

Effect of creative dance on attention deficit hyperactivity disorder children's attention

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Abstract

In the primary one class, there was a child with klutzon's disease with attention deficit hyperactivity disorder. The mother told him that the student's vision test was completely blind. The mother hoped that Baobao could learn Braille. The researcher observed that when Baobao did not take it, the student's vision test was completely blind. Before taking drugs, his behavior is easy to get out of control. Even if he is sitting in a chair, Baobao's persistence is quite short. He will get up in less than 3 minutes and walk with a towel, and he likes to roll on the ground. This happens repeatedly. It seems that Baobao can't concentrate on listening for 3 minutes. His hyperactivity symptoms make the researcher confirm that Baobao has residual vision. Baobao is a very lively and cheerful blind student. His hyperactivity makes the researchers find that he has rich body language, oral expression, and imagination. How to transform his superior ability into. The learning style inspires researchers to use creative dance to guide children to stimulate their learning ability by case study. Whether Baobao can improve their concentration in class without taking altruism? The research process includes observation, interview, painting and video recording to analyze students' learning process. The research time is 45 minutes per week, time from grade one to grade three. This study found that creative dance can effectively improve the concentration of the case, and the concentration time has increased from 3 minutes to 10 minutes. The case likes to create different body movements and promote the social behavior of peers. The researchers also learn from the creative dance, waiting, oral guidance, many problems, and use the dance body to grow and thrive with the case.

Key Words: Creative dance, attention deficit hyperactivity disorder, concentration

1. Introduction

Every school year, the teachers in the kindergarten and primary schools will work together to make a musical feast of the students' hard work in the whole school year. In order to let the parents see the achievements of their children's learning, the teachers are not tired^[1-4]. Besides preparing for the main class, they also have to rack their brains to prepare for performance activities. Integrating into the course teaching, I hope that the children can perform well, which is not enough for the outside world, and burn themselves to illuminate others. However, the special education teachers who are full of all-round excrement and urine are also kicked to the iron plate. When the school education and learning are not enough, they seek the help of social Universities and go to the major leisure activities outside according to their personal interests. In the dance, researchers found self-confidence. This kind of joyful sense of achievement makes researchers eager to share

good things with students. Good things must be shared with their favorite students^[5-6]. Yu Shiyun, the headmaster of dance teaching concept, agrees with him. The music rhythm club, which is held twice a week, allows children to dance with the researchers. However, they are not born in a professional class. The researchers are not very talented. The way the researchers teach students is that the traditional teachers demonstrate the movements in front of them. Because the students are all visually impaired, the researchers will let them touch the body movements or take them with them. They do body movements, and then perform them again and again with their powerful music rhythm and action formula^[7]. Originally, I thought that researchers would continue to learn dance, and then they could give the dance to the students. Occasionally, on a rehearsal of students' music and dance rhythm, he met Mr. Zeng of University and said, "would you like to come to the dance Institute? It has opened up another interesting and rich new life of learning dance in the lives of researchers and students. Teacher Zeng led researchers and

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students to understand creative dance^[8]. This teaching method, which was once confusing and frightening to researchers, led teachers into a beautiful realm of dance, so that they could understand creative dance and grow up with students. This is the happiness of the researcher's life.

1.1 Research motivation

This year's first-year baby (not his real name) is a little cute who has been promoted from the kindergarten department. Because he has been hospitalized for a long time, the big class has just begun to receive preschool education. He is an amblyopia student, but he moves fast. He has a standard hyperactivity disorder. He has a rare congenital disease called "krusson's disease". His mother reminds the teacher, Bao Bao had just finished his brain surgery in the summer vacation. A large piece of meat was dug from the back of his neck and brain stem. We should pay attention to his physical condition^[9-10]. However, at the beginning of school, a lively child was happily shouting and jumping in the classroom. He couldn't see it at all. He walked in front of the ghost gate more than a month ago, and his mother had been worried about him His eyesight will degenerate. Although he is amblyopia, his mother also hopes that the researcher can teach the Chinese characters and order books at the same time in Mandarin class, but the colorful big country calligraphy books are really attractive to Baobao. Every time he is asked to sit on the chair and touch some words, he always frowns and closes his eyes, always trying to peek at what he is touching Braille, and then sit not three minutes on the butt grow, caterpillar like non-stop moving, and then with the speed of the rocket out of the chair to the corner of the classroom, staged a "roll it! However, the patience of the researcher is always like a bucket of water. When it is used up, altruism is a good partner of the researcher^[11-12]. The nurse will invite Baobao to take an ADHD medicine every 8:30 in the morning, so that he can maintain the learning quality of Chinese and mathematics. The time of efficacy is about four classes in the morning, and most of the afternoon's exercise is arranged Most of the researchers and teaching partners who are able to take activities and operate courses in the afternoon are always very hard-working and always have to be on guard to cope with the sudden situation of Baobao. Researchers have found that Baobao has good physical fitness, likes to somersault, strong desire for performance and good creativity. He can often put the building blocks of the classroom into various robots and toy cars.

