

# Attention Deficit/Hyperactivity Disorder



## Parent Session 3

# Session 3 Outline

- Questions?
- Typical report card comments
- Review
- School accommodations
- Homework tips
- Consequences of ADHD
- Medications
- Benefits of ADHD

# Typical Report Card Comments

Kindergarten	Times when he is inclined to be too noisy, especially during free time.
Grade 2	Well behaved though he does at times talk and disturb those near him.
Grade 4	Worked well over the past year, despite his tendency to chatter. Has made good marks although I think if he cut down on talking he could do better.

# Typical Report Card Comments

Grade 5	Messy work and not good behavior has affected his performance this Term. Good grasp of concepts studied but did poor work on assignments and did not bother to keep his notebook complete.
Grade 6	If a little more careful attention was put into reading, important points would be more easily noted. Less wasting of class time would be an asset. Mastered skills but work habits need improvements. Wastes time in class which results in incomplete assignments. Written work untidy which results in unnecessary errors.

# School Accommodations

- Frontline for communication is your child Guidance Counselor
- Inquire if your child needs an ISSP or IEP
- Advocate for services
- Open communication with school administrators and teachers
- Approach it positively – us a team against ADHD, not the child

# Surviving Homework

- If at all possible, do not tutor your own child – may lead to arguments and a breakdown in your relationship in an already stressful/strained relationship.



# Surviving Homework

- Make sure it comes home. Get the teachers on board.
- Have a daily routine “don’t leave school without....”
- Set up a home routine with a specific time for homework.
- Designate a homework location.
- Be your child's coach
- Help them get started
- Use a timer
- Take breaks and refocus
- Praise effort



# Surviving Homework

- Create a home for completed homework
- Diagnose homework problems
- Have a plan for long-term assignments
- Sit on bouncy ball or wiggle cushion
- Respect your child's "saturation point."





# ADHD Witching Hour



# Consequences of ADHD



"We're just thankful that the baby is healthy."

# Why treat ADHD/ADD?

- Increase school performance
- Decrease likelihood dropping out
- Increase vocational success
- Increase self esteem
- Decrease likelihood substance abuse
- Increase positive personal relationships
- Decrease likelihood of motor vehicle accidents

# Medications Types

- Stimulants
- Non-stimulants

# Methylphenidate based Stimulants

- Ritalin
- Ritalin SR
- Biphentin
- Concerta

# Amphetamine based Stimulants

- Dexedrine
- Dexedrine Spansules
- Adderall-XR
- Vyvanse

# Stimulants

- Works by increasing the activity of the brain chemicals (neurotransmitters) called dopamine, and to a lesser extent, norepinephrine.
- This medication activates areas of the brain that control impulsive actions, attention and body movements, thereby improving symptoms of AD/HD.

# Non-stimulants

- Atomoxetine
- Guanfacine



# Common Side Effects

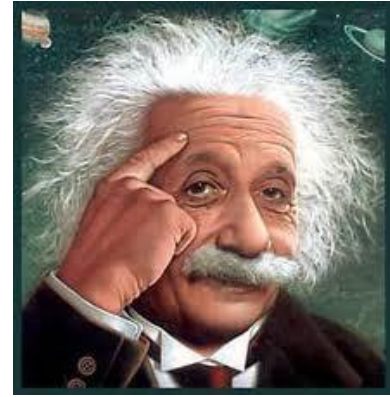
- Appetite
- Sleep
- Drowsiness, tiredness
- Headaches
- Dizziness
- Nausea, vomiting, stomach aches
- Constipation
- Dry mouth
- Fast heart rate
- Stuffy nose

# Uncommon Side Effects

- Yellowish skin, yellow eyes, significant rash/itchiness, dark colored urine, pain in the upper right part of the abdomen
- Increased aggression or hostility
- Emotional effects: feelings of agitation, anxiety, irritability, moodiness
- Thoughts of self harm, hostility or suicide
- Delay in growth
- Persistent head throbbing
- Appearance or worsening of verbal or motor tics

# Benefits of ADHD/ADD

- Can juggle many things at once
- Creative
- High energy and productivity
- Fun and exciting
- Flexible
- Enthusiastic and spontaneous







# 40 *Winning Accommodations for Your ADD/LD Child*

**I**ncrease the odds of your child succeeding in school by pinpointing his problems in the classroom and including effective accommodations in his IEP or 504 Plan to remedy them. Below is a list of challenges your child may face during the school day along with specific accommodations to overcome them. Talk with your child's teacher about implementing these strategies.



