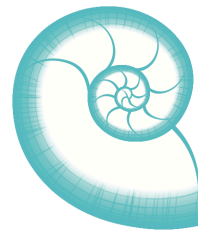


Helping Your Child Manage ADHD



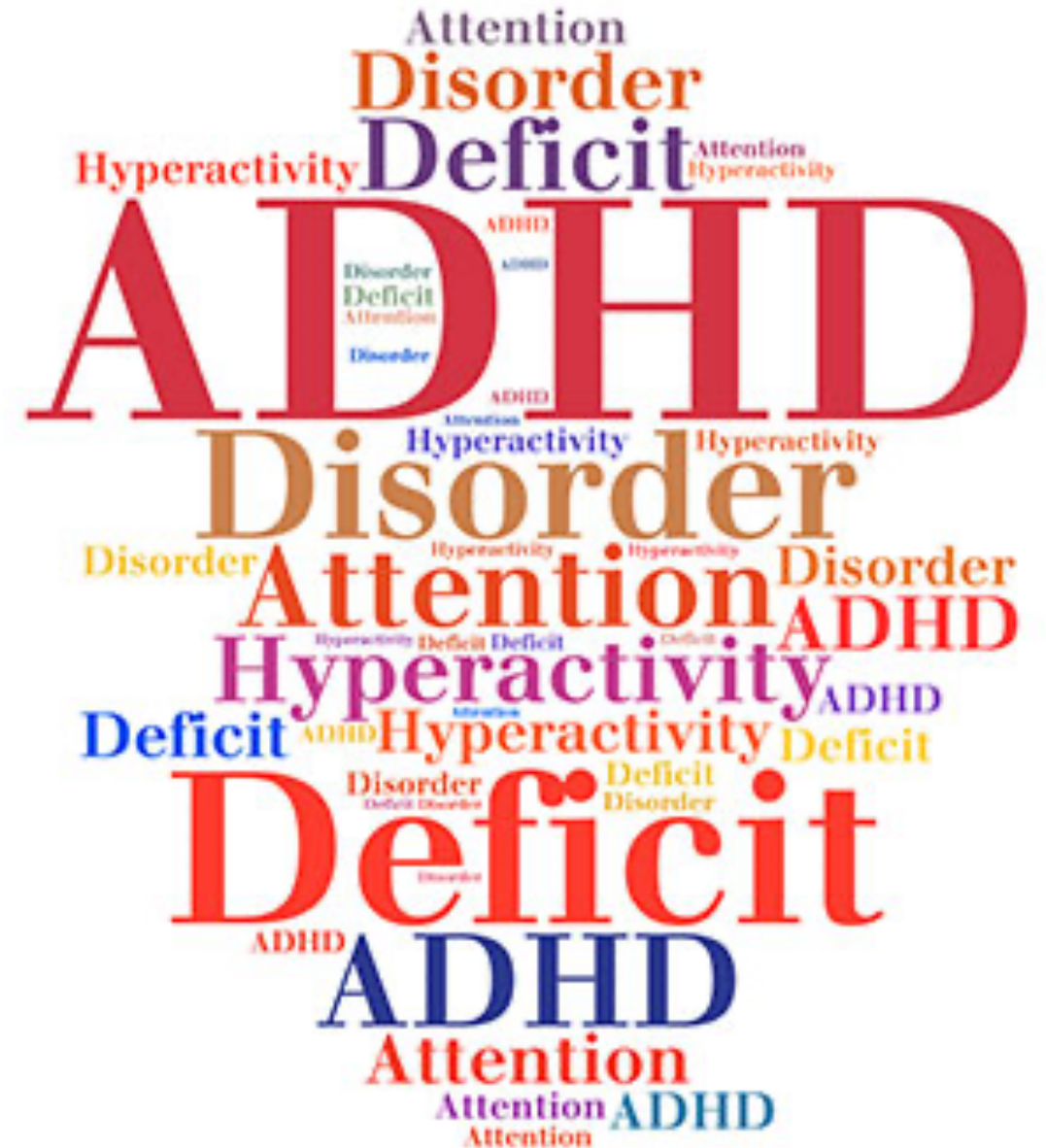
Lisa D. Bailey, Ph.D.



Nautilus
Behavioral Health

Overview

- Prevalence
- Defining ADHD
- Rule-Outs & Comorbidities
- Executive Functions & ADHD
- Dispelling Myths about ADHD
- Benefits of ADHD
- ADHD Symptoms in Real Life
- Intervention Strategies



Does *everybody* have ADHD?