When he attends art and humanities classes and does aesthetic work, he also has unique ideas^[13-14]. Often the finished products are better than those demonstrated by researchers The expression is good and can correctly convey what he wants to say. According to Baobao's superior ability, if the creative dance can be guided to increase Baobao's concentration in class, perhaps through the exertion of his limbs, his superior ability can be achieved, and his mother can be persuaded not to take precautions, let him learn some words first, and let him see the color by dancing The beauty of the world, this matter in the minds of researchers generated great interest, let researchers want to explore the truth. At the beginning, to challenge the creative dance class of five visually impaired students is a matter for researchers to look forward to as well as afraid of being hurt. Dancing is fun, but I'm afraid that I can't do well. However, experts and scholars say, "try to solve children's problems is not the researcher's teaching achievement". Let researchers do it freely and play with the body together!

1.2 Research purposes and problems

The purpose of this study was to explore the effect of creative dance on the concentration of ADHD students. Based on the research background in the previous section, there are three questions in this study. To explore the effect of creative dance on attention deficit hyperactivity disorder students? What is the effect of creative dance on the body movement of ADHD students? In what ways does creative dance help ADHD students? The purpose of this study is as follows: Objective to explore the effect of creative dance on attention of ADHD students. Objective to analyze the creative dance for attention deficit hyperactivity disorder students body movement performance. Creative dance is helpful to ADHD students in interpersonal interaction.

1.3 Research method

(1) Method and theory: this research method adopts case study, takes a student with ADHD as the research object, and observes the situation of the case in the art and humanities teaching situation of grade 1 to 3 for a long time. Because of the events in the art and humanities classroom teaching, the researcher also cooperates with the action research. The action research is a combination of theory and practice The researcher is the practitioner. The motivation of the research is the problems and difficulties encountered by the practitioners in the process of practical work. He hopes to find out the

effective strategies to solve the problems through the research findings^[15-16]. In the natural observation situation, there are five visually impaired students in class together, and the other four are all blind students. We hope that the course can help improve the individual's concentration and develop good interpersonal relationship. In this study, a visually impaired student was selected as the research object, and the implementation lasted from primary one to grade three, one class a week (45 minutes each class). At the beginning, let Baobao go to an open dance classroom every time she takes art and humanities classes. She hopes to train the concentration of children's concentration. When the children go to this classroom, they will

unconsciously step at a brisk pace, fall in love with the courses that need to experience dance elements regularly every week, and then experience them with creative dance elements Body parts of various movements, such as: the weight of the step, fast running and slow walking, games to experience the feeling of rolling According to Baobao's reaction in each class, reserve or add different games, props, music themes to extend Baobao's concentration time in class.

(2) Research object: the research object is a junior primary school student, whose pseudonym is Baobao. Baobao has klutzon's disease, vision problems, and hyperactivity disorder. The following table 1 shows the case files of the researchers:

Tab 1. Case files of this paper

| Pseudonym | Gender | Handbook of physical and mental disorders | Current learning situation |
|-----------|--------|---|---|
| Baby | Male | Category: degree of visual impairment: severe visual impairment: two eyes with excellent visual acuity less than 0.01 (excluding). 2. The average defect was greater than 0dB (not included) in the 30 degree program examination of superior eye automatic perimetry center. | Amblyopia - mainly to learn big words, with the teaching of touch reading. He took it at 8:30 a.m. to help him maintain his major subjects. |

(3) Research framework: This study is divided into two parts, one is the literature discussion part, the other is to record the changes of students in the course with the method of full participant observation, which will collect the images of curriculum activities, the feelings of students and the pictures in class.

