

ADHD

Finding connections between gross and fine motor skills.
Experience transitions and promote concentration
through meaningfulness.



Enabling patients to experience and recognise the spatial principles
as well as experiencing the meaningfulness of the activity.
Create a context.

Forming concrete- representational-spatial shapes. E.g. creating a house or an animal.
Pay attention to the back space when kneading the clay.
Form Drawing: Practising centring in a circle (point and periphery).



Harmonising connection between the stressed nerve-sensory and
metabolic-limb systems. This creates a coloured soul space.
Focus concentration and convey steadfastness.

Centre the picture in the middle, paint a tree surrounded by light and adapt it according
to the seasons. Embed a waterfall in a landscape in blue-green colours.
Nurture the soul with carmine or magenta; turquoise and cobalt blue provides stability.
Geometric drawing brings calm to the emotional life.



Guiding from simple to complex exercises on the instruments.
Encourage listening.

For example, exercises with the voice (vocal therapy), string instruments and the brass
instruments, to experience point and periphery in a balanced way.



Speech exercises involving the bodily senses (touch, movement, balance).
From gross motor movement to active rest and listening. Guiding the activity
into meaningfulness and self-efficacy. Supporting the concentration span.

Alternating rising and falling rhythms.
Engaging limb activity through meaningful activities with the help of age-appropriate text content
or role play. Alliteration. Wrestling. Use of aids such as skipping rope, ball, sticks and trampoline.