

Attention Deficit/Hyperactivity Disorder

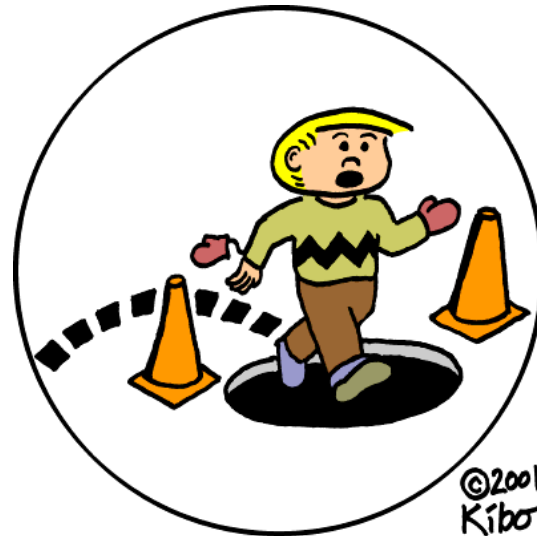


Parent Session 2

Session Outline

- Questions/Review from last week
- What can parents do

You know that your child has ADHD when....



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Mommy, Mommy! In school today we learned all about safety!



What can parents do?



Stay Positive & Healthy Yourself

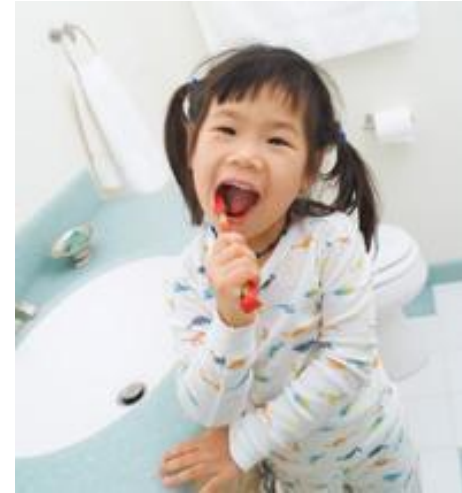
- When you take care of yourself, you're better able to take care of your child.
 - Seek support
 - Take breaks
 - Have fun
- Practice Mindfulness and letting go
- Educate and advocate

Stay Positive & Healthy Yourself

- The power of a positive attitude
 - Keep things in perspective.
 - Don't sweat the small stuff and be willing to make some compromises.
 - Believe in your child. Identify what they are good at and build on it
- Open communication with parent/partner
- Realistic expectations of yourself and your child.

Establish Structure/Routine and Stick to it

- Follow a routine. Have simple and predictable rituals. Be consistent!



Establish Structure/Routine and Stick to it

- Use positive directions – tell them what to do, rather than what not to do. Don't ask, tell. "Please pick up your coat from the floor" instead of "would you mind..."
- Minimize multi-task instruction.

Establish Structure/Routine and Stick to it

- Simplify your child's schedule.
- Use clocks and timers.
- Visual reminders



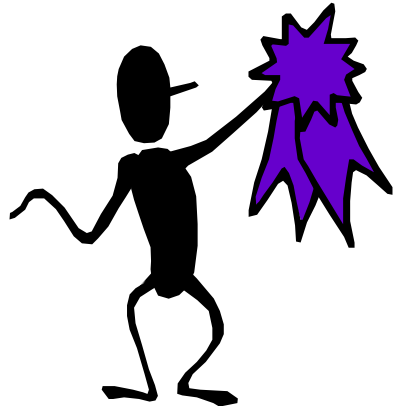
Establish Structure/Routine and Stick to it

- Plan ahead of time
- Do your best to be neat and organized



Set Clear Expectations and Rules

- Praise & give positive reinforcement immediately and often “catch them doing well”
- Appropriate behaviors should be rewarded, not bought
- Be consistent
- Write down the rules and hang them up in a place where your child can easily read them.





SIPRESS

"How am I supposed to think about consequences before they happen?"

Encourage Movement and Sleep

- Benefits of physical activity
 - it improves concentration
 - decreases depression and anxiety
 - promotes brain growth
 - leads to better sleep
- Increase activity and provide acceptable ways to move when quiet and stillness is required

Encourage Movement and Sleep

- TV, video and computer games can increase ADHD symptoms
 - Playing games is a privilege, not a right – can earn it.
 - Set time limits
 - Homework/chores comes first
 - Remove controllers or modem if needed

Encourage Movement and Sleep

- Develop a sleep routine.
- How to get better sleep?
 - Decrease television time and increase your child's activity level.
 - Eliminate caffeine from diet.
 - Create a buffer time to lower down the activity level for an hour or so before bedtime.
 - Use relaxation tapes as background noise for your child when falling asleep. Nature sounds, calming music and white noise.
 - Consistent bedtime and waking hours, even on weekends and holidays. (1/2-1 hour)

Help your Child Eat Right

- Everyone benefits from fresh, healthy foods and regular meal times. Impulsiveness and distractedness related to ADHD can lead to missed meals, disordered eating, and overeating.
- Prevent unhealthy eating habits by scheduling regular nutritious meals or snacks about three hours apart.
- Meal times are a necessary break and a scheduled rhythm to the day.