(4) Research steps: Research question → research hypothesis → data collection → analysis unit → logical thinking and interpretation of data → Writing Research Report.

2. Literature discussion

2.1 Attention deficit hyperactivity disorder

Attention deficit hyperactivity disorder (ADHD, According to the diagnostic criteria of DSM-IV in the United States, there are six identical symptoms in the following symptoms: more than six months, onset before the age of seven, social, academic and work adjustment disorders in two or more occasions Other diagnoses, such as autism, schizophrenia, anxiety disorder, affective psychosis, and personality disorders, were excluded.

2.2 Concentration

When people's psychological activities are directed and focused on certain things outside, attention always occurs at the same time with vision, memory, hearing, smell, imagination, action and thinking. That is to say, the sensory integration of the brain must be smooth and make correct

judgment.

2.3 Attention classification

(1) Concentration: focus on what needs to be done. For example, Da Xiong and Yi Jing in Duola's dream have better concentration of attention than Da Xiong when they want to "do homework". Therefore, Yijing can sit down at his desk and start to write his homework carefully^[17].

(2) Persistence: the length of time a thing lasts. For example: when he wants to read seriously, the Da Xiong in Duola's dream is always three minutes hot. His homework time is never more than 10 minutes. He always sits in front of his desk and writes three math questions carefully. After math, he begins to be distracted and loses his enthusiasm for homework when he meets a problem he can't. he starts to grasp his head, look around and feel around. Finally, he simply doesn't write his homework and starts to take a nap with his head in his arms.

(3) Selectivity: among many messages, choose the important information processing. For example: a visually impaired student has a very sensitive hearing. He can sit in his classroom and hear the teacher in the next classroom correcting the students who have made mistakes, or the teacher next door. At this time, he should teach the students immediately. The teacher knows that your listening is very sensitive, but now is not the time to listen to the outside voice. Listen to your own class and the

teacher's narration Cheng will become smart, the next class can make use of the class after class, please share it with yourself.

(4) Transformability: focus shifts from one thing to the next. For example: autistic children in and out of class, subject classroom conversion needs the help of teachers. When he wants to switch from his favorite Mandarin class to the next natural class classroom, he needs to be informed by the teacher in advance and take him to practice in advance to help him successfully change the classroom and take different courses.

(5) Decentralization: one mind, two purposes, dealing with more than two things at the same time. For example, the operator can answer the phone at the same time and record the customer's needs on paper; similarly, the student can concentrate on the class and write down the key points in the textbook.

2.4 Creative dance

The researcher's impression of dance learning is that the teacher stands in front of the students to imitate the movements. When they meet a good teacher, they are willing to teach each other, and they can also learn the charm and facial expression of dance. The first time she encountered creative dance was a teacher Zeng from the dance department of Municipal University. She came to the researcher's classroom with a kind smile to see how the visually impaired students could take the body rhythm class. The researcher would follow the daily demonstration movements to touch the students and make up the pithy formula for the students. In class, she constantly reminded the children what to do and helped them to beat the time. The teacher looked at it for a while, and she told the researcher, "do you want to try it? Don't show the movements to the students. You can make up the pithy formula and beat the beat to make them associate with the movements. If you try, don't help them make up the pithy formula." This surprised the researcher. If you don't demonstrate the movements, how to teach them? Based on the researchers' past experience in learning dance, and they can't see it at all? What should researchers do? At this time, teacher Zeng began to dance with you. She said to the students and researchers with gentle words, "I Let's try to sit with your feet open and lift your hands up slowly to see how high you can lift. "For a moment, the researchers were puzzled. They didn't need to demonstrate movements. They could learn dance with words and imagination. After class, Mr. Zeng said with a smile that this is a method of teaching children dance, called creative dance. Creative dance is a "learner centered" course,

which emphasizes the learning process and emphasizes the growth and development of body, intelligence and mind ^[18]. Researchers can use games, props and storytelling in a way suitable for visually impaired children. The teacher is no longer a learning leader, but a good helper to provide students with learning assistance. Instead of directly demonstrating movements to children, they guide students to be masters of their own body exploration. In the creative dance learning step is to trigger the feeling first, the language of the action and personal feelings are linked together, so that the whole person can be fully involved and develop in an unrestrained and free away.

