Structure, Systems & Strategies

Implementing the Three “S’s” to Improve Behavior & Resiliency within the Family with ADHD

The Impact of ADHD on the Family

- Parents frequently experience increased stress and conflict within the family
- The family experiences higher levels of anger and emotional outbursts
- Parents are consistently faced with difficult problems to solve
- Parents often have negative relationships with their children for many reasons
- Parents have to deal with multiple systems
- Parents can frequently have ADHD or some of the characteristics
- Parents frequently get messages that the child’s behaviors are due to poor parenting skills

Why is Parenting My Child/Teen So Difficult?

1. Depends on where their developmental level
   - Level of executive functioning weaknesses
   - Performance deficit
   - Ability to self-regulate their thoughts, actions and emotions

2. Depends on their temperament
   - Inflexibility
   - Strong-willed
   - Inability to modulate their emotions
   - Push the Limits
   - Live in the moment
   - Do not transition well
   - Do not Stop – Think – Act

3. Difficulty communicating with and asking for compliance
   - Climbing the bat!

It is a Process!!!

- Knowledge
- Keep a Disability Perspective
- This shapes your responses to your child/teen
- Consistency
- Parental Division of Labor
- Maintain a sense of humor
- Take good care of yourself!
  “Parenting does not cause ADHD, but it can influence the symptoms!”

Know your Child and what they need!

Fostering Your Child’s Strengths & Resiliency

- Computers
- Athletic
- Helping others
- Reading
- Taking care of pets
- Taking things apart
- Thinking out side of the box
- Intuitive
- Persistent
- Fishing
- Artistic
- Creative thinker
- Fitness
- High energy
- See’s things others do not

- Foster your child/teen strengths
- Find outlets to help them utilize their strengths
- Help them see their strengths
Building the Relationship

The effective use of strategies such as:

- house rules
- listening to commands
- structure/routine
- organizational skills
- problem-solving

"is influenced by the quality of the relationship you have with your child!!!"

We Want:

Rules
- a Relationship
= Rebellion

structure/routine

- organizational skills
- problem-solving

"is influenced by the quality of the relationship you have with your child!!!"

We Want:

Rules
+ a Relationship
= Success

ADHD & Empathy

Put yourself in the other person's shoes and see the world through their eyes

Accept that empathy is a vital skill for successful relationships

- By accepting their feelings
- Parents don’t usually accept their child’s feelings:
  - "You’re just saying that because you’re tired."
  - "You don’t really mean that."

Validate what another is saying by using:

Reflective Listening - “Guidelines”
1. Listen quietly and attentively! ("Oh"); "Hmm")
2. Give the feeling a name. ("sounds like you are very frustrated")
3. You can give the child his wishes in a fantasy. ("I wish I could make the rain stop for you right now but I can’t.")

Reflective Listening Dialogue

Poor Example
"Mommy, it’s hot in here!"
"It’s cold, keep your sweater on."
"No, I’m hot!"
"I said, “Keep your sweater on!”

Good Example
"Mommy, it’s hot in here!"
"Oh, you feel too warm to keep your sweater on?"
"Yes. I’m hot!"
"OK, take your sweater off for now but keep it close in case you need it!"

Reflective Listening Dialogue

Child: "School Sucks, I am never going back to that stink hole!"
Parent: "It sounds like you had a tough day at school."
Child: "No Duh! I am always getting picked on for no reason."
Parent: "I guess you feel you are not being treated fairly."
Child: "Nobody wants to play with me."
Parent: "It hurts your feelings to think no one with play with you?"
Child: "I am never going back to that school."
Parent: "I bet you wish there was no such thing as school."
Child: "That would be awesome!"
Parent: "Well, I wish I could make school disappear, but I can’t. I’ll tell you what - in the meantime let’s go do something fun for an hour and shoot a few hoops at the park."

Praise Can Be Instructional and it Can Be a Road Map!

Earnest Praise: Finding small things and let them know you have noticed!

- Thanks Chris for putting the glass on the counter

Goal:
1. 
2. 

Guidelines:
- Praise the behavior you want to see and be specific
  - You worked very hard on your science project and put in a lot of effort last night before bed.
  - Thank you Chris for coming home by your curfew. I didn’t have to wait up and worry

Criticism Can Be Instructional

- Criticize the behavior - not the child or teen

Guideline:
- Chris that word hurts me. Stop talking to me using bad words!
- Chris stop using bad words when talking to me. You are such a difficult child to deal with!
Avoiding Communication Pitfalls

1. The calmer the parent the more meaningful the consequence becomes!!!

2. PITFALLS

3. Button Pushing

4. Theirs! Yours!

5. Strategy "SPA"

6. Stop---- ---Stay calm

7. Prepare a rehearsed response

8. • “Oh”, “Um”

9. • Or “NO” response

10. • I’ll get back to you on this later

11. Away----WALK!!!

12. When Buttons Get Pushed!

13. Be aware of:

14. • Low Frustration Tolerance - Computer virus

15. – Triggers or signals - that occur prior to a meltdown, may be...

16. • Facial expressions, verbal comments

17. • Physical expressions or gestures

18. • Mood changes

19. • If you think you are there you are!

20. • Stay calm - do not engage

21. • Back off! Time out!

22. – Let the child go to their private fort, room, basement, etc.

23. Templates for Procedures or Routines that are Repetitive (Russell Barkley)

24. Cleaning up Bedroom

25. Chore Card

26. • Assignment Cue Card

27. • Chore Card

28. • Academic Skill Card

29. • Routine Cue Card

30. Pick up toys and place on toy self

31. Pick up clothes that are dirty and put in hamper in your room

32. Place shoes on shoe rack in the closet

33. Place your backpack on the backpack hook

34. Straighten the covers on the bed

35. Group your school papers on the desk into piles

36. Take any wet towels to the bathroom and hang them on the towel hook

37. Homework & Managing Materials is a Missing Skill!!!

38. I Know It’s In Here Somewhere, Mom

39. Organizational Impairment Creates Academic Under-Achievement

November 2011
Building the Resiliency Factor

- We want forward movement in the face of adversity no matter what!
- Resiliency is the ability to overcome hardship and adversity in spite of the issues and concerns!
- Implementing strategies with the belief that - “I can” builds self-esteem and resiliency for your child and the family!
- In spite of my child’s current struggles, what can I do to help my child feel good about himself?

Parent to Parent: Family Training on ADHD®

A Multi-Session, Interactive Educational Program For Parents of Children and Adolescents with ADHD.

Purpose: To provide educational information and support to individuals and families who are dealing with ADHD and learning to navigate the challenges of ADHD across the lifespan.

This program is available through CHADD national!

Go to www.chadd.org to find out where a local program is offered for you! The program is offered on line and in local communities!

Resources

CHADD: www.chadd.org
National Resource Center on ADHD: www.help4adhd.org
Parent to Parent: Family Training on ADHD® - a program of CHADD - 301-306-7070, ext. 135

Books:
How to Talk so Kids will Listen & Listen so Kids will Talk, Adel Faber & Elaine Mazlish
The Power of Resilience, Robert Brooks & Sam Goldstein
Your Defiant Teen, Russell Barkley & Arthur Robin
Executive Skills in Children and Adolescents, Peg Dawson & Richard Guare