Help your Child Eat Right

- Medication can cause decreased appetite.
 - Give morning medication after breakfast is eaten.
 - Big breakfast (non breakfast food)
 - Calorie dense snacks
 - Move supper to a later time after medications have worn off.
 - Don't eat dessert first!

Teach Impulse Control

- Impulsive children need to be taught to think, it does not come naturally. Make “thinking” as concrete as possible by using facial expressions, body language and think out loud.
- Younger children may need safety locks, hand holding, etc.



Teach Impulse Control

- Establish a verbal and visual sequence that can be used to help your child to remember to think. “stop-calm-think”
- Practice and reinforce waiting, turn taking and problem solving.



Teach Impulse Control

- Role play situations “what would happen if....”
- Discuss events of impulsive behavior. (when everyone is calm)
 - What happened?
 - How were you feeling when you did that?
 - How do you think the other person feels because of what you did?
 - How would you feel if someone did this to you?
 - Give them the opportunity to apologize

Teach Impulse Control

- Teach and encourage self talk for self regulation.
- Allow fidget toys – less likely to act impulsively if hands are busy.
- Watch for signs/indicators of increasing arousal and frustration, intervene and assist with decision making.

Improve Social Skills and Making Friends

- You can help your child with ADD/ADHD become a better listener, learn to read people's faces and body language, and interact more smoothly in groups.
 - Speak gently and honestly with your child about their challenges and how to make changes.
 - Role-play social scenarios. Trade roles often and try to make it fun. Give them opportunities to be a leader and follower.
 - Invite only one or two friends at a time at first. Watch them closely while they play.
 - Have a zero tolerance policy for hitting, pushing and yelling.
 - Make time and space for your child to play, and reward good play behaviors often.

Improve Social Skills and Making Friends

- Model listening skills to your child. When they are talking to you, give them your undivided attention and look them in the eye. Encourage them make eye contact when talking.



Parenting ADHD Teens

- Don't talk too much
- Say "I'll think about it"
- Ignore minor issues
- Don't beat a dead horse
- Don't take arguments personally
- Network
- Show your love

Last Session

- Topics
 - Medication treatment for ADHD
 - Homework and school
 - Possible consequences of ADHD
 - Benefits of ADHD

What Can Be Done To Help With School Success?



Effective collaboration and communication between home and school provide structure across the two major settings in the child's life. Common rewards, reinforcement strategies, and language help to promote consistency across settings.

Collaborative partnerships between home and school were especially important during the initial assessment in order to implement and monitor behavior modification plans, the evaluations of medication, and the coordination of assignments. If the child is taking medication, the teacher can offer feedback to parents regarding how the medication affects the student's performance and the duration of the medicine's effectiveness. This information also can be used to help medical professionals make more informed decisions about the child with ADHD.

Tips for School

A student with ADHD can present unique challenges in the classroom. Inattention, hyperactivity, or impulsivity can be the source of frustration, but there are ways teachers can help students with ADHD to improve the educational experience and control the symptoms of the disorder. It is important for teachers to be aware of coexisting conditions such as learning disabilities, as well as reinforcing the importance of classroom and instructional structure.

The following are tips for teachers:

How to get the most out of academic performance:

- Keeping a set routine and schedule for activities
- Work on the most difficult concepts early in the day
- Give directions to one assignment at a time instead of directions to multiple tasks all at once
- Vary the pace and type of activity to maximize the student's attention
- Using a system of **clear rewards** and **consequences**, such as a point system or token economy e.g (stamps, stickers, a jar of marbles can be used to earn extra computer time, doodle time, recess time)
- Verbally **praising** “**on task**” behaviour vs. reprimanding “off task” behaviour
- Encouraging students to pause a moment before answering questions
- Keeping assignments short or breaking them into sections

Keeping classroom surroundings positive and manageable:

- Structure the student's environment to accommodate his or her special needs. For example, the student can be seated away from potentially distracting areas (such as doors, windows, computers, fans etc.) or seated near another student who is working on a shared assignment
- Seating the child near the teacher
- **Using small groups for activities**
- Using a system of clear rewards and consequences, such as a point system or token economy (have pictures of the rewards taped to the desk)

Encouraging a Positive Relationship between school & home:

- Sending daily or weekly report cards or behavior charts to parents to inform them about the child's progress
- Establishing a specific time that you can speak regularly by telephone or email

Recess & Lunchroom Success Tips: ADHD children need recess time to be active - it can also be a time when they run into trouble due to the lack of structure - **try not to take recess time away!**

- Close supervision
- Set up a "play buddy"
- Provide some structure – suggest certain games (deck of cards, Jenga game, Connect "4") - give outdoor deck of cards, Jenga game, Connect "4" equipment to be used such as a balls, hula hoops, skipping ropes etc.

Books related to ADHD and School:

1. How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children with Attention Problems and Hyperactivity - Author: Sandra F. Rief
2. Teaching Teens with ADD and ADHD - Author: Chris Zeigler Dendy

17 Ways Parents Can Help ADHD Children Make Friends

Children with ADHD sometimes struggle with social skills, and making friends can be tough. But parents can help! Learn how to guide your child through sticky social situations and make lasting friendships. By *Gay Edelman*, *Ann Loftin*

Sometimes, ADHD children need help making and keeping friends. Parents can make a big difference without stepping on toes by helping an ADD child start a conversation or by "supervising from the window."