2.5 Teaching method

Many scholars have expressed their own views on the exploration of children dance teaching. Wang Shanshan's analysis of children's dance teaching emphasizes that we should fully explore the special role of dance education as a dance teacher in the process of changing from traditional education to quality education. In class, teachers should give participants some guidance, let children through self-thinking to create again. In the "teaching of children dance", Huoyi puts forward that children dance has the positive significance of strengthening discipline concept and cultivating students' sentiment. He thinks that teachers should stimulate children's interest in learning and use various teaching methods so as to make the majority of dance teachers better. In the "quality education in the teaching of children dance", Zeng Yi thought dance art was a good means to carry out quality education. The author thinks dance has a positive significance for the development of children's intelligence ability, ideological and moral, physical constitution and so on.

Wang Mingquan focuses on the teaching of teachers in the exploration of the problems and Countermeasures of current children's dance education, and analyzes the problems of dance teachers' lack of teaching experience, lack of theoretical knowledge and students' injury in teaching. In view of these phenomena, the author suggests that colleges and universities with dance majors should consider bringing children's dance education courses into the training program, Strive to train more excellent dance teachers for dance education. In the article "on the problems and development strategies of children's dance education", Luo Feng puts forward the situation of adult teaching in children's dance, which runs counter to the essence of dance education and is unfavorable to the long-term development of

students. Gao Fei's "analysis of the problems and Strategies of children's dance education" explores from the perspective of the actual needs of education and the characteristics of children's physical and mental development, puts forward the utilitarian and beneficial problems of children's dance education, and puts forward the corresponding improvement suggestions

3. Research process

3.1 The curriculum design and implementation of this study are as follows

(1) Curriculum design principles when creative dance meets students with attention deficit hyperactivity disorder, what interesting things will happen? The researchers hope to develop students' limbs through creative dance, combine their abundant energy and body language, and turn the meaningless running in the classroom, lying on the plank as a carpet and other inappropriate physical consumption behaviors into meaningful and rich body exploration activities.

The teaching principles of creative dance are as follows: oral guidance, music guidance, props guidance, game guidance and visual guidance. Because the case is a visually impaired student, there is less visual guidance in teaching. How to connect attention and creative dance teaching curriculum design makes researchers think about it for a long time and use attention. The five categories of force are combined with creative dance. The following five points are the key points of teaching:

- (1) Attention concentration: take Baobao to the open dance classroom, and use warm-up to tell stories to attract the attention of the case. It is also a kind of ceremony to start the dance. Let the case get used to the warm-up activities in the dance class, followed by good music, fun body games, and then relaxation activities. Finally, we all together Share the experience of the class, listen to the teacher or students praise who is the best in today's operation. Students can try to do and watch others' powerful movements. The fixed teaching mode can make Baobao gradually get used to the creative dance class.
- (2) Attention persistence: then use multiple music, props and games to attract his attention, and use the same teaching objectives to keep changing props and teaching activities to maintain Baobao's attention.
- (3) Selective attention: when the body is free to create, he can focus on the exploration of his own body without being influenced by other

students.

- (4) Attention switching: when the unarmed action is changed to the dragon ball to the rope and other props, each exchange can not be attached to the action or the small game just played, and the attention can be immediately transferred to the object designated by the researcher.
- (5) Distraction: when wandering in the classroom, keep a safe distance from other blind students to avoid injury.

4. Conclusions and suggestions

By studying whether the children's creative behavior can be transformed into creative behavior by observing whether the children's creative behavior can be improved by observing whether the dance's improper behavior can be transformed into creative behavior The body movement can be used to describe the joy, anger, sadness and happiness of ADHD children. When researchers plant a seed of dance in a child's body, they do not beg him to blossom immediately, but accompany him to grow up and lead him into the world of dance step by step^[19-20]. The conclusion is as follows:

4.1 Help to students

(1) Physical aspects:

because the general visually impaired can't see clearly or can't see, based on their instinct to protect themselves, the range of movements of their hands is mostly 360 degrees in front of the chest. However, due to the rich body movements of Baobao, people can't see that it is the action that a amblyopia and hyperactivity student will do. In the classroom space, he will control his limbs not to collide with the same Learn, and you can enjoy the creative action you want to do and play your own body language. The following Tab 2 are photos of the course activities:

(2) Increased concentration:

Grade 1 will ask one or two teaching assistants to help, let Baobao as far as possible range of activity do not bump into the students, allow him to walk freely in the dance classroom, pat the ball, ask him what music he wants to dance with, but when the researcher wants to speak, the assistant teacher will ask him to walk close to the small circle surrounded by the students and listen As soon as the researcher wants to say something interesting, his concentration gradually increases from one minute to three minutes. He will use good music to attract Baobao to explore the dance elements gravity and time.