- According to the 2016 National Survey of Children's Health (NSCH):
 - Approximately 6.1 million (9.4%) children *ever* diagnosed with ADHD
 - Approximately 5.4 million children (8.4%) have a *current diagnosis* of ADHD
 - 335,000 young children ages 2-5 (*or 2.1 percent in this age group*)
 - 2.2 million school-age children ages 6-11 (*or 8.9 percent in this age group*)
 - 2.9 million adolescents ages 12-17 (*or 11.9 percent in this age group*)
- Severity:
 - 41.8 percent had mild ADHD
 - 43.7 percent had moderate ADHD
 - 14.5 percent had severe ADHD

Does *everybody* have ADHD?



- Boys are twice as likely to be diagnosed with ADHD than girls
- Two out of three children had at least one co-occurring condition.
 - Behavior and conduct problems were the most common
 - Anxiety was the second most common

Who gets treatment?

- American Academy of Pediatrics recommends a combination of both medication and behavioral intervention as best practice for treatment of ADHD for those age 6 and up
- Behavioral intervention (parent training) is recommended for children under age 6
- Behavioral intervention (parent and teacher training) is needed at home, at school and possibly in other domains where children spend a lot of time and may struggle with their ADHD symptoms

Who gets treatment?

- From the 2016 National Survey of Children's Health (NSCH):
 - 62% of children with ADHD were taking medication
 - 47% received behavioral treatment
 - Altogether, 77% were receiving treatment. Of these children:
 - About 30% were treated with medication alone.
 - About 15% received behavioral treatment alone.
 - About 32% children received both medication and behavioral treatment
 - About 23% children with ADHD were receiving neither medication treatment nor behavioral treatment.

What is ADHD?

- DSM-5 Diagnostic Criteria:
 - Persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development in either one or both of the following areas:
 - **Inattention:** 6 or more (5 or more for age 17+) symptoms of inattention, lasting at least 6 months, symptoms are inconsistent with developmental level, symptoms negatively impact social and academic/occupational activities
 - **Hyperactivity/Impulsivity:** 6 or more (5 or more for age 17+) symptoms of hyperactivity/impulsivity, lasting at least 6 months, symptoms are inconsistent with developmental level, symptoms negatively impact social and academic/occupational activities



The 3 ADHD-Types

mostly
Hyperactive - Impulsive



ADHD - HI Aliens are what most people think of when they hear ADHD.

They're Hyperactive in talking or movement, impulsive and are always looking for new paths in life. Emotions can boil up fast as they are very passionate!

They might blurt out one or two inappropriate things in their fight against injustice.

(also ADHD-PH)

Combined



ADHD - C is probably the most "confusing" type, as they show Symptoms from both sides, not really belonging into one category.

Not being quite "Hyperactive" enough to fit the stereotype, this ambiguity might be why they have a hard time realizing they have ADHD.

mostly
Inattentive
(formerly "ADD")



ADHD - I can be the hardest to detect due to the lack of visible Hyperactivity.

In fact, they might appear to move unusually slow, as they try to deal with their hyperactive mind. This makes them amazing observers. They might not notice when being talked to, but will notice even the most trivial things.

(also ADHD-PI)

What is ADHD? - Inattention

- Poor attention to detail/makes careless mistakes
- Difficulty sustaining attention
- Seems not to listen when spoken to directly
- Difficulty with follow-through on tasks or activities
- Difficulty with planning and organization
- Prefers not to engage in tasks that require sustained mental effort
- Frequently loses things or is easily distracted (by external stimuli or by own thoughts)
- Forgetfulness for daily activities



What is ADHD?

Hyperactivity/Impulsivity

- Fidgetiness
- Difficulty remaining seated when expected to do so
- Runs around or climbs when it is inappropriate. (Adolescents may feel restless)
- Difficulty playing/relaxing quietly
- Excessive talking
- Uncomfortable being still (“on the go,” “driven by a motor”) or difficult to keep up with
- Blurts out answers
- Difficulty waiting for turn
- Interrupts or intrudes on others, takes over what others are doing



What is ADHD?