Observe the Situation

Get to the root of the problem. ADHD children often have little sense of how they're perceived by their peers, and will commit social blunders without realizing it. Help them by discussing what went wrong, why it happened, and what your child could (not should) do differently next time. Be as sensitive with your attention deficit child as you would be with a close adult friend -- too much negative feedback can hurt your child's self-esteem.

On the flip side, when your child has a successful interaction, congratulate him.

Watch your child closely. Whenever he's playing with other kids, make sure you can see and hear what's going on. Be ready to intervene if he picks a fight, starts telling fibs, or does something dangerous in an effort to impress others.

Finding Groups and Teams

Consider team sports. Joining a team can help ADHD children realize everything isn't about them. The lessons learned in sports can overflow into their social lives and you may see your child start to develop healthy friendships.

Don't just dive in. Call the coach of the sports team before the first practice. Ask him questions to figure out whether or not your child -- and his attention deficit disorder -- would be welcome. If you decide to take the plunge, go with your child to meet the coach and/or some teammates before the first get-together. Remember, transitions are hard for kids with ADHD.

Beware of her competitive spirit. Children with ADHD can have some difficulty with competitive play -- gloating when they win and raging when they lose. If your child has a hard time with these situations encourage her to develop athletic skills that don't require teamwork, like running, swimming, or martial arts.

Have the Right Attitude

Know they'll find their way. Most socially isolated children will eventually learn to get a better handle on their behaviors and understand how friendships work. Once kids hit adolescence, they tend to act on the powerful urge to 'fit in.'

There's nothing wrong with having just a few friends. A child doesn't need to be in the 'in' group or get invited to lots of parties to be happy. In fact, studies show that having even one close friend is all it takes for a child to develop social self-confidence.

Play Matchmaker

Find a mentor An ADHD child may be more likely to take advice or instruction from a 'big brother' or 'big sister' than from you. Ask the big sibling of one of your child's classmates if he will be an informal mentor to your child. Many schools understand the importance of mentors have programs to connect kids.

Follow the love. If your child is a Game boy fiend, look for another video-game fans to potentially be his friend. A shared interest will help your child feel confident and engaged.

Start out with one-on-one play. One-on-one play dates usually work best for ADHD children. With threesomes, it's easy for your child to feel left out - or ganged up on.

Seek out younger playmates. Children with attention deficit tend to be more immature than their peers (and painfully aware of it). As your child is growing up its often helpful if she develops friendships with children a year or two younger – this way, she won't feel left behind.

Influence Positive Play

Set a good example. Show your child how to act in social situations by making an effort to forge friendships with the parents of your child's peers. Stay connected to the community through clubs, religious organizations, etc. as well.

Take teasing head on. Teasing, bullying and playful banter are an inevitable part of childhood, but ADHD kids often don't know how to respond. Parents should encourage their children to stand up to teasing, but to not overreact, which might escalate the problem.

Keep play dates short. For kids age 10 or under, three hours or less is probably best. Coach your child on how to behave beforehand, and talk about how things went after it's over.

Let kids go—but not completely. Experts recommended that parents let teens sort out social situations on their own, but don't back away completely. A recent study of seventh- through twelfth-graders suggests that teens who have close relationships with their parents—those who talk often, share activities, and are affectionate with each other—also tend to have good friendships.

Medication Can Help

Consider medication. If impulsive behavior—dominating play, interrupting, jumping from one thing to the next—keeps other kids away, medication is probably necessary. In fact, your child may need to be "covered" by meds even after the school day ends.

Make sure dosage is right. Puberty, when all sorts of hormone changes kick in, is a good time to look at your child's medication or dose. Often, what worked before puberty may no longer have the same effect.



5 WAYS TO... COOK UP AN ADHD-FRIENDLY DIET

Medication and behavioral therapy are the most effective approaches in managing ADHD symptoms, but the right diet may help as well.

1. **Beef up protein levels** at breakfast, lunch, and dinner to increase alertness in ADHD children and adults. A protein-rich breakfast may also reduce irritability and restlessness caused by ADD medication throughout the day.

To Do: Incorporate into your diet common protein sources including beef, pork, poultry, fish, eggs, beans, nuts, and dairy products.

2. **Limit foods high in chemicals.** Recent research suggests that a diet low in artificial dyes, preservatives, and sweeteners – which may cause increased hyperactivity and distractedness – can benefit some children with ADD.

To Do: Substitute 100 percent fruit juice for soft drinks and fruit punches colored with dyes; instead of colorful, sweet cereals, opt for dye- and preservative-free Cheerios. Bake muffins, cakes, and cookies from scratch rather than from cake mixes, many of which contain food dyes.

3. **Take omega-3 fatty acids.** Found in cold-water, fatty fish such as sardines, tuna, and salmon, omega-3s can increase the level of dopamine in the brain, improving mental focus. There are two main types of omega-3 fatty acids in fish oil: eicosapentaenoic acid (EPA) and docosahexaenoic acid (DHA).

