

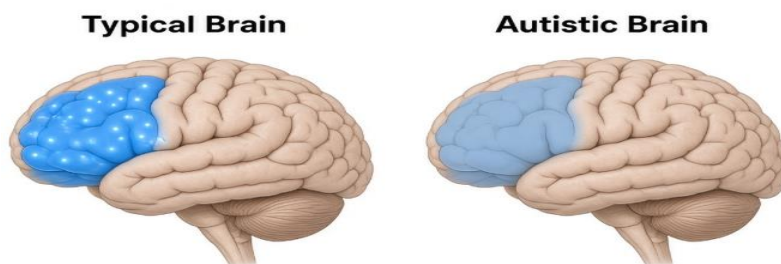
## REASONS OF HYPERACTIVITY IN AN AUTISTIC/ ADHD CHILD

Have you ever thought about what exactly happens with an autistic or ADHD child when they become hyper or uncontrollable?

There is only a biological reason that compels their body to move like that and it is inbuilt. That is why it is very, very important to understand the biology of our little needy children.

Let us talk about what happens inside the brain:

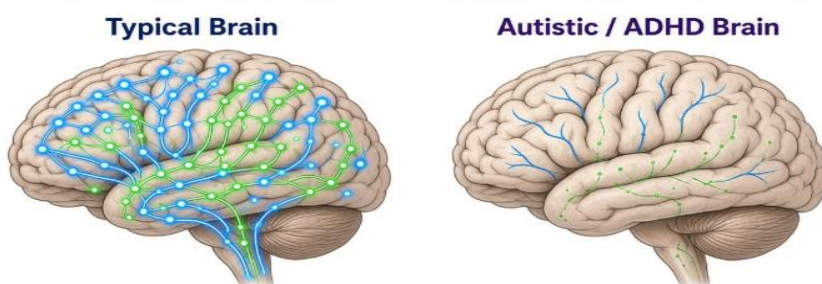
1. **Prefrontal Cortex** – This part is responsible for attention, impulse control and planning. In these children it is often underactive.



### **Solution for Point 1 (Prefrontal Cortex)**

Get a proper assessment done. After that plan occupational therapy and sports. Preferably swimming, gymnastics and skating. These activities channelize the energy level, increase focus, improve sitting tolerance and also develop hand-eye coordination.

2. **Key Neurotransmitters** – Dopamine and norepinephrine are lower or not used efficiently in certain brain areas.



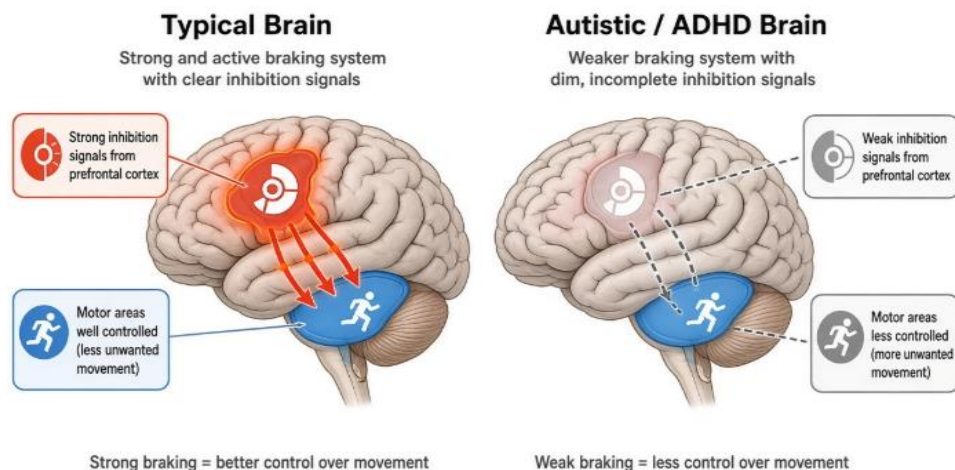
### **Solution for Point 2 (Dopamine & Norepinephrine)**

Medical and pharmacological evaluation is important. Consult a developmental paediatrician, child psychiatrist or paediatric neurologist.