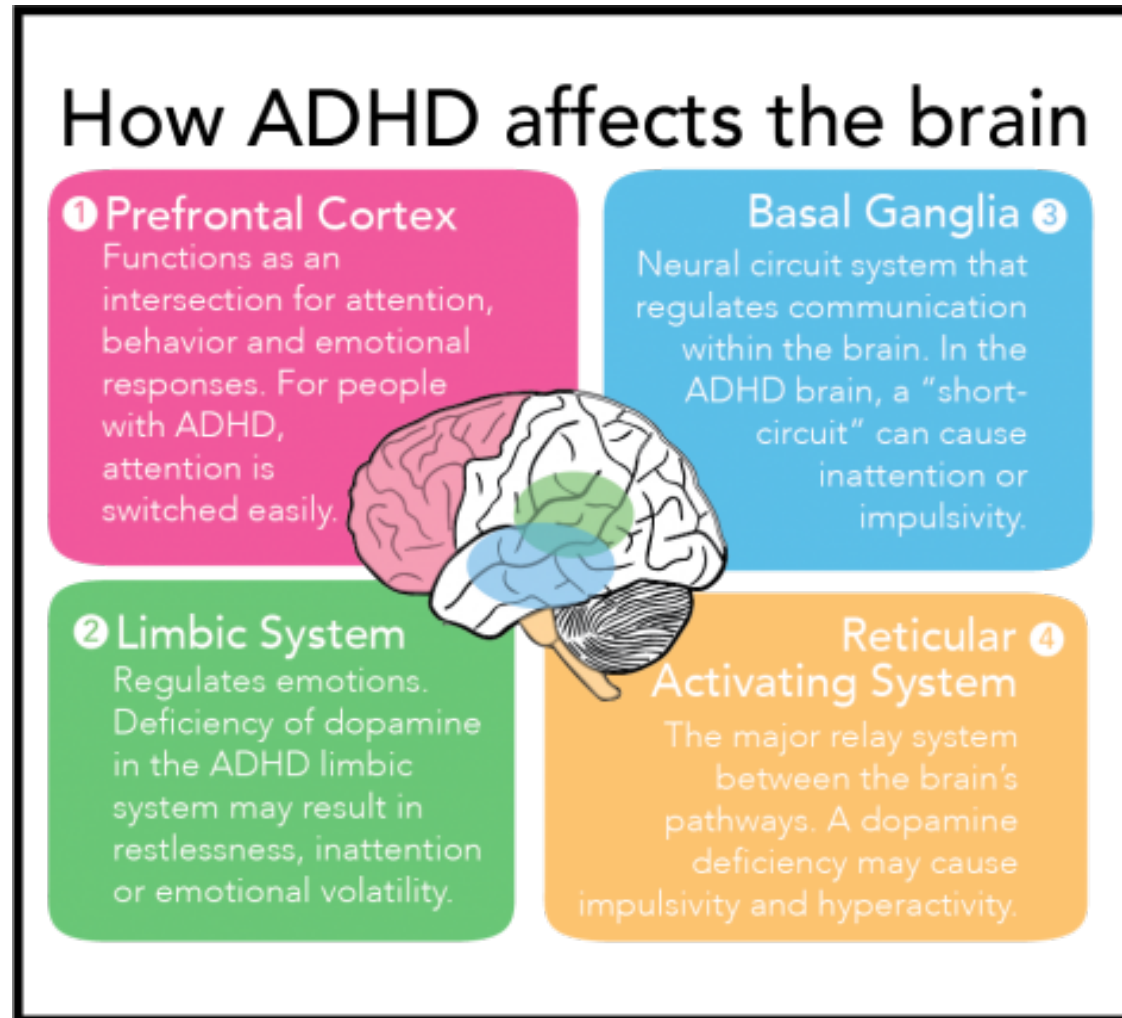
- DSM-5 Diagnostic Criteria (cont.):
 - Several symptoms present prior to age 12 years
 - Several symptoms present in two or more settings (e.g., at home, school, or work; with friends or relatives; in other activities)
 - **Clear evidence that the symptoms interfere with, or reduce the quality of, social, academic, or occupational functioning**
 - Symptoms do not occur exclusively during the course of schizophrenia or another psychotic disorder and are not better explained by another mental disorder (e.g., mood disorder, anxiety disorder, dissociative disorder, personality disorder, substance intoxication or withdrawal).

What Looks Like ADHD?

- Anxiety
- Depression
- Specific Learning Disorder/
Disability
- Oppositional Defiant Disorder
- Conduct Disorder
- Autism Spectrum Disorder
- Speech/Language/
Communication Disorders
- Medical condition/medication
- Substance abuse
- Sensory impairment (vision,
hearing)
- Tourette's Syndrome
- Bipolar Disorder
- PTSD
- Sleep problems

