

ADHD & BUILDING ROUTINES

East Islip Parent Training
3/27/24

OVERVIEW

- ADHD: what you need to know
- Challenges and Strengths of ADHD
- Environmental strategies to Help
- Teaching internal strategies to help

ADHD: A PERSISTENT PATTERN OF INATTENTION AND/OR HYPERACTIVITY-IMPULSIVITY THAT INTERFERES WITH FUNCTIONING OR DEVELOPMENT.

PREVALENT AMONG 11% OF KIDS IN US

Combined Presentation: both inattentive & hyperactive/impulsive

Inattentive Presentation:

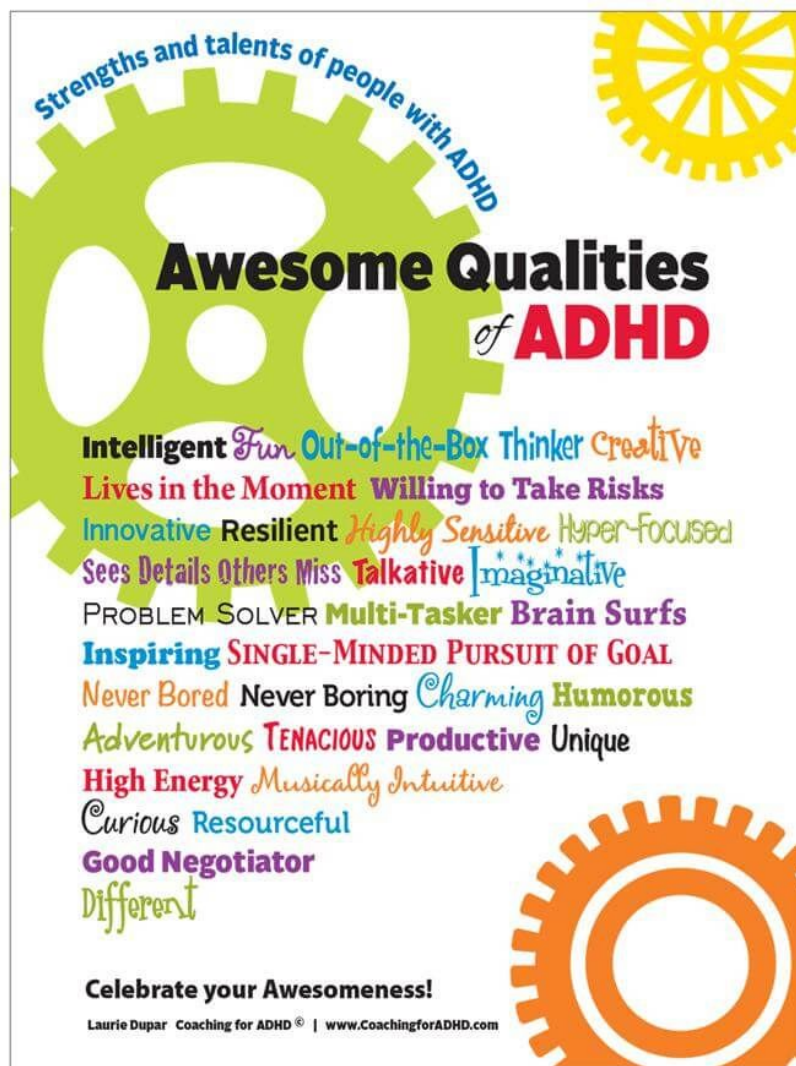
- Executive dysfunction
- Inattentive to detail
- Difficulty with paying attention

Hyperactive/Impulsive Presentation:

- Very talkative & may speak very fast, tendency to interrupt
- Unable to sit still, fidgets, restless
- Poor sleep patterns
- Lack of control
- Accident prone

BENEFITS OF ADHD

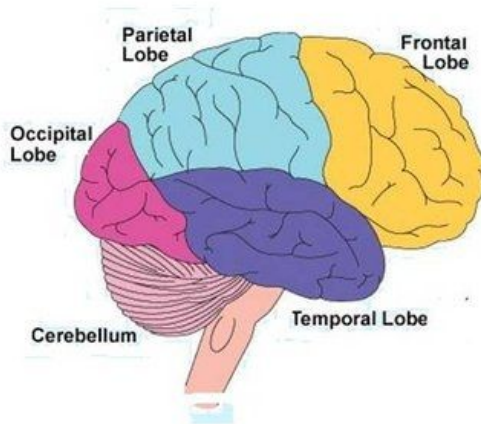
- Ability to hyperfocus
- Ingenuity/Creativity
- Perceptiveness
- Curiosity
- Risk-taking
- Energetic
- Intelligence
- Resilience
- Eager to try new things



ADHD & THE BRAIN

- The brain tends to take longer to mature
- Location of brain responsible for executive functions, motivation and emotional dysfunctions are smaller
- Imbalances in neurotransmitters: the brain's communicators

Executive Functioning



Frontal lobe is responsible for much of the executive functioning of the brain.

