

# **6 Principles** *for Raising a Child with ADHD*

*February 25, 2021*

Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](https://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

meet today's expert speaker:

## Russell A. Barkley, Ph.D.



[Russell A. Barkley, Ph.D.](#), is a retired Professor of Psychiatry and Neurology from the [University of Massachusetts Medical Center](#) who subsequently worked as a Professor of Psychiatry and Health Sciences at the [Medical University of South Carolina](#) and currently is a Clinical Professor of Psychiatry at [Virginia Commonwealth University Medical Center](#). He continues to lecture widely and develop continuing education courses for professionals on ADHD and related disorders, as well as consult on research projects, edit *The ADHD Report*, and write books, reviews, and research articles. He is board certified in Clinical Psychology (ABPP), Clinical Child and Adolescent Psychology, and Clinical Neuropsychology (ABCN, ABPP). Dr. Barkley is a clinical scientist, educator, and practitioner who has published 27 books, rating scales, and clinical manuals numbering more than 43 editions, and creator of 7 award winning professional videos. He has also published more than 300 scientific articles and book chapters related to the nature, assessment, and treatment of ADHD and related disorders. He is the founder and Editor of the clinical newsletter, [The ADHD Report](#), now in its 29<sup>th</sup> year of publication. His website is: [www.russellbarkley.org](http://www.russellbarkley.org)

**the sponsor of this week's webinar is...**



**Play Attention:** Improve Executive Function and Self-Regulation. For over 25 years PLAY ATTENTION has been helping children and adults thrive and succeed. Our program utilizes NASA inspired technology and is founded on the latest research in neuroplasticity. Each program includes a Lifetime Membership and a Personal Executive Function Coach to customize your plan along the way. Evidence based. Supported by research. Home and professional programs available. Call 800-788-6786 or [click here to schedule your free 1:1 consultation](https://www.playattention.com) to discuss your particular needs. | [www.playattention.com](https://www.playattention.com)

¡Hablamos Español!

Use Coupon Code ADDMag0121 to receive \$200 off your Play Attention program.

*ADDitude thanks our sponsors for supporting our webinars. Sponsorship has no influence on speaker selection or webinar content.*

# #1 - Understand ADHD

- A disorder of developmentally inappropriate degrees of:
  - inattention and/or
  - hyperactive-impulsive behavior
- Onset in childhood
- Relatively persistent and pervasive
- Creates significant impairment in major life activities
- Not due to PDD, severe MR, psychosis, etc.



Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](https://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude



SIPRESS

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

Sponsored by:

