

Educational Management Strategies for Children with ADHD in Preschool Education

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Abstract: This paper aims to explore the education management strategies for children with ADHD in preschool education. Children with ADHD often face learning and social difficulties in the preschool stage and need specific support and management strategies. Through the literature review, this paper puts forward an education management strategy for children with ADHD from the perspective of family environment, school education and comprehensive intervention to promote their learning and development. This study aims to provide useful references for educators and parents to better meet the needs of children with ADHD.

Keywords: Preschool Education; Children with ADHD; Education Management Strategy; Family Environment; School Education; Comprehensive Intervention.

1. Introduction:

Attention Deficit Hyperactivity Disorder (ADHD) is a common neurological development disorder in children characterized by inattention, hyperactivity and impulsive behavior. In the preschool education stage, children with ADHD face challenges in learning, socialization and other aspects, and need targeted education management strategies to provide support. This paper aims to explore the educational management strategies of children with ADHD in preschool education, and propose effective methods from the perspective of family, school and comprehensive intervention, in order to provide useful reference for educational practice and research.

2. Family Environment Management for Children with ADHD

(1) Establishment of a family education atmosphere

In the family environment of children with ADHD, it is crucial to establish a positive and supportive educational atmosphere. Parents should fully understand the characteristics of children with ADHD and create a stable and warm family atmosphere for them through patient communication and care. This positive atmosphere can be strengthened by encouragement, praise and active participation to improve children's self-esteem and self-confidence.

The establishment of a family education atmosphere also requires parents to set clear rules and expectations to help children establish positive behavior habits. These rules should be concise and match the child's age and ability. Parents can make these rules with their children to make them feel involved and more motivated to abide by them. In addition, it is also important to establish a positive reward and punishment system. Children should clearly know that good behavior will be appreciated, and bad behavior will have corresponding consequences.

(2) Behavior management and daily routines

Children with ADHD often show impulsiveness and inattention, so behavior management in the family is crucial. Parents can use active behavior management skills, such as

setting goals, clear guidance and reward mechanisms, to help their children establish appropriate behavioral habits. For example, subdivide the task into small steps, guide the child to complete it step by step, and then give encouragement and rewards to enhance their enthusiasm and self-confidence.

In addition, establishing a stable daily routine is particularly important for children with ADHD. Regular work and rest time can help children establish predictability, reduce anxiety and uncertainty, and thus help stabilize emotions and behaviors. This includes fixed wake-up time, meal time, homework time and rest time. Parents can make a schedule and arrange their daily activities in an orderly manner, so that their children can gradually adapt to the regular life.

The family environment plays a vital role in the education management of children with ADHD. By establishing a positive educational atmosphere, setting clear rules and expectations, and adopting strategies such as behavior management and daily routines, parents can provide stability and support for children with ADHD to help them develop good behavior habits and self-control. These measures not only help to improve children's behavior and emotions in the family, but also lay a solid foundation for their future learning and social development.

3. Support Strategies in School Education

(1) Individualized teaching plan

As the main learning environment for children with ADHD, schools should develop individualized teaching plans to meet the unique needs of each child. The individualized teaching plan is designed based on the personal characteristics and learning style of children with ADHD and aims to provide more targeted educational support.

When formulating an individualized teaching plan, teachers can understand their children's interests, advantages and difficulties through communication with their children and their parents. Based on this information, teachers can adjust the teaching content and methods to make it more in line with the child's cognitive level and interests. For example, for children with ADHD, more visual and hands-on teaching methods can be used to improve their learning participation

and comprehension ability.

(2) Small class management

In schools, the adoption of small-class management can better meet the learning needs of children with ADHD. Small-class management can reduce noise and interference, provide better individual guidance, and help children with ADHD to better concentrate and participate in learning.

Teachers can pay more targeted attention to each child, find and solve problems in a small class environment. Teachers can make more flexible teaching plans and adjust them according to their children's learning progress. In addition, in a small class environment, the social interaction between children is also closer, which can provide more social opportunities to help children with ADHD improve their social skills and emotional management skills.