Myths About ADHD

Myth #1: ADHD is not a real medical condition



Myths About ADHD

Myth #2: Children outgrow ADHD

People whose judgement over ADHD you should trust



Uncle Rob at the family dinner ❌

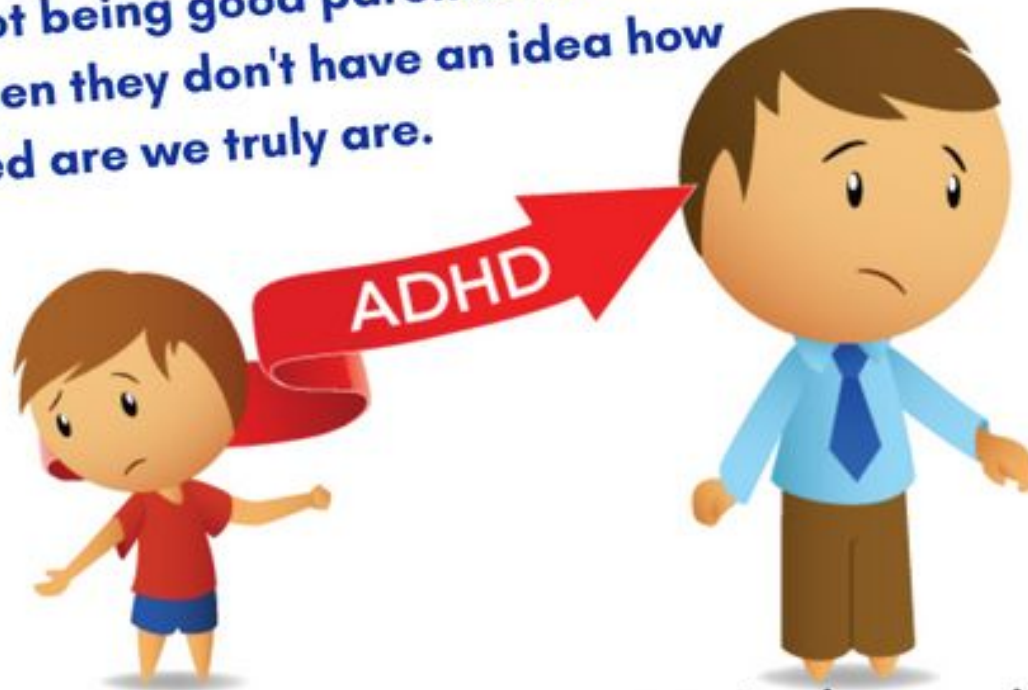


Doctor specialized in ADHD ✅

Myths About ADHD

Myth #3: ADHD is a result of bad parenting

The hardest thing about **ADHD** is that it's "invisible" to outsiders. People just assume that we are not being good parents and our child is a "brat" when they don't have an idea how exhausted are we truly are.