## **PROBLEM: ACTS UP IN CLASSROOM**

**“Erik is easily distracted by classroom activity, acts out in class to gain negative attention, and reaches across desks to talk to or touch other students.”**

### **ACCOMMODATIONS TO REQUEST**

- Seat him front and center, near the teacher, and away from doors or windows where noise or passing students may distract him
- Tweak the seating plan so he sits next to a good role model
- Increase the distance between desks, if possible
- For younger students, mark an area with tape around his desk in which he can move freely

## **PROBLEM: INCOMPLETE ASSIGNMENTS**

**“Julie is unable to complete work within the given time, isn't able to keep up the quality of work, and has difficulty following instructions.”**

### **ACCOMMODATIONS TO REQUEST**

- Allow her extra time to complete assigned work
- Break long assignments into smaller segments
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a kitchen timer for 10-minute intervals and have the student get up and show you her work

## **PROBLEM: GETS DISTRACTED**

**“Jennifer falls behind during classroom discussions; when taking notes, complains that lessons are boring, and turns in work with careless mistakes.”**

### **ACCOMMODATIONS TO REQUEST**

- Provide her peer assistance in note taking and ask her questions to encourage participation in discussions
- Enlist her to help present the lesson
- Cue her to stay on task with a private signal—a gentle tap on the shoulder, for example
- Schedule a five-minute period for her to check over work before turning in homework or tests.



Continued on next page.



### **PROBLEM: INTERRUPTS**

**“Richard constantly engages in attention-getting behavior, blurts out answers, and interrupts others. He needs reinforcement and long-term help with improving behavior.”**

#### **ACCOMMODATIONS TO REQUEST**

- Ignore minor inappropriate behavior
- Increase immediacy of rewards and consequences for good and bad behavior
- Acknowledge correct answers only when his hand is raised and he is called upon
- Send daily/weekly progress reports home
- Set up a behavior contract with student and parents

### **PROBLEM: LOSES FOCUS**

**“Alex daydreams a lot and isn’t able to stay focused on the subject matter that is being taught.”**

#### **ACCOMMODATIONS TO REQUEST**

- Use clear verbal signals: “Freeze,” “This is important,” or “One, two, three...eyes on me”
- Use a flashlight or a laser pointer to illuminate objects or words you want him to pay attention to
- Illustrate vocabulary words and science concepts with small drawings or stick figures
- Ring a bell or chimes; play a chord on a guitar or keyboard.

### **PROBLEM: RESTLESS IN CLASS**

**“Robby is constantly tapping his foot and fingers in class and has difficulty focusing for long periods of time.”**

#### **ACCOMMODATIONS TO REQUEST**

- Allow him to run errands, to hand out papers, or to stand at times while working
- Give him a fidget toy in class to calm him down and to increase concentration
- Provide short breaks between assignments
- Give him an air-filled rubber disk to sit on that allows him to wiggle.

### **PROBLEM: DISORGANIZED, POOR PLANNER**

**“Anita can’t keep track of papers and has trouble remembering homework assignments. She loses books all the time.”**

#### **ACCOMMODATIONS TO REQUEST**

- Color code binders to specific academic subjects—green for math, red for English
- Provide handouts that are three-hole punched in advance
- Use brightly colored paper for project assignments, providing details and due dates
- Provide student with assignment book and supervise writing down of assignments
- Appoint monitors to make sure that students write down homework assignments at the end of the day
- Allow student to keep a set of books at home