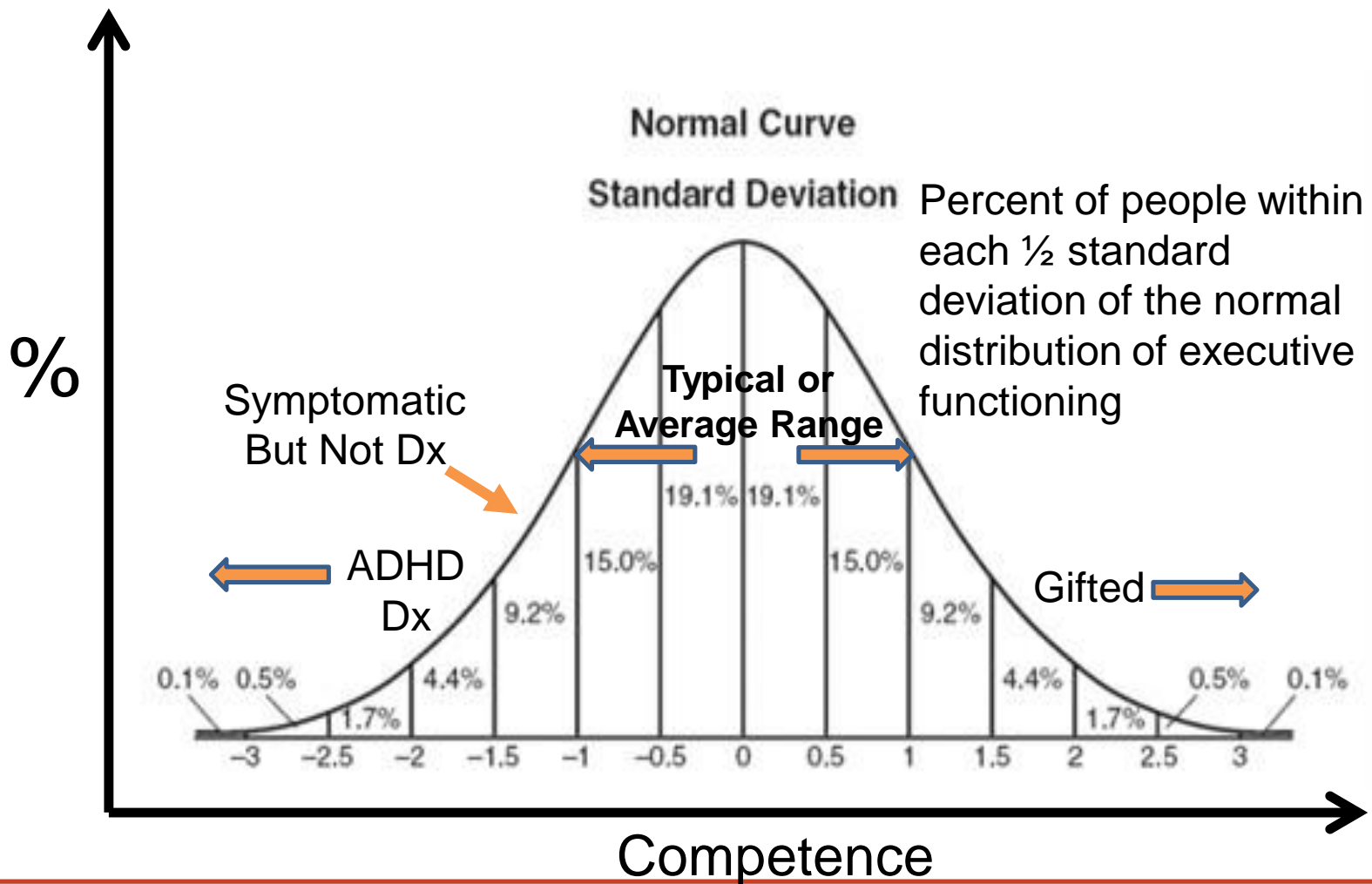


**adhd expert webinars**  
[ADDitudemag.com/webinar](http://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# But It's Really a Disorder of Self-Regulation

- What is self-control?
  - Any action we direct at ourselves
  - That helps to change our behavior
  - That changes the likelihood of a future event
- Self-control is based on seven mental abilities that are actions directed at ourselves:
  - Self-awareness (attention to the self; the mind's mirror)