Grade 2: 3-5 points: because of the neck and

brain stem surgery, we mainly roll on the side. We try to experience the narrowing of the space and the feeling of being wrapped in it with the roller that we are interested in and the yoga mat we have not used. We also experience the feeling of rolling with our classmates when we hold Baobao in class. When Baobao is in class, our concentration can be maintained for 4 minutes. As for the above, an assistant teacher and researcher will take five visually impaired students to Tianmu sports park to experience the physical movement combined with the environment. We will roll down the small grass slope together. The children have never experienced this activity, so they are very excited, and will discuss why they roll awkwardly? Ask how to roll fast.

Grade 3: 5-10 minutes: Baobao can concentrate on class for five minutes. At this time, researchers can no longer ask assistant teachers to help. The Dragon Ball experience has been very familiar. This semester, we began to challenge the elastic soft

rope. Baobao is very interested in this elastic rubber rope which can be stretched, folded in half and ejected. When he invented to tie the rubber rope to the handle, he pulled the rope back to the limit of the rope and let it make a loud noise. He laughed and said to the researcher, "this is using the rubber rope to set off firecrackers." his creativity was great.

The family has set off firecrackers for a long time in the classroom. It turns out that the children are really creative. Every time they warm up in class, they gradually replace the dragon ball with rubber ropes. Each time, different ropes are added, including elastic bandages, scout ropes, bandages, ribbons, ribbons and silk stockings, so that Baobao can experience winding, loosening, piercing, knotting, and moving from the big body. He can concentrate on sitting on the floor for more than 5 minutes. He tries hard to tie the boy's rope to the hula hoop and tie a bow. Dance teaching can train his concentration, and he can also teach life education. What a kill with one stone!

Tab 2. Performance of students in different grades

| Time | Activity pictures |
|--------------|-------------------|
| First grade | |
| Second grade | |
| Third grade | |

(3) Painting:

From drawing only one person, there is a classmate. The whole class includes the process of dancing together with the teachers. From the matchstick man, there are details, including the lines of hair, toes, ears and clothes. Starting from a single color, different colors are used. In the picture, the rich structure makes the researcher and mother understand that he can learn. The mother no longer insisted that Baobao should learn to touch some

words. These interesting pictures in class helped Baobao to get away from sitting quietly and touching the words with closed eyes, but he could not peek at it all the time. The progress was really moving in the researcher's mind. Although he did not draw as well as the children of the same age, he did not draw as well. In the eyes of researchers, baby is an excellent gifted student among visually impaired students! The drawing of baby part is shown in the Fig 1.

