

Additional Needs

	Diagnosis	Behaviour	Treatment
Giftedness	<ul style="list-style-type: none"> • good powers of reasoning • a good memory for places and names • a strong creative and imaginative drive • sharp powers of observation • being curious and always asking questions • more at home with adults than with children • an ability to grasp abstract ideas • independence • ability to solve problems or puzzles • having an extensive vocabulary • assimilating facts very quickly • long concentration span • ability to describe events, people, and situations accurately and vividly • eagerness to spend time studying or learning • a specific talent such as artistic ability • a high IQ 	<ul style="list-style-type: none"> • one of the first signs is early language acquisition, particularly speaking fluently before the age of two • gifted children find it hard to relate to their peers, become impatient with other children for being slow, may be condescending to other children • teachers and other adults usually treat gifted children as arrogant, precocious or cheeky because they are likely always to know the answers to questions and be able to point out inconsistencies and question the reason for doing something • gifted child does not mean to be attention-seeking but if denied to exploit their potential may sulk, throw tantrums, show a confusing mixture of intellectual prowess and immaturity • 	<ul style="list-style-type: none"> • about 2% of the population are truly gifted • giftedness cannot be cultivated • need lots of intellectual stimulation • don't treat child as 'little adult' • encourage specific talents • have child involved in many different activities • encourage child to ask questions • encourage socialization with peers • encourage appropriate social behaviour
Dyslexia	<ul style="list-style-type: none"> • is a learning disorder that affects reading, spelling, writing, numbers, musical notation • poor spelling • poor co-ordination • difficulty in remembering lists of words, numbers, or letters • difficulty in remembering the order of everyday things • problems telling left from right • jumbled phrases such as 'tebby dare' instead of 'teddy bear' • difficulty learning nursery rhymes • non-dyslexic children suffer from the same symptoms but grow out of them 	<ul style="list-style-type: none"> • may have problems distinguishing different sounds • may have problems with memory and balance eg difficult to balance on one leg • dyslexic children are likely to be sensitive, intuitive and impulsive • don't confuse dyslexia with low IQ, most dyslexic children have an average or above-average IQ • low self-confidence 	<ul style="list-style-type: none"> • say nursery rhymes together, or rhyming poems or limericks • teach songs or rhymes that involve sequences such as days of the week • play 'Simon Says' to learn how to follow instructions • introduce left and right • play clapping games where child claps once for each syllable of a word • think of as many words beginning with a particular letter • play 'I Spy' • trace words and letters • make letters and numbers out of play doh
Attention Deficit Disorder	<ul style="list-style-type: none"> • has trouble separating relevant from irrelevant information • dietary changes to child's diet usually have little or no effect (eg red cordial) • may become a low achiever • poor appetite and sleeping problems 	<ul style="list-style-type: none"> • impulsive, highly distractible, hyperactive • becomes frustrated easily and are susceptible to mood changes • has problematic relationships with adults • can be irresponsible, careless, disorganized, poor concentration, poor motivation 	<ul style="list-style-type: none"> • needs an orderly home life and a structured, well-disciplined routine • needs lots of praise and encouragement
Autism	<ul style="list-style-type: none"> • child is unable to relate to situations and people and may show obsessive resistance to change • is physiological in origin • baby may be uncommunicative in first year of life • repetitive behaviour • impaired imagination and communication 	<ul style="list-style-type: none"> • lack of interest in interacting with other people • behave inappropriately in social situations • repetitive behaviour : tapping, rocking, head banging, grunting, screaming, • asks the same questions and demands the same answers over and over again • some are able to store a memory or lists of information or conversations and retrieve this memory exactly 	<ul style="list-style-type: none"> • about one in six autistic children go to an ordinary school • use a system of rewards to replace dysfunctional behaviour with desirable • massage and relaxation exercises • plenty of hugs and cuddles • speech therapy or sign language
Epilepsy	<ul style="list-style-type: none"> • affects 1 in 200 births in Australia • the normal electrical impulses in the brain are disturbed causing periodic seizures • Grand Mal Seizure: loss of consciousness followed by stiffening of the body, rhythmic jerks of limbs, clenching of teeth, frothing at mouth, incontinence • Petit Mal Seizure: no convulsions, only a second or two of unconsciousness, eyes glazed 	<p>What to do during a Grand Mal Seizure:</p> <ul style="list-style-type: none"> • remove any furniture so that jerking limbs don't hit any solid objects • loosen clothing around neck or chest • don't try to hold teeth apart if they are clenched or put anything in the mouth • make a note of what happens during the seizure to tell the doctor 	<ul style="list-style-type: none"> • epilepsy is not life-threatening • epilepsy can be controlled but not cured • anti-convulsive drugs taken on a daily basis will reduce the frequency of grand mal seizures and eventually eradicate them • teachers need to be familiar with child's condition: talk to parents