  - Inhibition (self-restraint; the mind's brakes)
  - Visual imagery (self-directed sensing; the mind's eye)
  - Internal speech (self-directed speech; the mind's voice)
  - Emotional control (self-created emotion the mind's heart)
  - Self-motivation (the mind's fuel tank)
  - Planning and problem-solving (self-directed play; the mind's playground)

# The Bell Curve of EF and ADHD



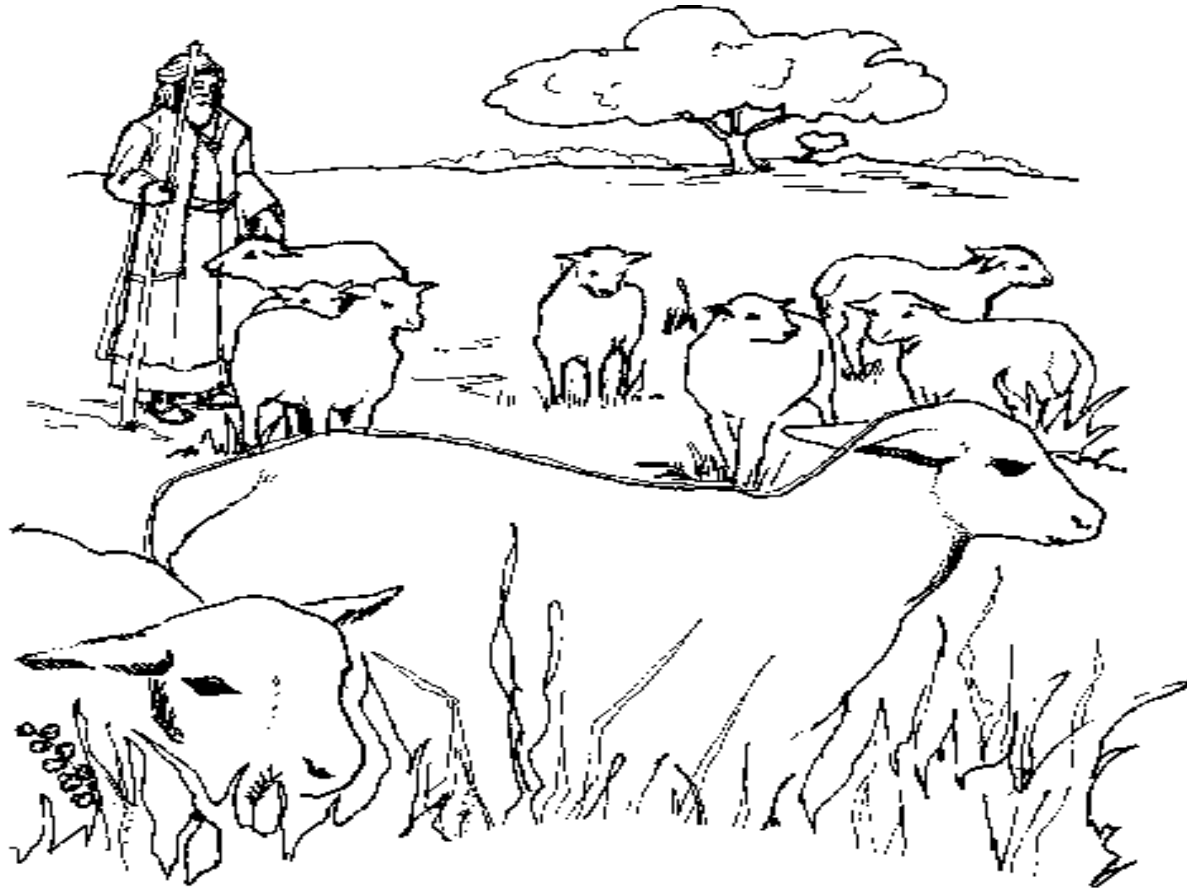
Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](http://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude



# #2: Parents Are Shepherds, Not Engineers



Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](https://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# Parents Are Shepherds, Not Engineers

- Your children are a unique combination of your extended families' genetic traits
- These interact with your family environment to make your child even more unique
- And all that interacts with unique events that occur to your child as they develop to form a highly unique individual
- You don't get to completely design who your children are or are going to be; they come with hundreds of traits, abilities, talents, and deficits that are largely not of your doing
- Your role as a parent is closer to that of a shepherd to a lamb than one of an engineer or sculptor to raw materials or a block of clay

# Parents Are Shepherds

- Provide protection, shelter, and good nourishment
  - Accident-proof the pasture
  - Monitor your child in the pastures more often
  - Be alert to bullying, victimization, and abuse
  - Focus on healthy nutrition – reduce risk for obesity
- Find great pastures — provide for high-quality, safe, nurturing, supportive, and stimulating environments where you can (including the community in which you choose to live)
- Focus on shepherding — provide a supportive, caring, stimulating, enriching environment —
  - Encourage (reward) pro-social behavior and peers when possible
  - Discourage anti-social behavior when and wherever possible
  - Break up deviant peer relationships whenever detected

# More on Shepherding

- Improve the pastures — Make environmental accommodations for your child's deficits where you are able to do so
  - Make your rules and home life as consistent and predictable as possible
  - Manage behavior from principles, not from emotions
- And then enjoy the show. The rest is largely out of your control

# #3: Use the Keys for Success



Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](https://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# A Formula for Adult Success in Children with ADHD

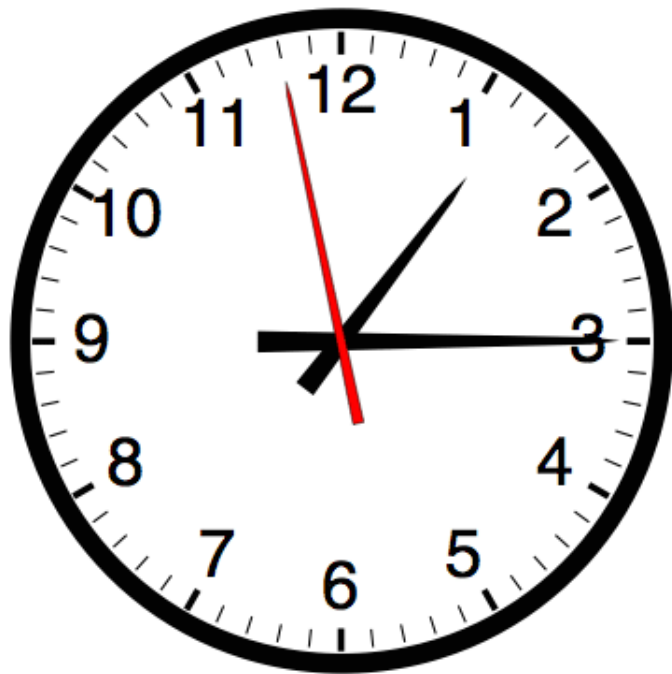
- The support of loved ones is crucial to long-term success
- Accept ADHD as a neuro-genetic disorder affecting the child's development of self-regulation
- Find ways to compensate for the deficits in executive functioning and so reduce impairments arising from those deficits
- Take advantage of extra help at school and after school to promote academic competence
- Use ADHD medications when necessary and sustain their use through adolescence