These functions include:

Attention
Working memory
Planning, organizing
Forethought
Impulse control

WHAT ELSE LOOKS LIKE ADHD?

- Anxiety
- Depression
- Specific Learning Disorder/Disability
- Oppositional Defiant Disorder
- Autism Spectrum Disorder
- PTSD
- Medical condition/medication
- Substance abuse
- Sensory impairment (vision, hearing)



SCHOOL RELATED DIFFICULTIES

- Keeping track of school materials
- Adjusting to school schedule/routines
- Turning in homework assignments
- Recording homework assignments
- Bringing back/forth materials needed to complete assignments
- Communicating when having more trouble
- Planning and completing long-term assignments
- Focusing on lectures
- Coping with transitions & “down time”



HOME RELATED DIFFICULTIES

- Completing tasks/chores
- Struggling with homework
- Following directions
- Keeping track of belongings
- Requiring frequent reminders
- Interrupting family activities
- Winding down
- Regulating emotions



SOCIAL DIFFICULTIES

- Reading and responding to social cues
- Peer rejection/isolation
- Arguments or misunderstandings with peers
- Coping with peer pressure
- Repairing relationships
- Dating
- Navigating social media



HOW DO I HELP?

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

Effective interventions: reinforce desired behaviors through rewards/praise and decreasing problem behaviors by limits/consequences

- Environment (external)
- Individual (internal)

ENVIRONMENTAL STRATEGIES

Advanced preparation is key

- Review task expectations
 - modify if needed
- Rehearse a situation *beforehand*
- Coaching
- Verbal prompting
- Reminders

Technology and visuals can help with prompting and reminders!



ENVIRONMENTAL STRATEGIES: DAILY ROUTINES

Routines make **expectations clear** & help to reduce feeling overwhelmed. When feeling overwhelmed, thinking (i.e., planning, organizing) can be challenging.

- **Consistent** from day to day: consistency is key!
- Regular daily activities:
 - Sleep/wake times
 - Getting ready for school routine
 - Homework/after school routine
 - ***Schedule in extra time to keep you on time***
- Schedule time for daily & weekly tasks: using To-Do lists
 - Daily quick cleanup
 - Laundry
- Make it visual
- Simplify the schedule - declining what is unimportant / not needed

My Daily Routine



Morning routine



Evening routine



	Mon	Tue	Wed	Thu	Fri
28	☒ 1PM-Midterm ☒ 4PM-Chapters 8-10-Reading Response ☒ 6PM-Chapter 10 Worksheet		☒ 2PM-Chapter 5-Reading ☒ 2PM-Chapter 5-Prompts	☒ 12PM-ASL-Lunch-Chat ☒ 2PM-Quiz 5	☒ Lab Report 8 ☒ 2PM-Quiz 5
5	Flu Shots at UMS ☒ 6PM-Chapter 11-Worksheet	☒ 11AM-Project 3-Initial Review ☒ 1PM-ASL-Movie-Night		☒ 11AM-Quiz 5 ☒ 12PM-ASL-Lunch-Chat	☒ Lab Report 9 4PM Cor
12	☒ 6PM-Meeting-for-Capstone Project ☒ 6PM-Chapter 12-Worksheet	☒ 6PM-Meeting-for-Capstone Project ☒ 6PM-Quiz 3	☒ 2PM-Chapter 6-Reading ☒ 2PM Chapter 6 Prompts ☒ 6PM Meeting for Capstone Project	☒ 12PM ASL Lunch Chat ☒ 11AM Project 3 ☒ 12PM ASL Lunch Chat	☒ Lab Report 10 ☒ 2PM Quiz 6
19	☒ 6PM Chapter 13 Worksheet				☒ Lab Report 11 4PM Cor
26	☒ 4PM Chapters 11-14 Reading Response ☒ 6PM Chapter 14 Worksheet	☒ 6PM Quiz 4	☒ 2PM Chapter 7 Reading ☒ 2PM Chapter 7 Prompts	☒ 11AM Exam 3 ☒ 12PM ASL Lunch Chat	☒ Lab Report 12 ☒ 2PM Quiz 7 ☒ 2PM Writing Assignment 3

Evening Ritual



Play Your Favorite Song

Set out clothes & shoes for tomorrow



Prepare your bag for tomorrow

Make sure everything you need for tomorrow is by the door



Think about how happy you will be tomorrow when you are prepared for the day

Do some relaxing evening meditation



Reward yourself for your hard work!

