph.D., Marianne Daniels Garber, Robyn Freedman Spizman, 1995-01-31 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 **Helping Hyperactive Kids ? A Sensory Integration Approach** Lynn J. Horowitz, Cecile Röst, 2013-03-15 Sensory integration has provided help to children with behavior learning and motor skills problems for over 40 years A treatment based on play it helps children absorb process and respond to information in an appropriate manner This book provides a complete overview and explanation of the therapy as well as practical sensory integration based techniques that can be used by teachers and parents to help the hyperactive child This non medical approach can be used in conjunction with or as a substitute for traditional drug treatments *Helping Your Hyperactive/ADD Child* John F. Taylor, 1997 Dr Taylor details the strengths and weaknesses of the various treatments for hyperactive attention deficit syndrome children including nutritional psychological and medical A special screening checklist helps determine if the child in question is truly hyperactive *The*

Attention-Deficit Child Grant Martin, 1998 Is Your Child Restless Impulsive Easily Upset Hyperactive It P It P It P It P These symptoms may indicate ADHD or Attention Deficit Hyperactivity Disorder An attention disorder can affect all areas of a child's life producing feelings of failure difficulty in learning inability to make and keep friends and stressful relationships with family members It BR This updated and expanded edition of *The Hyperactive Child* which has sold more than 50 000 copies since it was first published in 1992 will help you to It P It P font amp Find caring professionals who can offer effective treatment It font amp Evaluate the pros and cons of medication for ADHD It font amp Improve the way you deal with your child at home It font amp Devise appropriate educational strategies at school and home It font amp Discover sound spiritual guidance for the problem It BR Although there is no known cure for ADHD if you follow Dr Martin's practical spiritual and professional advice you can help your child achieve the full potential God intends *Managing the Hyperactive Child in the Classroom* Thomas N. Fairchild, 1975 *Helping the Hyperactive Child* Sharon Sobell, Ronald Lipman, 1978 **The Hyperactive Child and the Family** John F. Taylor, 1983 *The Identification of Characteristics of the Hyperactive Child Through Objective Evaluation* Joan Elaine Owen, 1976 For many years adults have been concerned about the hyperactive child who acts out in a boisterous manner who is perhaps too physically stimulated and who is often perceived as not meeting adult expectations It seems important to identify the characteristics of the hyperactive child in an objective and understandable manner so that parents teachers medical doctors and mental health practitioners can determine more adequate prescriptive treatment programs The purpose of this study was to adjudge whether children referred for psychoeducational evaluation by pediatricians as hyperactive exhibit behavioral characteristics which when evaluated by standardized tests are significantly different from those characteristics exhibited by normal children Any such behavioral differences could then allow for the development of a characteristic profile for the hyperactive child An attempt was made to discover whether children referred for hyperactivity would be significantly different from normal children when using the WISC R subtests to measure the following traits level of general information Information subtest logical and abstract verbal reasoning Similarities subtest concentration and number skills Arithmetic subtest the amount of verbal information that the child possesses Vocabulary subtest practical knowledge and social judgment Comprehension subtest immediate auditory recall and attention span Digit Span subtest ability to isolate essential from irrelevant details Picture Completion subtest adequate judgment in interpreting social situations Picture Arrangement subtest visual motor coordination Block Design subtest visual motor organization Object Assembly subtest and any unique or consistent pattern of characteristics based on all of the WISC R subtests with the exception of Object Assembly as compared to the WISC R Object Assembly subtest measuring attentional behavior Attempt was also made to discover whether children referred for hyperactivity would be significantly **Identification and Management of the Hyperactive Child** Barbara Chapman Palmer, 1976 It was the purpose of this paper to present and explore an overview of the hyperactive child how he can be identified and possible

means of managing his behavior to assure his development as a whole person and a contributor to society

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