# More Contributors to Success

- **Identify the child's strengths**, unusual abilities, nontraditional aptitudes – music, performing arts, sports, visual arts, photography, technology, culinary science, outdoor recreation, entrepreneurship, the trades, etc.
- Find ways to **promote the further development** of and competence in those aptitudes
- **Identify area resources** that can further promote these often nontraditional aptitudes and enroll your child in them
- **Be a safety net**, advocate, and unconditional support system for the child – don't abandon them – tough love doesn't work!
- **The formula for success: Treatment + Talents and Aptitudes + Resources + Supportive loved ones**

# #4: Time Escapes Them! Make it Real

- Typical Children

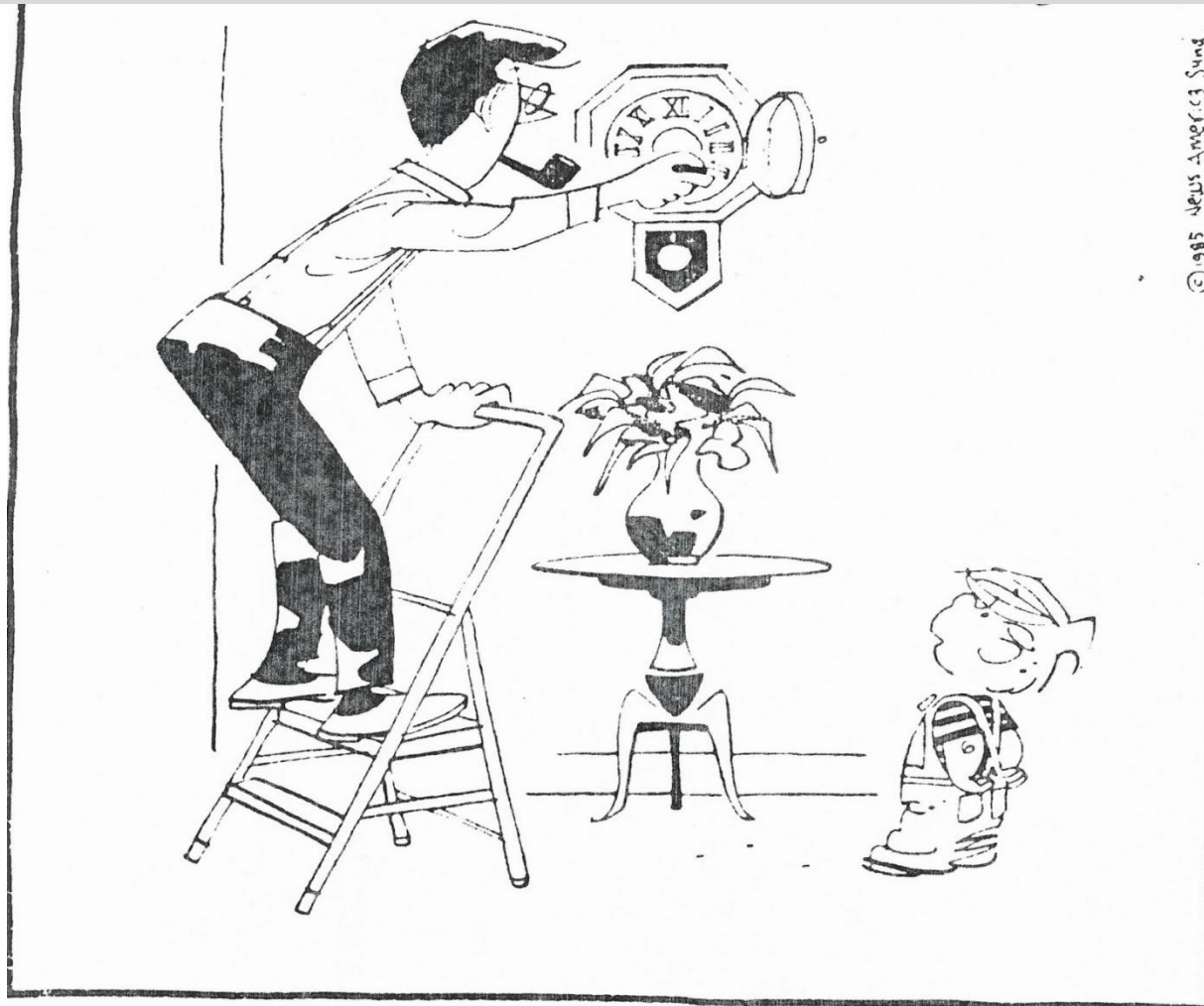


ADHD Children





# ADHD Impairs a Child's Sense of Time



© 1985 News America Synd

"ISN'T IT ALWAYS NOW?"

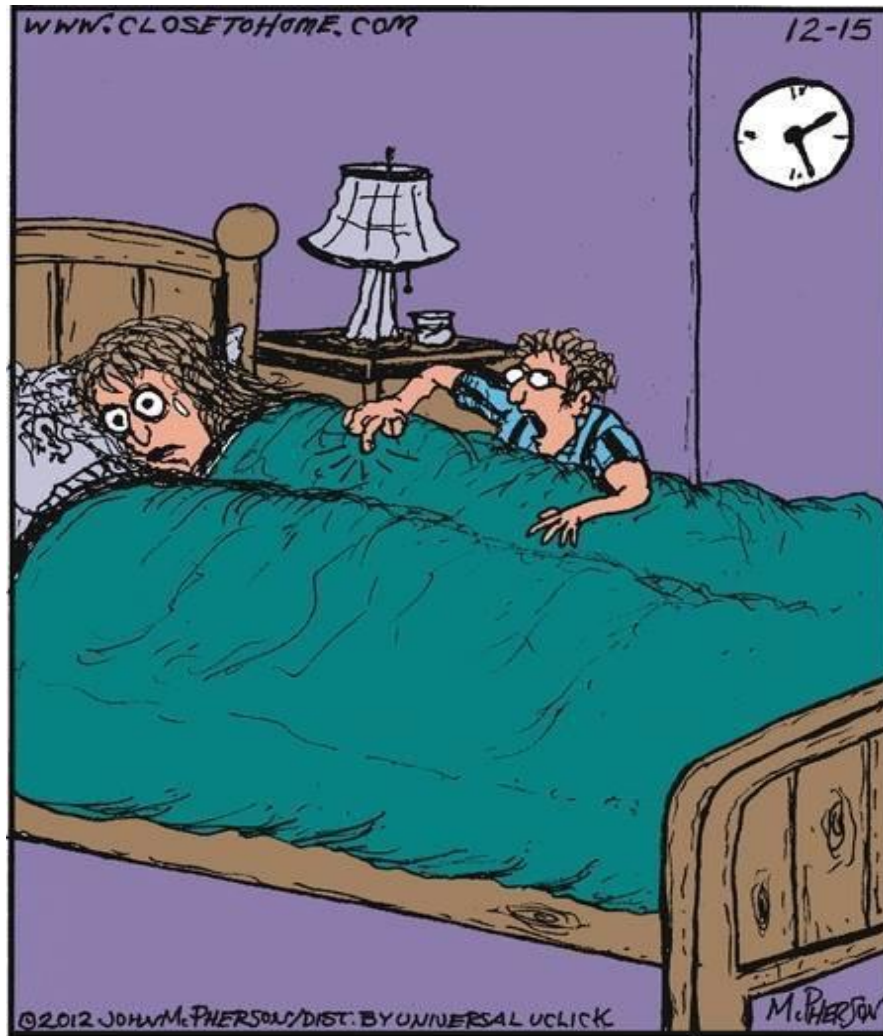
Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](http://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# ADHD = Time Blindness

- Children with ADHD have problems with using their internal sense of time to guide their behavior; time escapes them
- They don't anticipate the future and so don't prepare for assignments ahead of time.
- They are also less able to wait for consequences or events and to defer gratification — they get impatient



**“PSSSSSTTT! Mom! MOM!...I just remembered... I have to build a diorama of the Hoover Dam by second period tomorrow.”**

Sponsored by:

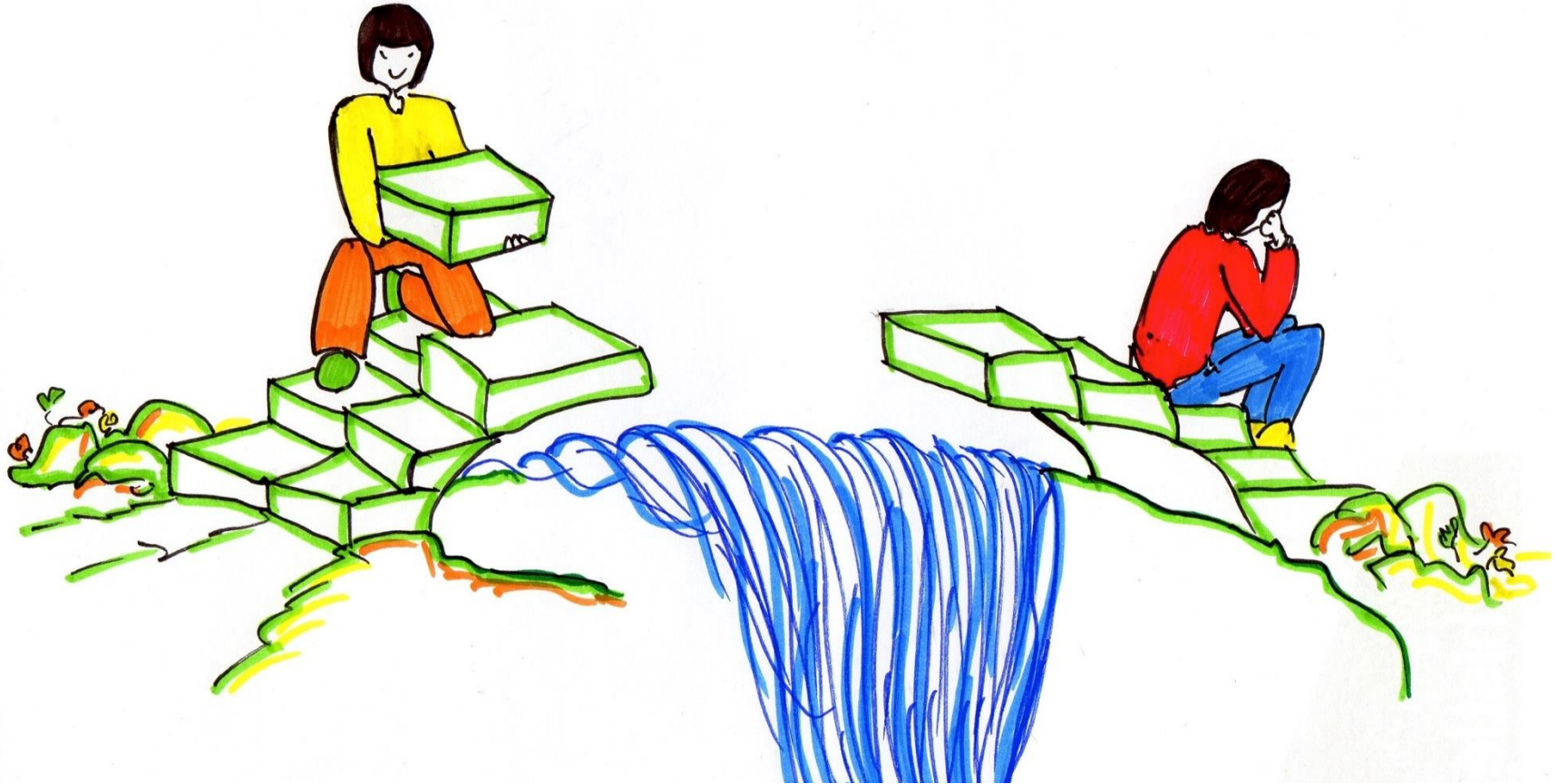


**adhd expert webinars**  
[ADDitudemag.com/webinar](http://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# What to Do About Time Blindness

- So look at the E-R-O arrangements in their life
  - **E**vents that need to be addressed
  - **R**esponses to prepare for them
  - **O**utcomes or consequences from them
- Minimize delays! Shorten the delays between the E-R-O situations in life when you can. Bring events-responses-outcomes closer together
- For daily tasks, like homework, break down tasks into smaller quotas of shorter duration with short breaks
- For longer-term assignments, chunk them into smaller ones and do these smaller ones more daily. You are bridging the gaps in time in the original assignment

# Bridging Time By Doing a Block at a Time



Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](https://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# Externalize Time

- If they have to work for a period of time longer than a few minutes, make the time interval physical (externalize it)
  - Use timers, clocks, counters, or other devices that show how much time there is to do something and how fast it is passing.
- If they have to wait for something, divert their attention away from the time interval and toward something else more interesting to do in the situation (watched pots never boil)

# Make Time Real (Physical)

## Large 12" Timer

Amazon.com



The Large Time Timer is designed to be wall hung for classroom and group activities. Its large size (12 inches square) and bold dial numerals make this timer easier to read for visually impaired users, as well. **How it works:**

To set the Large Time Timer, move the red disc counterclockwise to the desired time interval. The disc diminishes as time elapses until no red is visible on the timer face. The disc may be moved clockwise or counterclockwise without harming the mechanism; however gentle handling will prolong the life of the timer.