### **PROBLEM: SOCIAL PROBLEMS**

**“Marnie is unclear about social cues. She does not work well with others and isn’t respected by her peers. As a result, she has low self-confidence.”**

#### **ACCOMMODATIONS TO REQUEST**

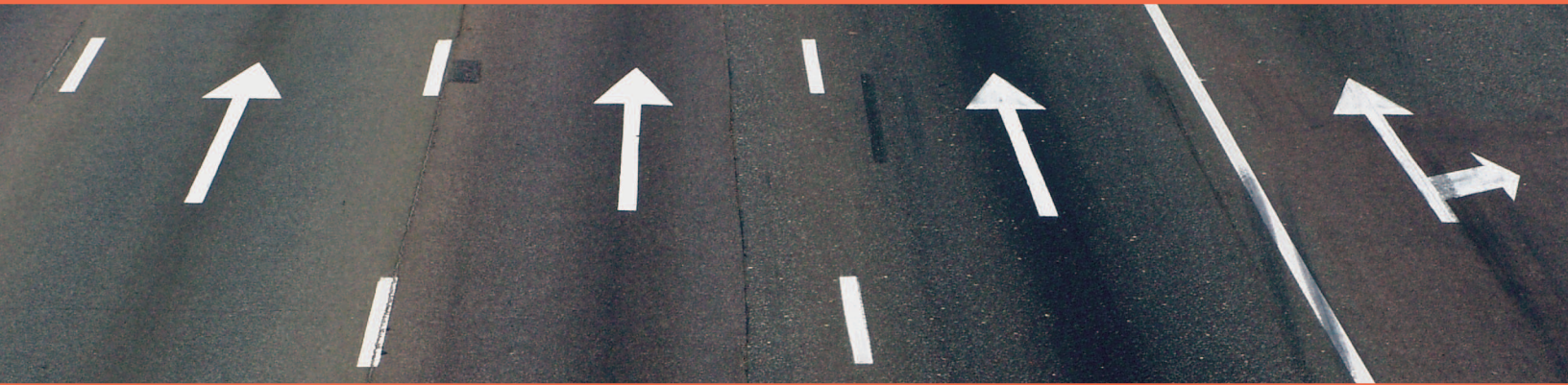
- Set up social-behavior goals with her and implement a reward program
- Encourage cooperative learning tasks
- Assign special responsibilities to her in presence of peer group
- Compliment positive behavior and work
- Give her an opportunity to act in a leadership role
- Encourage social interactions with classmates
- Plan teacher-directed group activities
- Acknowledge appropriate behavior and good work frequently

To learn more about ADD/ADHD, visit **ADDitudeMag.com**. Find more great downloadable ADD/ADHD guides, posters, and resources at **ADDitudeMag.com/resources/printables.html**.



# Stop Driving Distracted: Rules of the Road for ADD Teen Drivers

Help young drivers avoid distractions while behind the wheel. Follow these safety instructions to prevent car accidents and reduce your teenager's risk of getting a ticket.