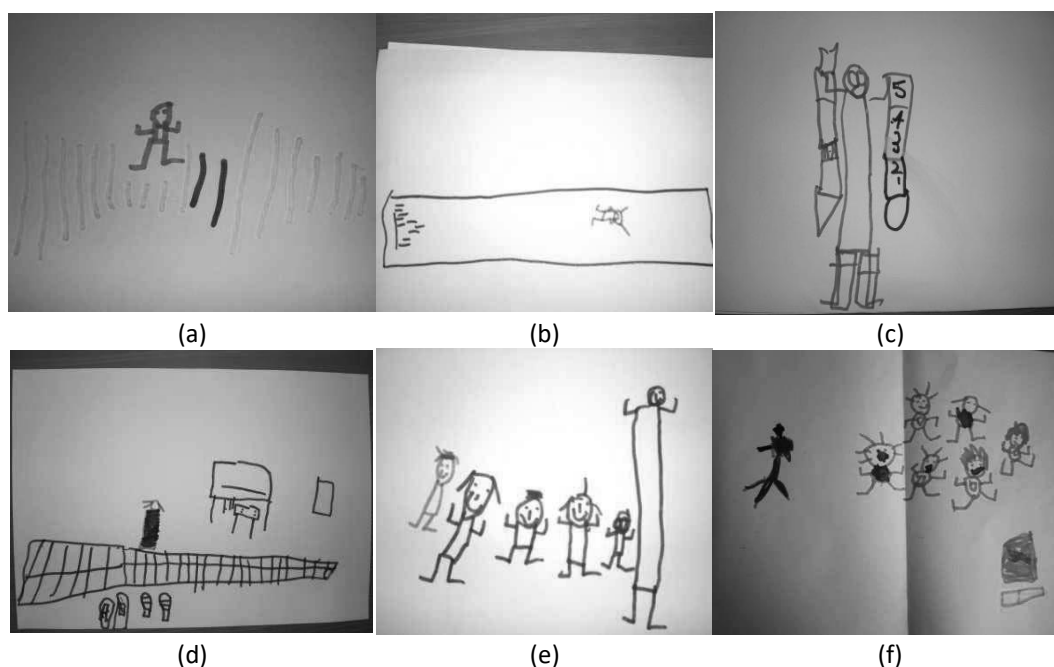


Fig 1. Some of the students' paintings

(4) Interpersonal aspect:

Because Baobao is amblyopia students, compared with his classmates, he thinks he is very powerful, and only plays with his favorite female students. The other students are not interesting at all and don't want to play with them. In the process of the researcher's class, by praising the body movements, he found that the students in the original class had their own advantages. They began to pay attention to the operation performance of others. As the action language became more and more rich, they would avoid their own actions and not bump into the students. They gradually developed their own advantages and abilities. He could be the locomotive and let the students take his shoulders and build a small fire. The car takes you to the dance classroom to help students find the ball rolled away. For example, when researchers play music, they can't take into account the blind students. Baobao is always a good helper of the researcher. He has a sense of responsibility and will help the blind students. He will take the initiative to help out the class props and say in a gentle voice, "I'll help you."

(5) Discover your child's strengths:

Baobao is very curious about the camera in class. In the activity, as long as the researcher doesn't pay attention to it, he runs to the front of the camera, looks east and West, and runs to the front of the camera. The activity will be interrupted all the time. At the beginning, the researcher is very troubled. His concentration is low enough. There is another

one at one end of the classroom. The machine that attracted his distraction was really a headache. At the beginning, he was forbidden to watch the camera, but the effect was not very good. The more forbidden he was, the more tense and unpleasant the teaching situation was. After discussing with experts and scholars, he decided to satisfy Baobao's curiosity. At the beginning, he was told that the camera was on video. He was asked to watch the film to find out whether he appeared in it? If he is not in the film, he must be running around, not in the scope of the camera. After that, let him know the camera shooting function, the location of the camera, and what range he should stand in when he is in class, so that the powerful dancing limbs in class will be recorded by the camera. He was so happy with the camera that he began to ask the teacher to set up the camera and try to appear in the camera. The time for disappearing into the camera was gradually reduced. Once in class, a teacher you was invited to help with photography. Baobao was very unhappy with the appearance of teacher you. He thought that teacher you had robbed him of his job as a photographer. Teacher you was not familiar with the position of the camera because he was not familiar with the shooting position when he first entered the teaching site. When taking a picture, he blocked in front of the camera. Baobao looked at the camera lens and directed teacher you angrily and said, "you block the camera!"

Therefore, Baobao's meditation activity before class is to help teachers set up electronic 3C

products. In the past, he was always flying all over the classroom. If he fell in love with photography, he would go to the dance classroom in advance and ask the researcher if he needed help to set up a video camera. He would restrain himself from appearing within the scope of the camera as much as possible. According to the observation of experts and collaborative partners, the researcher is very patient and can tolerate Baobao running around with the ball in the rhythm classroom. He can use the speed of music to guide him to slow down, and the intensity of music to guide his action. All the words are positive, and there is no negative sentence, such as: OK! You can try it; the researchers think the king's action is great, do you want to do it to see if there are any more different movements?

Liao suggested that researchers should not worry too much about the camera that distracts Baobao in class. Let Baobao have a try to understand what a camera is, and all the distracting resistance will become the help of concentration. After this problem is solved, the researcher thinks that the teacher should really wear a pair of beautiful glasses of the world, and all things should not be limited, and it is right to do it! Experts remind researchers to give children time to think, to learn to wait, not because of the pressure of class time, eager to tell the answer to the students, let them learn to think, listen to their psychological expression, slow down their teaching pace, in order to enjoy the learning angle, grow slowly with students like small seeds.