To Do: To get the most benefit, some experts recommend taking a supplement that has at least three times the amount of EPA to DHA.

4. **Avoid “trigger” foods.** Some studies suggest that sensitivities to certain foods may worsen symptoms in children with ADHD. An elimination diet can help you target these trouble foods.

To Do: Start by eating foods unlikely to cause reactions: lamb, chicken, potatoes, rice, bananas, apples, cucumbers, celery, carrots, broccoli, cabbage, and cauliflower. Then restore other foods, one at a time, to see whether they cause increased fidgetiness or sleep troubles. If your child is fond of any eliminated foods, reintroduce them again a year later. Children often outgrow food sensitivities, if not repeatedly exposed to the trigger food.

5. **Watch the sugar.** Many parents of children with ADHD believe that sugar has a negative effect on behavior—despite several studies that conclude otherwise. In any case, sugar carries loads of calories and has no real nutritional value. People who eat lots of sweets may be missing out on essential nutrients that can keep them calm and focused.

To Do: Since ADD medications tend to blunt the appetite, it's important to make every calorie count by reducing your child's daily sugar intake.

Healthy Eating with ADD Medications

Medications used for ADHD can commonly cause decreased appetite resulting in weight loss. Here are some tips to help avoid weight loss.

~Enjoy a big breakfast: morning is when appetite will be the best, so eat up while you feel like it. Have a calorie dense breakfast like the breakfast ideas given on the reverse side, and include a source of protein like cheese, peanut butter or an egg if nausea is a problem.



~Just because it's breakfast doesn't mean you need to eat breakfast foods: if you feel like left over pizza or a sandwich for breakfast then do so while your appetite is good.

~Have calorie dense snacks between meals to assure required nutrients and calories are being met and to avoid or reduce nausea, see reverse for great snack ideas.



~Spread, dip, and top foods with extra calories: use non hydrogenated margarine, jam, full fat mayonnaise, or peanut butter on breads. Use full fat salad dressings, hummus or full fat yogurt to dip fruits and vegetables. Top foods with cheese, whipped cream, or high calorie sauces to make the most out of every bite

~Graze on healthy snacks in the evening when medication is wearing off and appetite is improving, or consider moving supper later if medication wears off early in the evening.



If you continue to struggle with appetite and weight loss consult your physician or the Registered Dietitian in your family physicians office.



Breakfast Ideas

Grilled cheese made with brick cheese , and a super milk shake (1 cup ice cream. 1 cup homogenized milk, 1 pkg Nestlé Breakfast Anytime®) 700 Kcal

Breakfast Fajita (8” tortilla, 2 eggs scrambles, 2 tbsp salsa, and 1 oz cheddar cheese shredded), with a glass of whole milk. 590 kcal

Breakfast parfait (1 Cup full fat yogurt, 1/2 cup granola, 1/4 cup mixed nuts, and 1/4 cup dried fruit) and a cup of Juice - 885kcal

Nutrient Dense Snacks

1/2 Bagel with full fat cream cheese 219kcal

PB Banana roll up (8” tortilla, spread 2 Tbsp peanut butter, place a banana on the tortilla and roll it up) 443 Kcal

1/2 a morning glory muffin with non-hydrogenated margarine and a glass of homogenized milk 410 Kcal



Morning Glory Muffins



2 cups all-purpose flour
1 1/4 cups white sugar
2 teaspoons baking soda
2 teaspoons ground cinnamon
1/4 teaspoon salt
2 cups shredded carrots
1/2 cup raisins
1/2 cup chopped walnuts
1/2 cup unsweetened flaked coconut
1 apple - peeled, cored and shredded
3 eggs
1 cup vegetable oil
2 teaspoons vanilla extract

Directions

Preheat oven to 350 degrees F (175 degrees C). Grease 12 muffin cups, or line with paper muffin liners.

In a large bowl, mix together flour, sugar, baking soda, cinnamon, and salt. Stir in the carrot, raisins, nuts, coconut, and apple.

In a separate bowl, beat together eggs, oil, and vanilla. Stir egg mixture into the carrot/flour mixture, just until moistened. Scoop batter into prepared muffin cups.

Bake in preheated oven for 20 minutes, until a toothpick inserted into center of a muffin comes out clean.

Amount Per Serving Calories: 422

Celebrating School / Home Progress



It is important that children take part in choosing the rewards. Some children require frequent changing of the reward to keep it interesting.

