

WELCOMING GIRLS WITH

Attention Deficit / Hyperactivity Disorder (AD/HD)

INTO YOUR TROOP

Attention Deficit/Hyperactivity Disorder (AD/HD) is a neurobehavioral disorder. AD/HD is usually diagnosed in childhood, and the condition can continue into the adult years. Many individuals with AD/HD are undiagnosed until adulthood. The common characteristics of AD/HD are impulsivity, inattention, and/or over-activity. There are three subtypes of this that can be diagnosed depending on primary symptoms presenting.

Some suggestions and strategies for preparing for and including girls with AD/HD in your troop:

1. Provide clear expectations and structure of the troop meetings (this can be done using a picture chart or written schedule, as well as utilizing a communal “troop rules” agreement that’s visible to all).
2. For large projects or activities with long time commitments, break down the tasks/times into smaller parts.
3. Give verbal reminders during the troop meetings or activities of the structure or schedule of things as needed to keep on-task.
4. If needed and as possible, an outline of each meeting or activity beforehand if it will involve a long time commitment or attention range so expectations are set.
5. When possible, start each meeting/activity with a brief summary of the events to come and conclude each meeting/activity with a summary of what the key points were during the time.
6. Vary the schedule or routine as applicable to keep attention but make sure to discuss the changes beforehand.
7. Try to keep meetings or activities open to many physical outlets or options (ex. eating snack during story time or working on a craft while learning about something in the community).
8. Be sensitive to the attention span and physical positioning limits-do not expect the girls to hold the same position (ex. sitting in a circle) for too long while focusing on any one activity.
9. Fidgets (something to hold in her hands and fidget with) can be provided while needing to remain relatively still and listening for a longer period of time during an activity; the whole troop can each have their own so no one girl feels singled out.
10. Unless the girl and her parent/guardian prefer confidentiality within the troop, have the girl share about her differing abilities and special needs with the troop safely and allow the other girls to ask questions in a sensitive and caring manner to better understanding and allow everyone to work together as a troop to help everyone’s needs be met.
11. Always consult with the parent/guardian beforehand to be sure you’re providing for the girl’s needs to the best of your ability-they will know the best methods and strategies to help their child.

For more help and information please visit the American Academy of Child & Adolescent Psychiatry <http://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/ADHD_Resource_Center/Home.aspx> and Special Education Guide <<http://www.specialeducationguide.com/disability-profiles>>

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If you have other questions or concerns you may contact the GSFA committee via email at gsfa@gscctx.org or GSCTX at customercare@gscctx.org or via phone at 1-800-733-0011.

This document is not intended to replace or supersede any doctor's instructions nor should it in any way be taken as medical advice or directions. This resource is a suggestion for GSCTX volunteers to use while welcoming girls to their troops with special needs and is for informational and educational purposes only. Please follow a parent/guardian's instructions in the medical care of their child and make sure you always have the appropriate medical and troop permission forms completed and available for Emergency Medical Services (EMS) personnel.