- 1) GPS and/or printed directions can prevent distracted driving.** If your attention deficit hyperactivity disorder (ADHD) teen is driving to a destination that he hasn't been to before, have him ask for detailed directions beforehand or use an online mapping service to print out driving instructions. Even better: Install a GPS navigation system in the car that "speaks" directions instead of requiring him to look at a distracting display.
- 2) Use E-Z Pass to fight distractions in traffic.** Have your daughter's car equipped with an E-Z Pass tag or other automatic toll-paying system, so she won't have to hunt for change as she approaches tollbooths. This way she can keep her eyes on the road as traffic and congestion build with drivers jockeying to get in the appropriate lanes.
- 3) No cell phone calls allowed—even if it's via Bluetooth, headset, or hands-free.** Cell phones—hands-free or hand-held—are distracting. Have your teen shut off the phone before she gets in the car. If she must take—or make—an important call, tell her to pull over before answering or punching in the phone number.
- 4) Monitor ADHD medication.** If your teen does a lot of driving—especially at night—speak to your doctor about switching to a long-acting medication. Studies have shown that it works better at boosting the performance of drivers with ADD than multiple doses of a short-acting drug.
- 5) Don't let music cause a car accident.** If your teen listens to music in the car—whose doesn't?—ask her to pick a favorite radio station, CD, or iPod playlist and to set the volume *before* she pulls out into traffic. If she wants a change in music, she should find a safe place to pull over.
- 6) Ban texting and other distracting technologies while driving.** A Virginia Tech study conducted from 2004 to 2007 found that when participating truckers texted while driving, their risk of crashing was 23 times greater than when not texting. Your teen should tell friends that watching videos or taking photos with a cell phone isn't allowed in the car. Both are distracting and might take your driver's eyes off the road if a friend asks him to take a quick peek at a cool website or photograph.
- 7) No eating while driving.** It's hard to stay focused on the road ahead if your teen is struggling to get the wrapper off an energy bar or to pull open a potato chips bag. The rule should be: Eat only when stopped—on a shoulder, at a rest station, or in a parking lot.
- 8) Crowded car? Let someone else drive.** A car full of noisy friends can be dangerous for a teen with ADD. Let someone else shuttle the group to the mall or the baseball game.

## Keys To School Success For Kids with ADHD

*Parents and students should work together to fill out this checklist. Then send it to the student's teacher. Providing this information will help the teacher better understand the student's needs.*

### **I learn best by:**

- ☐ Using a daily written schedule
- ☐ Seeing rules posted
- ☐ Reading
- ☐ Listening
- ☐ Hands on learning, teacher demonstrations, experiments
- ☐ Other ways: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **To help me improve my listening:**

- ☐ Use a bell or sound signal for important information
- ☐ Repeat the directions
- ☐ Ask me to repeat the directions back to you
- ☐ Provide written directions
- ☐ Other ways: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **To let out my energy, let me:**

- ☐ Stretch
- ☐ Play classroom games
- ☐ Hold something
- ☐ Doodle
- ☐ Stand while doing my work
- ☐ Sit in the back of the room
- ☐ Walk around (e.g., choose me as a messenger)
- ☐ Other ways: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **To help me finish my class work, give me:**

- ☐ More time
- ☐ Less work
- ☐ Extra help period
- ☐ Make-up time during class
- ☐ Extra work of my choice

- ☐ Free time as a reward for finishing class work
- ☐ Other ways: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **To help me be successful with homework:**

- ☐ Write all my homework on the board
- ☐ Initial my assignment book for correct entries
- ☐ Contact my parents if I am missing work
- ☐ Let me keep an extra set of books at home
- ☐ Give me extra credit options to improve my grade:
  - ☐ Art project
  - ☐ Poster
  - ☐ News article
- ☐ Other ways: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Ways to improve my behavior:**

- ☐ Homework pass
- ☐ Class parties
- ☐ Positive teacher comments
- ☐ Caring teachers
- ☐ Developing pride in myself
- ☐ Other ways: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **To help me get good test grades, give me:**

- ☐ Special class review
- ☐ Study guide for tests
- ☐ Extra credit question
- ☐ Distraction free space to take tests
- ☐ Other ways: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# disorganization

## the problem:

The child forgets to bring the right books and supplies home or to school. His desk, locker, backpack, and notebook are in disarray. He forgets deadlines and scheduled activities.

## the reason:

The neurological process that keeps us organized is called “executive function.” This is the ability to organize, prioritize, and analyze in order to make reasonable decisions and plans. Children with AD/HD and related neurobiological problems have impaired executive function skills due to abnormal dopamine levels in the frontal lobe of the brain.

## the obstacles:

Punishment will not change disorganized behaviors that are related to brain pathology. It’s confusing to teachers and parents when students with AD/HD are inconsistent in their ability to organize. Such children are sometimes labeled “sloppy” or “lazy.” If a child handles one task in an organized way, it is tempting to believe he could always be organized “if he wanted to.”