4.2 Reflection of Teachers

Create opportunities for children to practice. Running around, throwing things, rolling on the ground, a student who seems to have no rules, is actually exploring the world in a different way. Wise teachers can provide children with opportunities to make mistakes: keep a normal mind. Children may make mistakes because they are young and have limited ability. It is the beginning of learning. The problem itself is not a problem, but how teachers view the problem, guide students to seek solutions, learn new things with students' ability, turn mistakes into learning starting point, and guide students to solve problems with positive attitude.

Accompany and wait for students is very important, the tone of class is also an important part, because of the visual impairment Children have no way to recognize your facial expression. Many classic moments of dancing and body movements can't be seen. But visually impaired children are very sensitive in hearing. They will listen carefully to the tone and words of the teacher.

If the teacher has a wonderful eloquence like a storyteller, he or she can use many adjectives to vividly describe what happened. Speaking out, children's imagination will be very rich, so the teacher's vocabulary must be a lot of yuan, diversity, to carefully describe what is happening now, with language, mood instead of children's eyes to help them see the world. The researcher is very happy to be with the child for three years. The child is not related to the researcher. It should be a fate given by God. He always thinks that he has been suffering from illness since childhood. He has always been so brave to live. The researcher should also uphold the spirit of "one day as a teacher and a lifelong father" to give him the greatest tolerance and teach him as much as possible. What he should learn at this age. Researchers, babies and other visually impaired children learn knowledge and play with the body together. Dancing with children is also an experience of creating a beautiful life. If you don't know how long your life is, don't think about it too much, just dance happily!

4.3 Research Limitations

At present, from the perspective of China's art education policy and the implementation of policies in various schools, the popularization rate and opening rate of dance education have exceeded half of the total number of schools. However, many schools do not allow students to enjoy dance courses, and some students feel bored with dance courses. Researchers believe that this phenomenon is closely related to curriculum design and teaching methods.

Teachers' teaching form can not do without the school's advice and guidance, many schools blindly pursue various dance competition results, leading to dance classes become dance rehearsal classes. What teachers pursue is the quality of dance works, that is, neat movements and formation, uniform clothing and smile. And the evaluation method of students in dance class has become a single evaluation method such as participating in competitions or performances. Researchers believe that such dance courses do not reflect the diversity of dance education functions and the teaching effect of teaching with pleasure. To change teachers, the first thing to change is the school's understanding and understanding of dance curriculum. The guiding ideology of the school will directly guide the teaching design and teaching form of teachers. From the school that dance course belongs to all students, open the door of the course, relax the course evaluation method, let more students enjoy the fun of dance class learning.

4.4 Summary

Before the contact with creative dance, researchers care about order and children's politeness in class. They hope that they can follow the researcher's command step by step to achieve the teaching goal they want. If they can't reach the goal, the researcher will reduce the goal to a relatively simple and easy goal, hoping that students can succeed and have self-confidence. After understanding the creative dance, the researcher put down the teaching stick and learned how to explore the dance elements with the students. They found a lot of music, props, story plots and body games. They were happy in the process of preparing for teaching and teaching.

Some people ask Baobao has been hyperactivity disorder children, the general school class is 40 minutes, the researcher's course also has 45 minutes, how to have a class? In fact, the class time has passed, because we enjoy the dance experience very much. We enjoy each individual very much. We will praise the actions of our classmates one by one. We hope that we can also try new ideas that are different and interesting. So we can start a class from warming up to warm up Small games, body exploration, researchers praise everyone's body performance, try to make other people's actions, relax the body, summarize today's course, share your best actions and praise others' good performance. After a class, everyone is very interested. Every time the bell rings, everyone feels that the time of body rhythm will soon be over. The researchers found that there was something special about dancing with the visually impaired students. Because the children's eyes could not see clearly, the researchers had to replace their eyes, praise and describe the students' movements, and describe the students' fierce movements in words. Because the children's cognition of language understanding is different, but they hear the researchers praise. When children hear other people's body movements, they will want to try to do other people's wonderful actions. At this time, the researcher's same sentence (for example: I saw that Baobao is so powerful, his one foot is lifted up, and the other hand is stuck to the floor), with the children's imagination, they can stir up more body movement sparks, so they can experience the dance The game of elements is often repeated between classes. Creative dance is really the best way to stimulate the imagination, focus, physical development, increase the sense of achievement, perceive the performance of others, and develop good interpersonal relationships.

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