Myths About ADHD

Myth #4: Children with ADHD cannot pay attention to anything





Myths About ADHD

Myth #5: Children with ADHD are all hyperactive



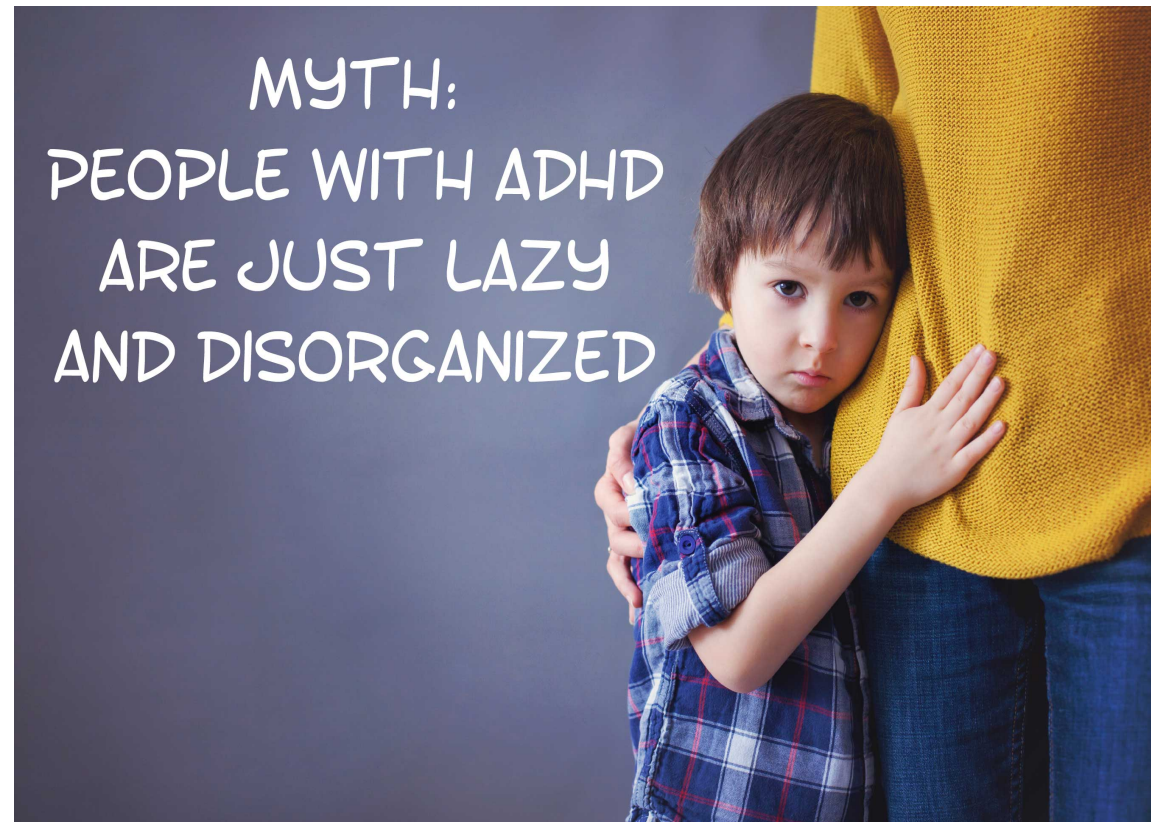
Myths About ADHD

Myth #6: Children who take ADHD medications are more likely to use drugs and alcohol



Myths About ADHD

Myth #7: Children with ADHD will not grow up to be successful/
productive adults



Benefits of ADHD – Is ADHD a Superpower?

- Ability to hyperfocus
- Ingenuity/Creativity
- Perceptiveness
- Curiosity



Benefits of ADHD – Is ADHD a Superpower?

- Risk-taking
- Energetic
- Intelligence
- Resilience





ADHD Mirror Traits

Discover your hidden strengths.

easily distracted >< **curious**

forgetful >< **engaged in the moment**

can't stay on point >< **sees things others miss**

hyperactive >< **energetic**

impulsive >< **creative**

disorganized >< **spontaneous**

stubborn >< **persistent**

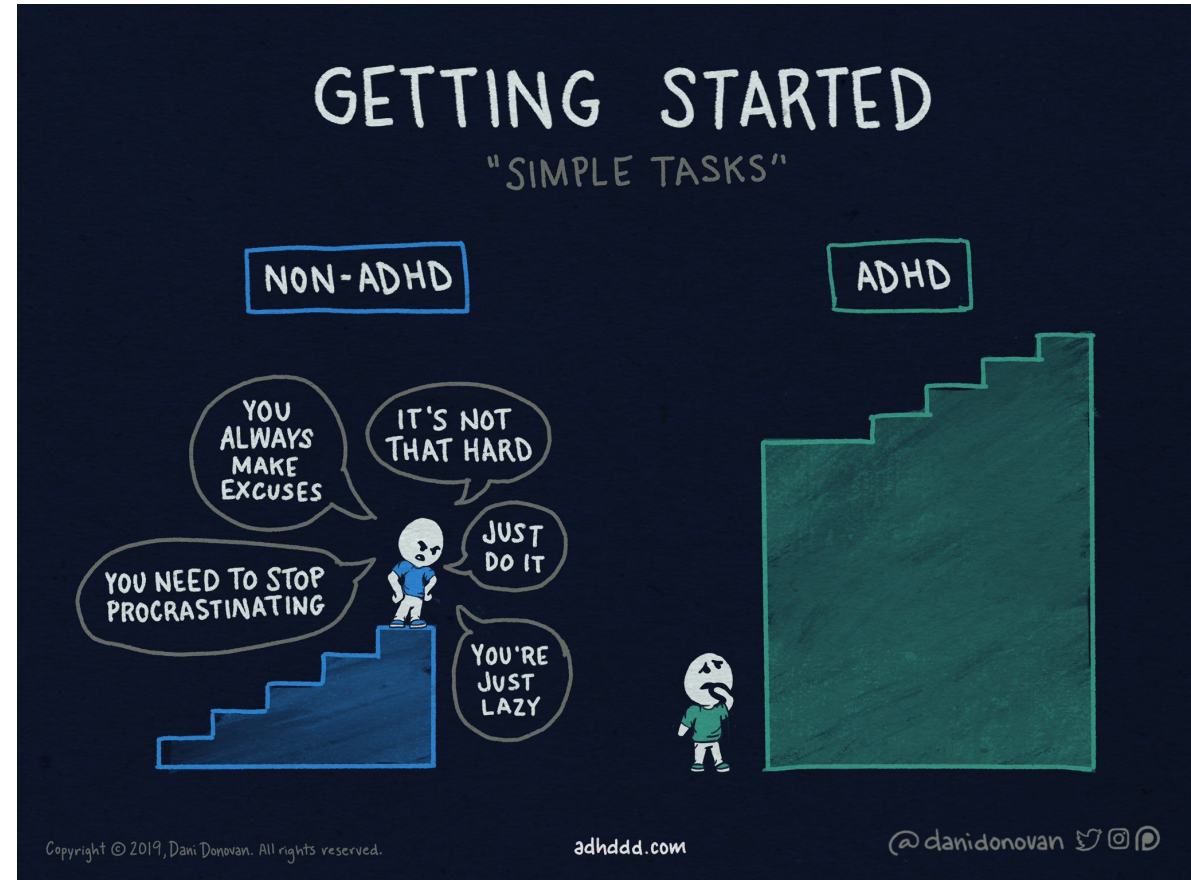
inconsistent >< **shows flashes of brilliance**