DAILY ROUTINES: HELPFUL HINTS FOR COMPLETING TASKS

- Remove distractions/clutter
- Use one system (i.e., apple calendar for all daily/weekly activities)
- Perform small tasks/easily completed tasks immediately
- Group small tasks to complete as many as possible (feelings of accomplishment with these, too)
- Interweave small tasks in the middle of large tasks to give a break, refresh and offer attention refocus
- Do something, do anything, even if it's not what you intended. Get started and migrate to the intended task.
- Reward once achieved!
 - Make sure the reward system is **effective**

FOCUSING IN ON PUBERTY

Explicitly **teach** the child the expectations: to know when/where behaviors are appropriate

- Private vs public places
- Private parts of body

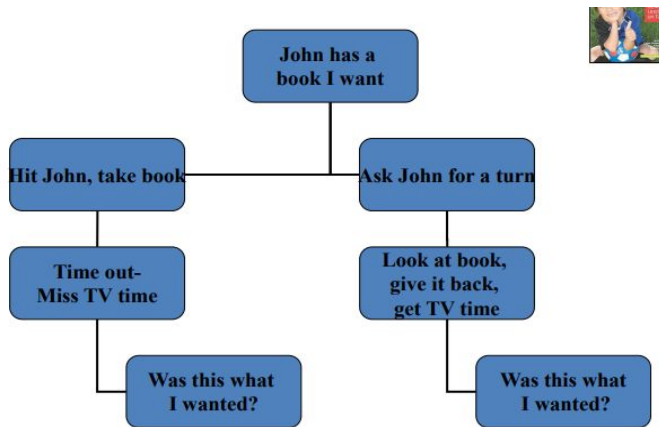
Can incorporate private time into the child's routine

Reward the child for following the expectations correctly.



ENVIRONMENTAL STRATEGIES: USE MISTAKES TO TEACH

- Praise for success (or partial success)
- Use debriefing sparingly
- **Problem solve** how to avoid the problem next time
- Talk less, write more: sustaining attention is difficult



Problem-Solving	
What's the problem?	
Come up with a few ideas for solutions for your problem! For each solution, write down why you think it might be a good idea. Also, write down why the solution might not work.	
Solution #1: _____	
Why is this a good solution?	Why might this not be a good solution?
Solution #2: _____	
Why is this a good solution?	Why might this not be a good solution?
Solution #3: _____	
Why is this a good solution?	Why might this not be a good solution?
Which one do you think is best?	

SUPPORTING INTERNAL STRATEGIES

Teach child executive functioning skills through direct instruction

- Teach routines
 - Have the child practice developing and using their own routines
- Learn scripts for problem solving & self-regulation
- Seek their input on their own strengths & weaknesses and what would be helpful
- Motivate children to use executive functioning skills
 - Praise & Reward

Model the skills

- Demonstrate your own organizational skills
 - Using a calendar
 - Generating to-do lists
- Talk aloud your internal dialogue which allows you to problem solve and plan

INTERNAL STRATEGIES: SELF-SCRIPT

Inner speech is related to the ability to plan!

- Learning scripts for specific routines/activities and general problem solving process
 - “When I come home from school, I will have a snack, then I start my homework”
 - “I will count to 5 before answering” (to help with interrupting)

Goal – Why – Plan – Do – Check

Goal	To have fun at recess
Why	Recess is my free time
Plan A	Ask Johnny if he wants to play soccer
Plan B	(If J says, “no”) Ask Melissa to play soccer
Plan C	Swing on the swings
Do	Follow my plans
Check	Did I meet my goal? Which plan worked? Would I do it the same or different next time?

SUPPORTING INTERNAL STRATEGIES: EXTRACURRICULAR ACTIVITIES

- **Social skills training:** explicitly teach children how to read others reactions & how to behave more appropriately; transfer the skills to the real world
- **Exercise** reduces symptoms of ADHD!
- Engage in **hobbies that require close attention to detail, teaching the child to attend:** dance, skateboarding, gymnastics, rock climbing, martial arts, obstacle courses, meditation, memory & concentration games



THINGS TO REMEMBER

- 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 the student
- Collaborate with teachers and other caregivers to support children's development of executive functioning skills
- The most important thing is to attend to your child's strengths and their efforts to internalize executive functioning skills

QUESTIONS?
COMMENTS?
THANK YOU!