Sample Home Rewards

Daily Rewards

Staying up X minutes beyond bedtime
Having a bedtime story/Reading with a parent for X minutes
Choosing a radio station in car
Extra bathtub time for X minutes
Choosing family TV show
Talking on phone to friend (local call)
Video game time for X minutes
Staying outside for X minutes
Television time for X minutes
Listening to radio/stereo for X minutes
Play a game or activity 1:1 with caregiver
Other as suggested by child

Daily or Weekly Rewards

Special activity with mom or dad
Going over to a friend's house to play
Having a friend come over to play
Allowance
Bike riding/ skating/ scootering/ skateboarding (in neighborhood or daily reward; longer trip with family or at bike trail/skate park for weekly reward)

Earn day off from chores
Game of choice with parent/family
Other as suggested by child

Weekly Rewards

Making a long-distance call to relatives or friends
Going fishing/activity
Going shopping/going to the mall
Going to the movies
Going to the park
Getting ice cream
Making popcorn
Bowling, miniature golf/Selecting something special at the store
Having friend over to spend night
Going to friend's to spend night
Choosing family movie
Renting movie video
Going to a fast-food restaurant with parent and/or family
Watching taped TV shows
Free time for X minutes
Other as suggested by child

Sample School Rewards*

Talk to best friend
Listen to tape player (with headphones)
Read a book
Take Polaroid pictures
Help clean up classroom
Clean the erasers
Wash the chalkboard
Be teacher's helper
Eat lunch outside on a nice day
Extra time at recess
Write on chalkboard
Use magic markers
Draw a picture
Choose book to read to the class
Read to a friend
Read with a friend
Care for class animals
Play "teacher"
See a movie/filmstrip
Draw from "grab bag"
Visit the principal
Decorate bulletin board
Be messenger for office
Grade papers
Have treats
Earn class party
Class field trip
Student of the Day/Month
Pop popcorn
Be a line leader
Visit the janitor
Use the computer
Make ice cream sundaes
Eat at a special table
Teach a classmate
Choose stickers
Take a good note home
Receive a positive phone call
Give lots of praise
Hide a special note in desk
Nominate for student award
Choose seat for specific time
Play card games
Receive award certificate

Notes: Older children could save over weeks to get a monthly (or longer) reward as long as visuals (i.e. pieces of picture of activity are used; i.e. camping trip with parent, trip to baseball game, purchase of a video game). Rewards for an individual child need to be established as a menu. Children may make multiple choices from the menu for higher levels of reward, or may choose a longer period of time for a given reward.

*Sample School Rewards can be added to the home-based system especially if a child is not responding appropriately to the Home Rewards. Teachers need to make sure that a child wants and will work for one of these School Rewards.

Adapted from Caring for Children with ADHD: A Resource Toolkit for Clinicians

GUIDING PRINCIPLES FOR PARENT/TEENAGER INTERACTIONS

These guiding principles for interacting with your teenager should help improve communications within the family plus interactions around specific issues such as chores and homework.

1. Give unconditional positive regard

- *Reframe your perception of ADD
- *Keep a disability perspective
- *Enjoy your teenager
- *Nurture with touch

2. Treat you teenager with respect

- *Give choices
- *Set reasonable expectations
- *Negotiate/consider compromise
- *Depersonalize problems
- *Assume good intentions

3. Maintain good communications

- *Listen when your teenager talks
- *Listen without being judgmental
- *Use active listening
- *Give “I” messages
- *Smooth ruffled feathers
- *Encourage expression of feelings
- *Teach by example
- *Avoid subconscious negative messages

4. Understand factors influencing behavior

5. Provide structure and supervision/Be a coach

- *Establish a daily routine
- *Develop rules and consequences
- *Develop a contract
- *Schedule chores
- *Give advance notice and time frames

- *Link responsible behavior to privileges
- *Set limits/state expectations
- *Provide supervision/be a coach
- *Encourage to do as much for himself as possible

6. Look for the good/Be positive

- *Provide feedback immediately
- *Provide feedback more often
- *Provide positive feedback before negatives
- *Use strong, meaningful rewards and consequences
- *Use behavioral charts
- *Be as consistent as possible
- *increase positive interactions
- *Try grandma's rule - "first we work and then we play"
- *Start at your teenager's present level
- *Shape behavior
- *Praise part of job well done
- *Identify antecedent behavior
- *Change the environment

7. Help build self-esteem

- *Build on your teenager's strengths
- *List strengths
- *Encourage pursuit of interests
- *select sports carefully
- *Provide support in religious environments
- *Match with good coaches or leaders
- *Make the school environment more positive

8. Teach new skills

- *Teach problem solving
- *Teach time management
- *Teach techniques for dealing with anger
- *Teach how to do job properly

9. Avoid negatives

- *Ignore minor misbehavior

- *Avoid character assassinations/talk about behavior not the person
- *Avoid power struggles
- *Avoid badgering
- *Avoid nagging, lecturing, and arguing
- *Redirect interests/avoid saying no directly
- *Tap their forgetfulness

10. Punish wisely

- *Use logical consequences
- *Impose consequences consistently and immediately
- *Use Brief and reasonable consequences
- *Don't make consequences too restrictive
- *Continue some consequences without escalating harshness

11. Weather each crisis as it occurs

- *Manage your frustration and anger
- *State facts and consequences
- *Don't say things you'll regret later
- *When frustration builds, take a break
- *Remove yourself from conflict/cool off
- *If the teenager blows up, stay calm, lower your voice

12. Nurture yourself

- *Talk with your spouse or a friend
- *Exercise
- *Seek professional help
- *Practice for forgiveness

Kids with ADD/ADHD: Using Rewards and Consequences

Rewards	Consequences
Reward your child with privileges, praise, or activities, rather than with food or toys.	Consequences should be spelled out in advance and occur immediately after your child has misbehaved.
Change rewards frequently. Kids with ADD/ADHD get bored if the reward is always the same.	Try time-outs and the removal of privileges as consequences for misbehavior.
Make a chart with points or stars awarded for good behavior, so your child has a visual reminder of his or her successes.	Remove your child from situations and environments that trigger inappropriate behavior.
Immediate rewards work better than the promise of a future reward, but small rewards leading to a big one can also work	When your child misbehaves, ask what he or she could have done instead. Then have your child demonstrate it.
Always follow through with a reward.	Always follow through with a consequence.