Executive Functions

- Although DSM-5 does not specifically talk about executive functions, the symptoms of the disorder are examples of problems with executive functioning skills
- Brain-based skills needed to effectively complete tasks and monitor performance
- Many people learn them naturally, but people with ADHD have difficulty “picking up” these skills

Executive Functions

- Response inhibition
- Working memory
- Emotional control
- Flexibility
- Sustained attention
- Task initiation



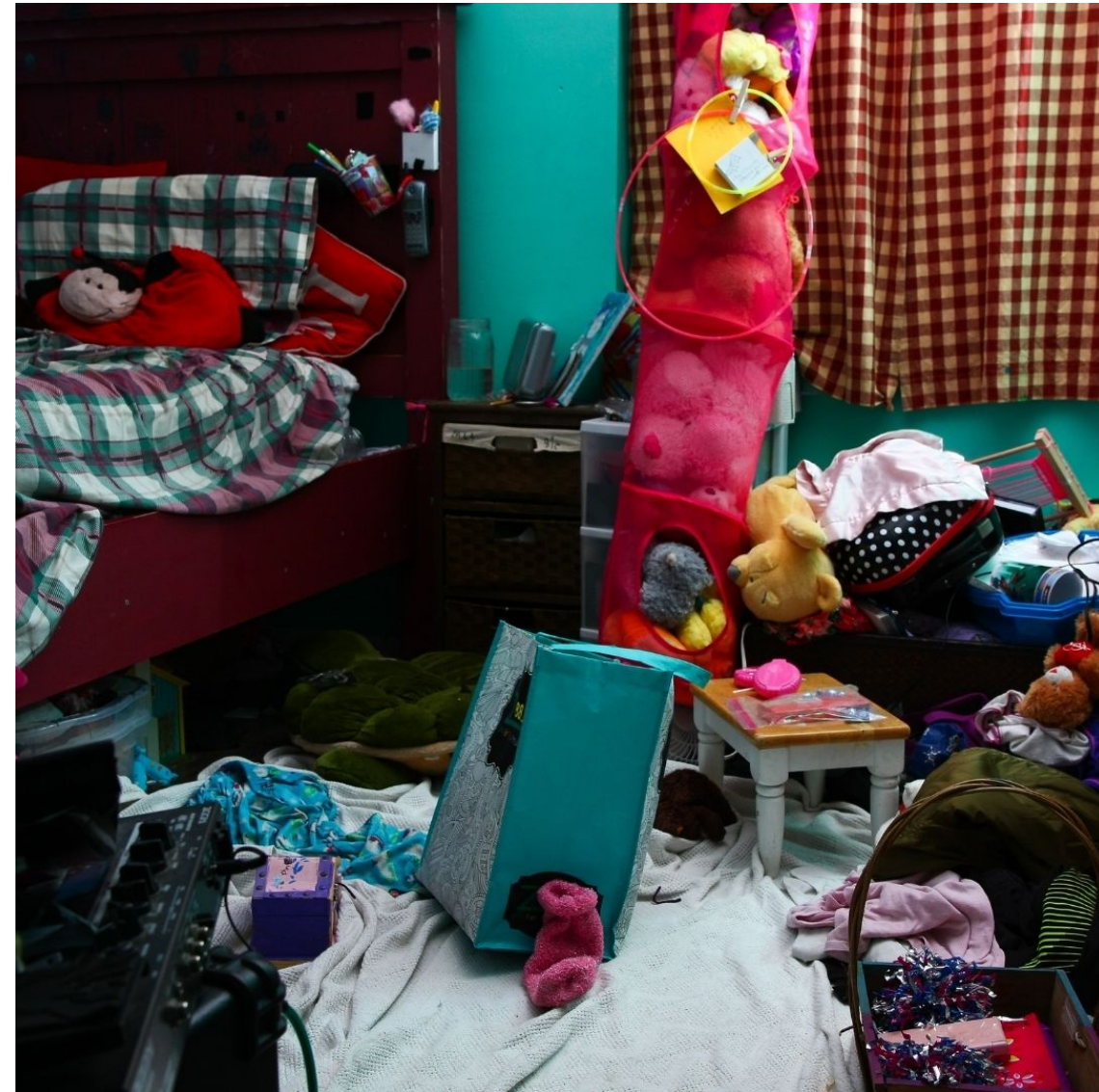
Executive Functions

- Planning and prioritization
- Organization
- Time management
- Goal-directed persistence
- Metacognition



What happens at home?

- Completing tasks/chores
- Keeping track of belongings
- Staying organized
- Requiring frequent reminders



What happens at home?

- Following directions
- Interrupting family activities
- Regulating emotions



What happens at home?

- Winding down
- Communicating when having more trouble



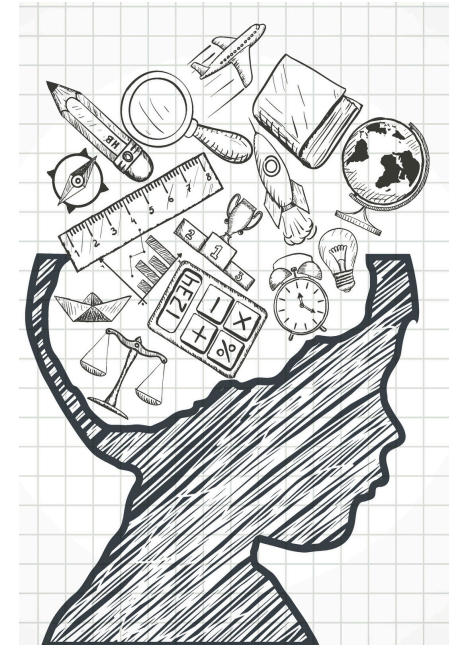
What happens at home?

- Struggling with homework/homework battles
- School avoidance
- Last minute projects/assignments



Special Circumstances

- Life events can worsen ADHD symptoms:
 - Virtual school or returning to school after disruption due to COVID-19
 - Family changes/life events
 - Learning difficulties
 - Social difficulties
 - Increased symptoms of a co-occurring disorder/medical condition
 - Changes in medications



ADHD at Play

- Reading and responding to social cues
- Peer rejection/isolation
- Arguments or misunderstandings with siblings/peers
- Repairing relationships



ADHD at Play

- Coping with peer pressure
- Dating
- Navigating social media



How Do I Help?

Things to Remember

- Play to your child's strengths
- Teach, not punish
- Involve your child in problem solving
- Remember the positives



How Do I Help?