## SOLUTIONS

### IN THE CLASSROOM:

**Children who take medication for AD/HD may show some improvement in their ability to stay organized; however, they still need teachers and parents to provide support and teach compensatory skills. The key to helping kids stay organized is constant communication among teachers and parents.**

- + If possible, provide the student with two sets of books and supplies—one for home and one for school—so that there is little to have to remember. This helps conserve the mental energy the child needs for his most important task: learning.
- + Provide a special assignment notebook with larger-than-usual spaces in which to write. If the child tends to cram and stuff papers in his folders, a binder with pocket-type inserts in which to stuff papers may work better than the standard three-ring

binder with tabbed sections.

- + Give assignments in writing, or check what the child has written himself, to ensure accuracy.
- + Color-code books and supplies by subject. For example, use yellow for all geography book covers, notebook dividers, and files. Use red for everything related to history class, and so on.

**AT HOME: Organizational skills rarely come naturally. Spend some time with your child teaching the basics of planning and organization.**

- + Double-check your child’s assignment notebooks to make sure that homework is in its proper place once completed.
- + Make multiple copies of permission slips, event announcements, and other paperwork to post in several areas of the house. These will serve as visual reminders of important dates and deadlines.

- + Keep a triple-hole puncher on your child’s desk to make sure that important papers can be easily punched and inserted into his school binder.
- + Check belongings daily and organize weekly by cleaning out and reordering backpacks, assignment notebooks, and work binders.
- + Set up a color-coded file system, with colors matching the system devised for school, on your child’s desk. He then can easily store papers that don’t need to be toted around every day.
- + Provide a place for everything: a box for school supplies, a holder for CDs, a shelf for books, a bulletin board for announcements, an under-bed box for old artwork and papers.

If your child rejects your efforts to help him stay organized, impose logical consequences. If he loses a CD, for example, you don’t have to replace it.



## Homework Tips

- Establish a routine and schedule for homework (a specific time and place). Don't allow your child to wait until the evening to get started.
- Limit distractions in the home during homework hours (reducing unnecessary noise, activity, and phone calls, and turning off the TV).
- Praise and compliment your child when he or she puts forth good effort and completes tasks. In a supportive, noncritical manner, it is appropriate and helpful to assist in pointing out and making some corrections of errors on the homework.
- It is not your responsibility to correct all of your child's errors on homework or make him or her complete and turn in a perfect paper.
- Remind your child to do homework and offer incentives: "When you finish your homework, you can watch TV or play a game."
- If your child struggles with reading, help by reading the material together or reading it to your son or daughter.
- Work a certain amount of time and then stop working on homework.
- Many parents find it very difficult to help their own child with schoolwork. Find someone who can. Consider hiring a tutor! Often a junior or senior high school student is ideal, depending on the need and age of your child.

## Discipline

- Be firm. Set rules and keep to them.
- Make sure your child understands the rules, so he or she does not feel uninformed.
- Use positive reinforcement. Praise and reward your child for good behaviour.
- Change or rotate rewards frequently to maintain a high interest level.
- Punish behaviour, not the child. If your child misbehaves, try alternatives like allowing natural consequences, withdrawing yourself from the conflict, or giving your child a choice.

## Taking Care of Yourself

- Come to terms with your child's challenges and strengths.
- Seek comfort from family and friends or professional help such as counseling or support groups.
- Help other family members recognize and understand ADHD.