Setting Consequences

Many parents choose to teach their children by allowing them to experience the consequences of their acts. In this way, children learn that their decisions and their behaviour have an impact on themselves and the people around them. Because it involves taking responsibility for choices made, discipline through consequences empowers children and promotes self-discipline.

Natural consequences

Life does the teaching with natural consequences: if you don't wear your hat, you'll get cold; if you've spent all your savings, you won't be able to buy the game you want. All the parent has to do is point out the likely consequences, then keep quiet ... and avoid saying, "I told you so!"

Sometimes risking natural consequences is too dangerous: if you play with matches, you could burn down the house, for example. Other times, the outcome happens too far in the future to make the connection obvious: if you don't brush your teeth, you'll get cavities.

Logical consequences

Logical consequences are imposed by the parent to link the behaviour of the child with consequences that make sense. The consequences feel fair and reasonable instead of like arbitrary control by the parent. For instance, as the parent you could set the rule: "Lights out at 8:30. If you are ready for bed at 8:15, we will have time to read a story. If not, we won't." If the child takes too much time, your calm response would be, "I see you've chosen no story tonight. Maybe tomorrow you'll be ready earlier."

For a teen who comes in past curfew, the parent could say, "It's 30 minutes past the time we agreed on and I have been worried. To win back my confidence, next time you go out, you will come in 30 minutes earlier than our previously agreed time."

Consequences that repair

Children readily understand and often appreciate consequences that give them an opportunity to repair their mistakes: they spill milk, they clean it up (or at least help); they tear a book, they patch it up; they dent a fender, they pay for it. The parent can apply these consequences with genuine regret combined with admiration — "too bad this happened to you, you're doing a great job of fixing it up" — rather than in a punishing spirit.

Consequences that teach

Children need to know how they *are* supposed to act. And sometimes they need to practise it with coaching. For instance, a child who has thrown a tantrum when leaving a friend's house might not be allowed to play with that friend for a week. The consequence will be more effective and feel fairer if the parent spends time with the child during the week looking for and practising better ways to leave a friend's. The message changes from, "You're a bad kid." to "I'm confident that you can master this."

Creative consequences

Sometimes it takes a good imagination to figure out appropriate consequences that teach rather than punish. Take the case of a child who forgets his jacket at a friend's. **Natural consequences:** He's cold next time he goes outdoors...but in fact it's too cold for that to be safe. **Consequences that repair:** He bundles up in sweaters and goes back to get the jacket...but the friend lives 20 minutes' drive away. **Creative consequences:** Parent drives the child to the friend's house to pick up the jacket (child's responsibility) and the child chooses which of the parent's responsibilities he will help with or take on in return.

Setting consequences

In the heat of the moment, a punishment may come to mind more easily than an appropriate consequence. You can give yourself some breathing room by saying, "That behaviour is not allowed. If you repeat it, there will be consequences." Later, describe to the child what behaviour you expect and what the consequences for unacceptable behaviour will be in the future. Consider the following points:

- What expectations and consequences are appropriate to the child's age?
- Is the child old enough to understand the link between his actions and their results?
- Does the child clearly understand the rule or the expected acceptable behaviour?
- Does the child need more practice and coaching in the desired behaviour?
- Will you be able to apply the consequences with the consistency necessary to teach the lesson that one's choices have an impact, *every time*?

Lessons for life


By disciplining through consequences, you will help your child learn to think before making decisions and to take responsibility for choices made.

by Betsy Mann

Ten Tips for Impulse Control

- Establish a verbal and visual sequence of “STOP-CALM-THINK” that is used at home/school/after-school to assist child to remember to think.



- Allow child to have “impulse or fidget” toy with them at all times so their hands are “busy” and less likely to be used to throw something, etc. Watch for signs/indicators of increasing arousal which can lead to impulsive behaviour and intercede before impulsive reaction occurs.
- Teach and encourage “self talk” so child can use internalized language for self-regulation. Many impulsive children do not have internalized language.
- Create a “self-control song”  to help with memory and internalization of rules. Here’s a simple one to the tune of “Row, Row, Row Your Boat” – Stop, Think, Use your words, When you’re feeling mad, Ask your teacher for some help, Then we’ll all feel glad.
- Play Freeze/Go games such as Red light/Green light, so children can practice stopping quickly and pausing before moving. This is fun and helps them learn to adapt to sudden changes.
- Role play situations “what could happen if ____”. Some children learn by experiencing or “seeing” the consequences of their actions on others.
- Process events of impulsive behaviour. What happened? How were you feeling when you did that? How do you think the other person feels because of what you did to them? How would you feel if someone did this to you? This is not to make a child feel terrible about themselves, but to help build empathy, remorse and encourages moral development. Give them an opportunity to apologize, let go and move on.
- Do not set up situations that are impossible for impulsive children. Evaluate your expectations. Impulsive children don’t do well in china stores. Don’t take them there. It’s unfair for them.
- Impulsive children need to be taught to think. It does not come naturally to them. Thinking is abstract. You can not see it or feel it. Make “thinking” as concrete as possible. Use facial expressions, body language to show thinking. Model thinking by thinking aloud: “Hmmm. I think I need to use the bathroom before I leave the house.”
- Praise and encourage all “thinking” behaviour. “I like the way you were thinking just now. That was good thinking and it helped you keep your body in control!”