- Effective intervention occurs on two levels:
 - Environment (external)
 - Individual (internal)
- Parents/caregivers play a role in both levels of intervention



Environmental Strategies

- As parents, you have the ability to set up your home and daily routines to assist your children with executive functioning deficits
- Helpful general strategies:
 - Routines & schedules
 - Reminder systems
 - Natural consequences
 - Clear communication
 - Assist with organization/reorganization
 - Provide opportunities for stimulation



Environmental Strategies

- Daily routine
 - Consistent from day to day
 - Mealtimes
 - Sleep/wake times
 - Rituals, routines & schedules
- Physical environment
 - Reduce distractions
 - Minimize clutter
 - Decrease opportunities for dangerous behavior



Environmental Strategies

- Social environment
 - Organized activities
 - Play dates
 - Time-limited activities



Environmental Strategies

- Advance preparation is key
 - Modify task expectations
 - Rehearse a situation *beforehand*
 - Coaching
 - Verbal prompting
 - Reminders
- Use mistakes to teach
 - Praise for success (or partial success)
 - Get feedback from others (a second opinion)
 - Use debriefing sparingly
 - Natural consequences



Teaching Executive Functioning Skills

- Formal teaching
 - Problem-solve around difficult situations
 - Help your child set goals for behavior
 - Help your child learn steps of task completion/problem solving
 - Cue/prompt particular executive functioning skills
 - Provide direct feedback and praise
 - Set up reward system



Teaching Executive Functioning Skills

- Informal teaching
 - Model using these skills for your child
 - Demonstrate problem-solving
 - Supervise your child's executive functioning efforts
 - Support attempts
 - Play games
 - Ask for child's input/analysis
 - Allow your child to make real decisions