Also focus on:

- Medications for co-occurring ADHD features (if required)
- Ruling out other co-existing conditions

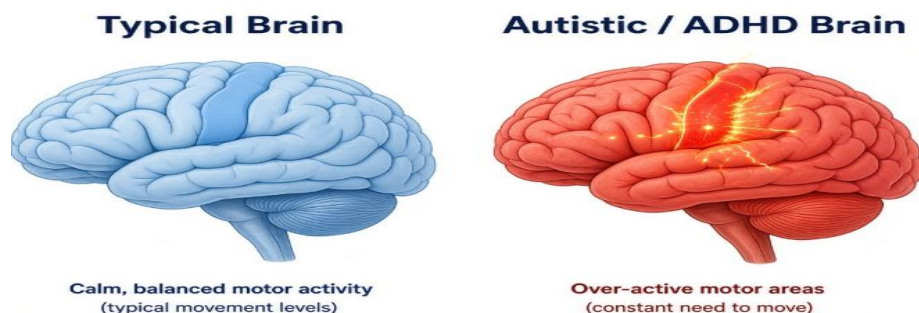
- Occupational Therapy & Sensory Integration
  - Executive Function Coaching / Special Education
  - Lifestyle and environmental supports
  - High-interest special-topic reinforcement
  - Physical movement and play
  - Structured routines with visual schedules
3. **Weaker Braking System** – The brain’s “braking system” is weaker, so the child cannot easily stop or control movement and impulses.



#### Solution for Point 3 (Weaker Braking System)

- Create environmental brakes (change the setup)
- Give clear communication and cues – tell them exactly what to do
- Use body and sensory regulation to calm the nervous system
- Rhythmic activities such as swinging, rocking or marching to a beat help train motor rhythm and inhibition control

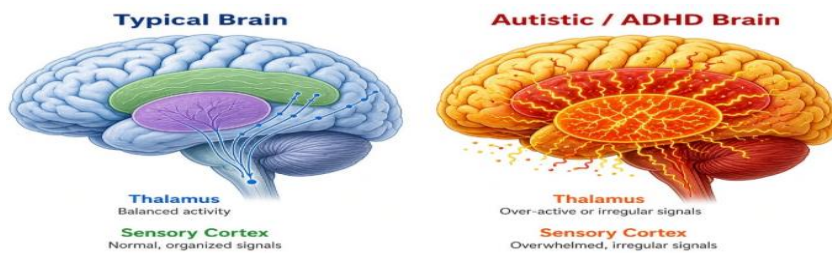
4. **Over-active Motor Areas** – Motor areas of the brain remain over-active. This creates a constant need to move.



#### Solution for Point 4 (Motor Over-Activity)

- Provide wiggle room (fidget devices)
- Give heavy work input
- Schedule movement snacking (short movement breaks)

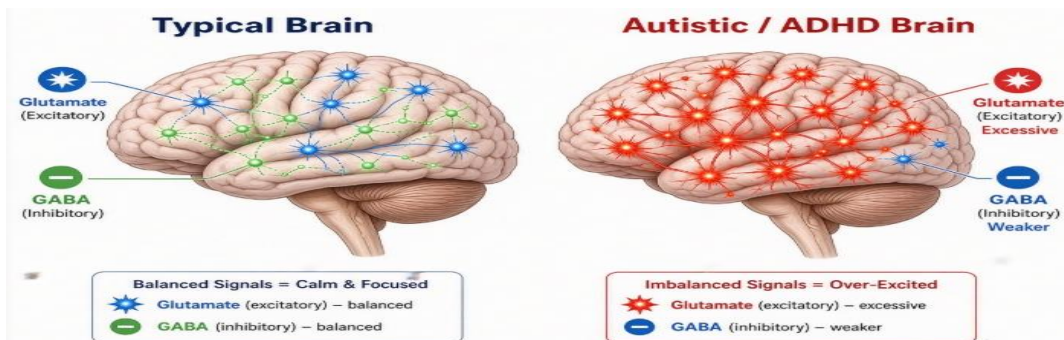
5. **Sensory Processing Differences** – There are differences in sensory processing areas of the brain, especially the thalamus and sensory cortex.



#### Solution for Point 5 (Sensory Processing Differences)

- Occupational Therapy and Sensory Integration
- Use sensory tools and create a supportive environment
- Controlled deep pressure
- Create predictable sensory spaces

6. **Glutamate–GABA Imbalance** – There is an imbalance between excitatory (glutamate) and inhibitory (GABA) signals. Because of this the brain can become over-excited.



#### Solution for Point 6 (Glutamate–GABA Imbalance)

- Daily deep pressure and rhythm activities
- Magnesium and protein-rich foods
- Low-sensory evening wind-down routine
- Physician-guided supplements (only after proper advice)

**Conclusion**

I would like to say to every parent – if these methods are strictly followed by you, you will definitely see visible results. Every small action, response and reaction of the child depends upon your consistent efforts.

Understanding the biology helps us respond with patience instead of frustration. When we work with the child's brain instead of against it, real change begins.

For More Information Stay Connected and Leave your message in our community area in our website <https://www.specialeducation24.com/forum> where parents can leave their question and I would be happy to help you.

Special Educator

Ms. Sarita Rai

9899878180