Top 10 Routine Builders: Organization Help for ADHD Children

Create better structure with our organization help for children with ADHD.

by Peter Jaksa, Ph.D.

Need organization help? Follow our checklist to create routines that help your child grow and learn.

1. **Give specific instructions.** "Put away the toys on your carpet on the shelf in the closet." Be consistent — if the toys are stored on the shelf one night, they should be put there every night. Children need to know precisely what you expect.
2. **Assign tasks that your child is capable of doing on his own.** Success builds confidence. The goal is to teach your child to do things independently.
3. **Involve your child in discussions about rules and routines.** It will help him understand goals and teach him to accept responsibility.
4. **Write down routines as sequences of tasks (two to five items only), and post where easily visible (refrigerator, bathroom mirror).** Review lists regularly with your child.
5. **Be realistic about time.** Make sure you've set aside enough time for the child to complete his homework, clear the dishes, and get out the door in the morning. If the original time frame is leaving you five minutes shy, add five minutes.
6. **Expect gradual improvement.** It takes time to change old habits and form new ones.
7. **Praise effort — not just results.** If your child set the table but forgot napkins, acknowledge that she's trying. Reward good behavior more often than you punish bad.
8. **Allow for free time in daily routines.** Kids — and adults — need downtime.
9. **If your child isn't taking to the routine, seek help from a counselor who specializes in ADHD.** A pro can help get you on track.
10. **Stay focused on the long-term goals.** Above all, don't give up!



You Know Your Child Has ADD When...



1. You send him upstairs to get dressed, and 20 minutes later, he's sitting naked on the floor, **EXAMINING** his socks.
2. She can't spell unless she's **HANGING UPSIDE DOWN, BOUNCING** on a trampoline, **OR SPINNING** in an office chair.
3. "**CLIMBING THE WALLS**" isn't a metaphor in your home.
4. In the span of five minutes, your child **ASKS ABOUT A MILLION QUESTIONS**—all about totally different topics.
5. He walks in the room and asks, "Mommy?" then stares at the ceiling, forgets what he was going to tell you, then says "I love you!" instead—10 times a day!
6. A wrapper leads to a marvelous world of unbelievable inventions and magnificent **ADVENTURES**.
7. You check the lost-and-found box each Friday and leave with a bag filled with your child's belongings—and **SHE HAS NO IDEA ANYTHING'S MISSING**.
8. While being asked not to interrupt others, your child talks for five minutes about how he will not interrupt.
9. You secretly fear that a public health inspector will force you to close down your house!
10. **HE SPENDS HOURS ON A HOMEWORK ASSIGNMENT** (with constant encouragement/nagging) and then leaves it at home on the day it is due.
11. Your 13-year-old daughter stays up studying until 3 A.M.—but a good deal of that time is spent decorating her note cards with different colored markers, stickers, and rhinestones.
12. Your son, **UNABLE TO PAY ATTENTION** to his teacher's explanation of how to play dodgeball, flies around the gym, playing "airplane" by himself instead.
13. You ask your child why she is carrying *all* of her textbooks in her bag and she replies, "I can never remember to take the right book for homework, so this way I won't **GET IN TROUBLE FOR MISSING ASSIGNMENTS** again."
14. The "quick" walk that sounded like a good idea ends up taking all afternoon because your son stops to rescue every worm, snail, and slug on the trail.
15. Your daughter insists on reading a book while you're reading her a bedtime story—and she **ABSORBS BOTH**.
16. Your child tries to brush his teeth and play with a bouncy ball **AT THE SAME TIME**.
17. Your daughter plans outfits to coordinate with plot changes in the movie she's watching.
18. Your child manages to get himself stuck in the washing machine—a top-loader at that!
19. **YOUR KID TALKS NONSTOP**—and you never have to chime in to keep the conversation going.
20. You find your daughter's dirty underwear...on her bookshelf.
21. You think you live with Jim Carey or Robin Williams.
22. **HER NAME IS MENTIONED, CALLED, AND SCREAMED** 10 times as often as the others in the house.
23. You go shopping, and he **SIMULTANEOUSLY** swims and flies through the aisles of the store.
24. People around you smile kindly or say things like, "He sure is all boy" or "**YOU HAVE YOUR HANDS FULL.**" They have no idea!
25. You realize that **YOUR CHILD WILL SUCCEED IN LIFE IN WAYS YOU HAVEN'T**, because when all you want to do is press the snooze button in the morning, she's ready to get up and get going!