Supporting Internal Executive Functioning

- Help children internalize the executive functioning skills that you have been modeling & teaching
 - Teach routines so that they become automatic
 - Scripts/steps for problem-solving and self-regulation
 - **Seek children's input on their own strengths and weakness and on what is helpful or unhelpful**
 - Motivate children to practice and use their executive functioning skills
 - Praise
 - Incentives/Rewards



Formal Intervention: Medication



What medication *does*:

Increase ability to filter out extraneous information and focus on one thing

Decrease impulsivity

Increase *ability* to self-regulate

Makes it easier for child to learn skills



What medication *does not*:

Increase focus on things adults think are important

Automatically improve social knowledge and skills

Teach skills

Formal Intervention: Therapy

- Benefits of therapy:
 - Teaches skills
 - Helps child and parents/caregivers develop intervention plan
 - Helps child and parents/caregivers with problem-solving around pitfalls
 - Provides lasting benefits
- What to look for in therapy:
 - Structured/focused
 - Skills-based
 - Parents/caregivers and child should be involved



Things to Remember

1

Do the minimum necessary to help your child be successful and fade supports over time

- Goal is for children to have enough support to be successful, while not *overfunctioning* for them

2

Collaborate with teachers and other caregivers to support children's development of executive functioning skills

3

The most important thing is to attend to your child's strengths and their efforts to internalize executive functioning skills

“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we... teach? ...punish?”

*Why can’t we finish the last sentence as automatically as
we do the others?*

Tom Herner, 1998.

Questions?

Me: I'm going to be so
productive today

Also me:



do cows have best friends



Contact Us



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Executive Functions

- **Response inhibition:** The capacity to think before you act or to resist the urge to do something; the opposite of impulsivity
- **Working memory:** The ability to hold information in memory while performing a task
- **Emotional control:** The ability to manage and regulate one's emotions

Executive Functions

- **Sustained attention:** The capacity to continue to pay attention despite distractibility, fatigue, or boredom
- **Task initiation:** The ability to start a task without extended procrastination or in a timely fashion
- **Planning/prioritization:** The ability to create a plan or roadmap for completing a task

Executive Functions

- **Organization:** The ability to create and maintain a system to keep track of information or materials needed to complete tasks
- **Time management:** The ability to estimate how much time is needed for a task as well as how to allocate that time and stay within time limits or meet deadlines
- **Goal-directed persistence:** The capacity to set and work toward goals without becoming sidetracked

Executive Functions

- **Flexibility:** The ability to revise plans in the face of obstacles or new information; adaptability
- **Metacognition:** The ability to observe yourself in a situation; includes observing how you problem solve, as well as self-monitoring and self-evaluation

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- ✓ Follow through
- ✓ Manage a schedule
- ✓ Plan ahead



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EXECUTIVE SKILLS
TO KEEP UP, STAY CALM, AND
GET ORGANIZED AT
WORK AND AT HOME

Peg Dawson, EdD | Richard Guare, PhD

An Instant Help Book for Parents & Kids

The ADHD Workbook for Kids

Helping Children Gain Self-Confidence,
Social Skills & Self-Control



44

simple, fun
activities to teach kids to:

- Improve attention & focus
- Control emotions
- Communicate effectively with friends

LAWRENCE E. SHAPIRO, PH.D.

an instant help book for teens

the adhd workbook for teens

activities to help you
gain motivation
and confidence

* increase **attention**

* calm impulses

* improve relationships

* get **organized**

LARA HONOS-WEBB, PH.D.

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Online Resources

- **ADDitude Magazine:**

- <https://www.additudemag.com/category/parenting-adhd-kids/school-learning/for-teachers/>

- Online resource for information about ADHD. Contains articles, downloads, webinars, and products for individuals diagnosed with or wondering if they have ADHD, parents, teachers, service providers, and other professionals working with individuals with ADHD.

- **Smart but Scattered Kids:** <https://www.smartbutscatteredkids.com>

- Website created by the authors of the Smart but Scattered series. Provides information, training, and products for individuals with ADHD and parents, teachers, and other professionals working with individuals with ADHD.

Online Resources

- **Children and Adults with Attention Deficit Hyperactivity Disorder (CHADD):** <https://chadd.org>
 - Online resource for information about ADHD. Contains articles, downloads, webinars, support and products for individuals diagnosed with or wondering if they have ADHD, parents, teachers, service providers, and other professionals working with individuals with ADHD.
- **National Resource Center on ADHD:** <https://chadd.org/about/about-nrc/>
 - Program created by CHADD. National clearinghouse for evidence-based information about ADHD. Provides information, education, consultation about assessment, diagnosis, treatment for individuals with ADHD and their families, educators, and other professionals.