## Potential impact of ADHD on daily functioning

Academic	Health/Injury	Social Functioning/Self Esteem	Sexual Behavior	Criminality	Substance Abuse
<p>More frequently:</p> <ul style="list-style-type: none"> <li>- score lower on achievement tests</li> <li>- require special education</li> <li>- repeat grades</li> <li>- suffer suspensions</li> <li>- drop out of school</li> </ul> <p>Less frequently enter or complete college</p>	<ul style="list-style-type: none"> <li>- incur more than double the cost of medical care</li> <li>- are less likely to foresee danger and to put preventative strategies in place</li> <li>- without treatment, suffer from four times as many serious injury and three times as many motor vehicle accidents</li> </ul>	<p><i>Children</i> are more likely to have:</p> <ul style="list-style-type: none"> <li>- poor social skills</li> <li>- fewer friends</li> <li>- lower self esteem</li> </ul> <p><i>Adolescents</i> are more likely to have:</p> <ul style="list-style-type: none"> <li>- poor peer relationships</li> <li>- difficulty with authority figures</li> </ul> <p><i>Parents/families</i> experience higher levels of :</p> <ul style="list-style-type: none"> <li>- stress</li> <li>- self-blame</li> <li>- social isolation</li> <li>- depression</li> <li>- marital discord</li> </ul>	<p>Adolescents were more likely to have:</p> <ul style="list-style-type: none"> <li>- sex at an earlier age</li> <li>- more sexual partners</li> <li>- more unplanned pregnancies</li> <li>- more sexually transmitted infections</li> </ul>	<p>ODD, CD, and anti-social personality disorder may co-occur with ADHD. Coupled with the impulsivity of ADHD, these co-occurring conditions increase the risk for legal problems.</p> <p>Individuals with ADHD were more likely:</p> <ul style="list-style-type: none"> <li>- to be arrested</li> <li>- arrested more than once</li> <li>- convicted</li> <li>- jailed</li> </ul>	<p>Individuals with ADHD:</p> <ul style="list-style-type: none"> <li>- start smoking earlier</li> <li>- smoke more heavily</li> <li>- have more difficulty quitting.</li> </ul> <p>Without treatment, over half of individuals with ADHD develop substance use disorder by adulthood.</p>
<p><b>Occupational</b></p> <p>More frequently:</p> <ul style="list-style-type: none"> <li>- enters the workforce less skilled</li> <li>- are fired</li> <li>- change jobs</li> <li>- receive lower performance ratings</li> </ul>					

## **Tame the ADHD Witching Hour: After-School Survival Strategies by Terry Matlen**

Does your ADHD child return home from school mentally exhausted, physically edgy, and starving -- all at the same time her meds are wearing off?

Here are ADD expert Terry Matlen's afternoon survival strategies for parents and kids.

When I talk to parents at ADHD conferences, I always say, "See the afternoon crash coming, and have a plan."

We parents know that it is a hair-raising roller-coaster ride from the time our ADHD kids get home from school until they go to bed.

Three o'clock is probably the toughest time of day for our ADHD kids -- and the rest of our family.

That shouldn't be surprising. Kids walk through the door mentally exhausted, physically edgy, and starving — though they usually don't realize any of it. What's more, their meds have worn off, causing their ADHD symptoms to return with a vengeance.

My after-school plan was to give my daughter a healthy snack the moment she got home (it actually became an early dinner for her) and to disappear. Anything beyond a simple "Hi" could have triggered a tantrum. She needed to have time to herself.

Here are a few other things that helped reduce the steep drops of the 3 o'clock roller-coaster ride:

- Don't over-schedule your child with after-school activities. She worked at least twice as hard as her non-ADD schoolmates and needs about twice as much downtime. We set up a small room in the basement for our daughter, outfitted with beanbag chairs, video games, jigsaw puzzles, and a play table. She isolated herself and played quietly when she was stressed.
- Since moodiness, irritability, anger, and defiance are common in kids who are tired and hungry, don't force your child to accompany you on errands, which will tire her out even more. If you have to go out, be sure to bring in an ADHD-friendly babysitter.
- Set aside time for therapeutic physical activity. Raking the leaves, riding a bike, doing martial arts on Wii, swimming, and taking a walk in the park are effective ways to release tension and hyperactivity.
- Talk with your child's doctor about giving her an afternoon dose of ADHD medication. Many children benefit from a second dose, which helps them focus and stay calm. Remember, no child likes to feel out of control.
- Watch what your child eats. After-school foods rich in protein will help balance a child's mood better than foods high in simple carbs. Consider an early dinner if she just can't wait for the family meal.
- Hire a tutor or a high school student to help with homework. A non-family member is usually a better homework helper than parents, who may quickly butt heads with their child.
- Be realistic about your expectations and never compare your child with her non-ADHD siblings.