SUMMARY OF COMMON BEHAVIORS OF TEENAGERS WITH ADD

Challenging Behaviors

Possible Interventions

*Seek independence and freedom

- *Encourage independence
- *Trust until proven not trustworthy
- *Be observant of activities & friends
- *Consider compromise
- *Set up win-win situations
- *Offer an attractive alternative

*Disobey/Conflict with adults

- *State rules clearly
- *Involve in developing rules
- *Write down rules/post them

*Act younger

- *Adjust expectations
- *Ask his help in solving problems
- *Teach desired behavior
- *Impose consequence if necessary

*Act impulsive

- *Anticipate problems
- *Avoid tempting teenager
- *Consider medication

*Difficulty paying attention/don't seem to listen

- *make eye contact/use touch
- *Keep instructions brief and simple
- *Avoid preaching
- *Write instructions down
- *Accept his listening style

*Forgetful/don't do chores

- *Make a written list
- *Use "post-it" notes
- *Help get started/show how to do
- *Ask his help

*Disorganized/lose things/
Have messy rooms

- *Put name on possessions
- *Purchase less expensive things
- *Assist in being organized
- *Serve as a coach
- *List steps for clean room
- *Help clean room/garage
- *Close door to messy room

Challenging Behaviors

*Lack awareness of time/
They're late

*Difficulty planning ahead

*Difficult to discipline

*Low frustration tolerance/
Irritable/emotional

*Argue/talk back

*Don't accept responsibility
For actions

*Dishonest

*Difficulty with family events

Possible Interventions

*Use wrist watch alarm
*Rent or buy a beeper
*Teach awareness of time

*Teach planning
*Teach time management

*Use positive reinforcement
*Use logical consequences
*Reward or punish immediately
*Be consistent
*Create new consequences/rewards
*Use behavioral charts
*Use rewards/may include money
*Avoid Power struggles
*Redirect interests
*Give second and third chances

*Listen/be supportive
*Use active listening
*Teach problem solving skills
*Teach anger control

*Ignore minor infractions
*Walk away from conflict
*Give space and time to cool off
*Impose a consequence
*Adjust medication

*Deal with problem behavior

*If you know answer, don't ask
*Eliminate some punishment
*Develop plan to deal with problem
*Impose a consequence

*Keep outings simple/reduce demands
*Keep outing brief
*Look for creative solutions
*Medication may help

Challenging Behaviors

- *Difficulty participating in sports
- *Restless/easily bored
- *seek material possessions
- *Self-centered
- *Break things or have accidents
- *Daring/have accidents/climb the
Unclimbable/ do harrowing stunts/
Break bones
- *Sleep disturbances/can't fall asleep
- *Can't wake up

Possible Interventions

- *Play large muscle sports
- *Play an active position
- *Consider medication
- *Get involved in activities and sports
- *Plan interesting family outings
- *Encourage hobbies & interests
- *Make special plans for holidays
- *Allow earning money
- *Plan for holidays and birthdays
- *Purchase fewer, less expensive gifts
- *Express gratitude
- *Remind of special occasions
- *Invite to shop with you
- *Encourage to do things for others
- *Handle accidents philosophically
- *Treat as would an adult
- *Discuss physical strength
- *Put expensive possessions away
- *Encourage safe stimulating activities
- *Monitor level of danger
- *Provide supervision
- *Negotiate compromise
- *Ask others for help
- *Establish reasonable bedtime
- *Prompt to get ready for bed
- *Establish bedtime routine
- *Don't start projects after set time
- *Consider compromise during crisis
- *Encourage exercise
- *Consider medication/confer with Dr.
- *Buy alarm clock
- *Connect lights and TV to timer
- *Try positive incentives
- *Consider medication as last resort
- *Look for other causes

Challenging Behaviors

*Difficult morning routine

*Birds of a feather, flock together

Possible Interventions

*Allow enough time
*Use logical consequences; walk to school; leave
On time/dress in car; give 10 minute warning;
Take away driving privileges
*Get things ready night before
*Give meds immediately upon waking

*Refer friends for treatment
*Approach other parents with tact
*Tell of treatment benefits
*Encourage other friendships

Behaviors unique to teenagers with ADD with and without Hyperactivity

ADD/I/WO

*Lethargy/apathy

- *Encourage physical activity
- *Consult physician
- *Get physical exam
- *Check for depression/meds if needed

*Absent-minded/spacey

- *help with organization
- *Anticipate problems/make adjustments
- *Medication may help

*Slow processing

- *Make adaptations

ADD/H or ADHA

*Attention seekers

- *Give opportunities to be center stage
- *Participate in activities allowing recognition
- *Discuss inappropriate attention
- *Ignore some behavior

*Intrusive

- *Set boundaries
- *Identify parent's & Sibling's space
- *Impose consequences
- *Teach to wait

*Difficulty relating to others

- *Invite his friends on outings
- *Provide tips on relating to friends
- *Wait for teachable moment
- *Coach his team
- *Medication may help
- *Encourage having friends in addition to girlfriends

Adapted from Teenagers with ADD: A Parents guide by Chris Dendy.