(3) Emotional support and encouragement

In schools, emotional support and encouragement are essential for the learning and development of children with ADHD. Teachers should establish a good teacher-school relationship with children with ADHD, and convey an attitude of understanding, acceptance and respect. Teachers can improve their self-confidence and learning motivation by encouraging and praising the efforts and progress of children with ADHD.

In addition, teachers can provide additional help and support for children with ADHD, such as setting up study groups for them, providing additional tutoring time, or providing training on learning and self-management skills. These additional support measures can help children with ADHD better overcome difficulties and achieve better learning results.

Support strategies in school education have an important impact on the learning and development of children with ADHD. By formulating individualized teaching plans, adopting small-class management, and providing emotional support and encouragement, schools can create a more conducive learning environment for children with ADHD. These support strategies can not only improve the academic performance of children with ADHD, but also contribute to their social and emotional development. School educators should fully understand the needs of children with ADHD and flexibly use different support strategies to provide the most suitable educational support for each child.

4. Implementation of Comprehensive Intervention Strategies

The education management of children with ADHD requires a comprehensive intervention strategy to provide comprehensive support from multiple levels such as cognition, behavior and emotion. The implementation of comprehensive intervention strategies can help children with ADHD overcome learning and social difficulties and promote their all-round development.

(1) Cognitive behavioral therapy

Cognitive behavioral therapy is an important intervention strategy designed to help children with ADHD recognize their behaviors and emotions and develop positive self-control. Through cognitive behavioral therapy, children with ADHD can learn to recognize their impulsive and inattentive behaviors and understand the impact of these behaviors on learning and socialization. Educators and parents can explore their behavior patterns with children with ADHD to help them understand the relationship between behavior and emotions.

In cognitive behavioral therapy, children with ADHD can be taught some problem-solving and conflict management skills to help them better cope with challenges in learning and socialization. For example, teach them how to set goals, make plans, and gradually achieve them. Through cognitive behavioral therapy, children with ADHD can gradually develop the ability of self-monitoring and self-regulation, so as to better adapt to the school and social environment.

(2) Home-school cooperation

Home-school cooperation is an important part of implementing a comprehensive intervention strategy. Close cooperation between educators and parents can provide better support for children with ADHD. Regular communication can help parents understand their children's performance in school, so as to better cooperate with the school's education plan.

In home-school cooperation, educators can share the progress and needs of children with ADHD with parents and provide targeted suggestions and strategies. Parents can share their children's performance and difficulties in the family environment so that educators can better understand their children's situation. Through joint efforts, families and schools can form a strong support network to provide more comprehensive educational support for children with ADHD.

(3) Emotional support and self-cognition cultivation

Comprehensive intervention strategies also include emotional support and self-cognition development. Children with ADHD often face problems such as low self-esteem and mood swings, and need additional emotional support. Educators and parents can help children with ADHD establish a positive self-image and improve their self-confidence and emotional management ability by encouraging, praising and listening.

At the same time, it is also important to cultivate the self-cognition ability of children with ADHD. They should learn to observe and analyze their behaviors and emotions, and understand their strengths and difficulties. Educators can guide children with ADHD to reflect on their learning and behaviors and help them develop self-monitoring and self-regulation skills. Through the cultivation of self-cognition, children with ADHD can better understand themselves, so as to deal with various challenges more effectively.

The implementation of comprehensive intervention strategies can help children with ADHD get full support at multiple levels such as cognition, behavior and emotion. Through strategies such as cognitive behavioral therapy, home-school cooperation and emotional support, it can help children with ADHD to develop self-control, improve learning effects, and promote their emotional development. Educators, parents and all sectors of society should work together to provide an environment conducive to their all-round development for children with ADHD.

5. Conclusion

The education management strategy for children with ADHD in preschool education is a complex and critical issue. Through the comprehensive application of family environment management, school education support and comprehensive intervention strategies, children with ADHD can overcome learning and social difficulties and achieve better development. In practice, educators and parents should combine the specific situation of children with ADHD and flexibly use various strategies to pave the way for their children's future.

References

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