# #5: Working Memory Isn't Working (remembering so as to do)



Sponsored by:

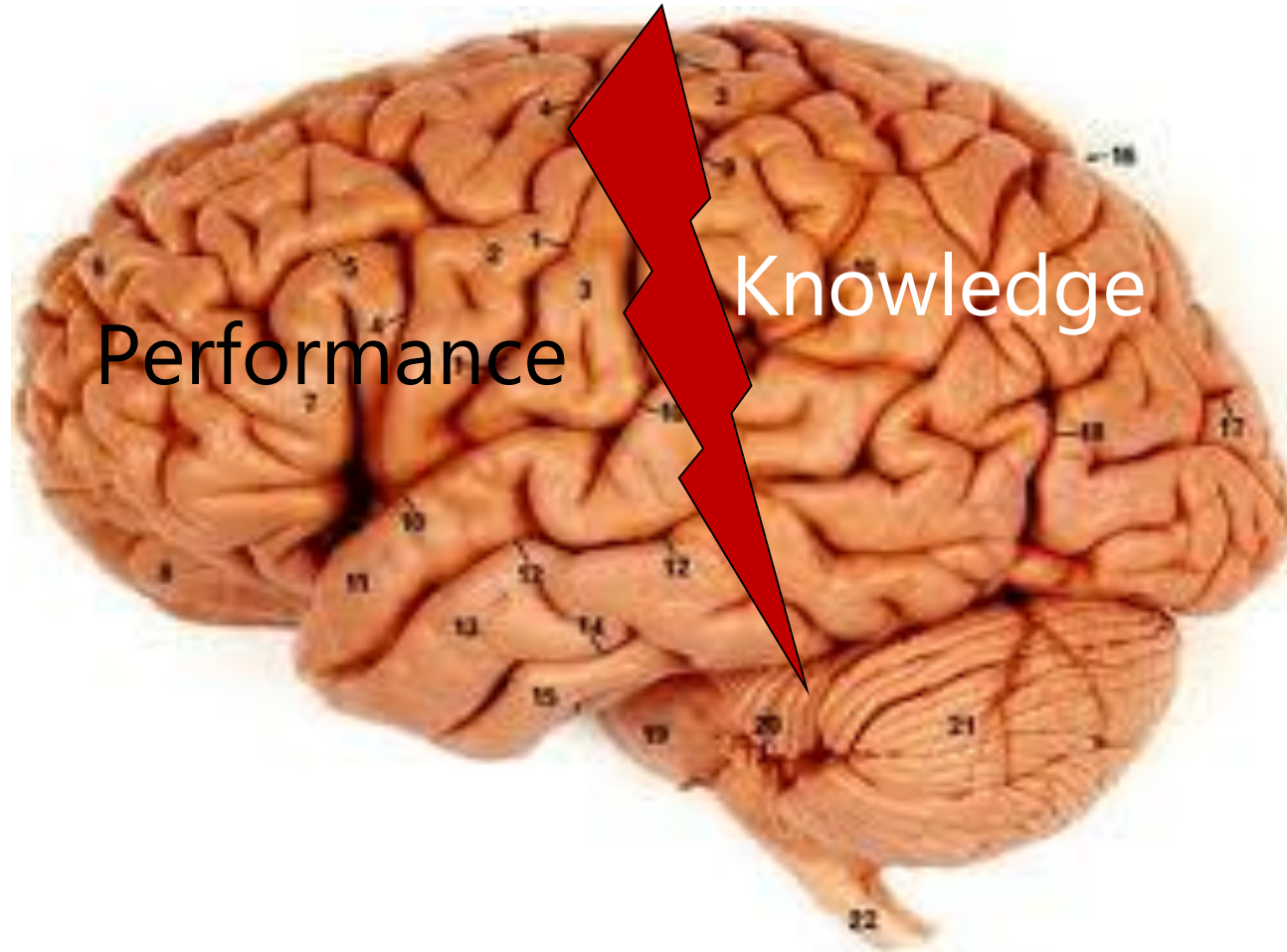


**adhd expert webinars**  
[ADDitudemag.com/webinar](https://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude



# The Brain as a Knowledge vs. Performance Device

ADHD



Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](https://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# The GPS of the Mind



Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](http://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# Our Two Working Memory Systems – Images and Self-Talk

- A special type of memory exists in our frontal lobes – working memory or remembering to do. Holding information in mind that guides behavior
- It allows us to do what we know.
- It consists of two types of information, just like a GPS in our car or on our phone. Images and words, or self-talk.
- When we have a goal we decide to pursue or a future event to prepare for, we
  - upload relevant images of our past (maps, our hindsight) and
  - think about the best way to pursue our goal (foresight).
  - We use these images, along with self-talk, to guide us toward our destination, just as your GPS uses images and verbal instructions.

# Make Important Information Physical

- Children with ADHD don't have adequate working memory.
  - So they cannot do what they know.
  - When you can't hold information in mind, it creates a performance disorder. It is not a problem of knowing what to do but DOING it. The goal is to help them show what they know
  - Skill training will not address this problem – that is just conveying more knowledge
  - Accommodations must be at “the point of performance” – that place in the natural setting where that knowledge is critical to utilize
  - This requires using prosthetic devices or “scaffolding” to help them recall and use what they know

# What to Do About It?

- **Off-load the content** in their working memory on to other devices
- **Use sticky notes, cards, cues,** and other ways of physically representing information in that setting to help guide their behavior
- **Digital recording devices may help but low tech paper journals & notes are best**
- **Use pictures and images about the task** and goal to help keep them focused on it. (look for picture sequences on the Internet for many routine tasks)
- **Have them draw simple pictures** with arrows connecting them to show the sequence of steps to follow

# More Help for Working Memory

- **Make important rules or other reminders and information physical**, using lists, picture sequences, etc. in situations where it is important for them to remember something
- As they get older, **encourage the use of “do lists” (notes to self) and self-talk during tasks**
- Have them **rehearse “when-then” plans** in a situation to help prime their recall of what they are to do the next time they are in that situation.
- You can even write these plans down on a file card and keep it in that work area to refer to the next time they do that task.

# #6: Practice Forgiveness!



Sponsored by:



**adhd expert webinars**  
[ADDitudemag.com/webinar](https://ADDitudemag.com/webinar)  
Copyright © 2021 by ADDitude

# Practice Forgiveness

- You are going to make mistakes in managing your child with ADHD
  - That's OK as long as you try to get it right next time
  - **Forgive yourself** for these occasional screw-ups; we all make them, even experts
- Others are going to misjudge your child; **forgive others** their ignorance of ADHD
- Your child will make more mistakes than others
  - That is OK as long as he tries to get it right next time  
Help him to do so
  - **Forgive your child** for these mistakes as well
  - Practice a daily exorcism of child problems
  - Find ways to restore a positive view of your child
    - Picture on fridge; watching her sleeping



# Conclusions

- Understanding and managing a child with ADHD boils down to following these 6 basic principles of parenting
- Follow them and you will do as well as you can as a parent to raise a happier, more effective, and well-adjusted child
- And you will have a more supportive and peaceful family
- You will also have built the foundation for a life-long relationship and a bond with your child that can help sustain both of you throughout life

# Please enter your questions in the box to your left.



**Please note:** Live webinar attendance and all questions submitted via GoToWebcast are confidential. None of today's webinar attendees can see the names of other attendees, nor can they see the questions submitted via GoToWebcast. Usernames are associated with questions posted in the *ADDitude* forums.

*ADDitude* does not provide medical advice, diagnosis, or treatment. The material in this webinar is provided for educational purposes only. Copyright © 2020 by New Hope Media. All rights reserved.

## Upcoming Webinars

- **Tuesday, March 2<sup>nd</sup> at 1pm ET**  
Discipline Strategies for ADHD: How to Manage Your Child's Most Challenging Behaviors with David Anderson, Ph.D.  
<https://www.additudemag.com/webinar/adhd-behavior-problems/>
- **Wednesday, March 10<sup>th</sup> at 1pm ET**  
Is It Bipolar Disorder or ADHD Moodiness? A Guide to Getting the Right Diagnosis and Treatment with Thomas E. Brown, Ph.D., and Ryan J. Kennedy  
<https://www.additudemag.com/webinar/bipolar-disorder-or-adhd/>

Visit <http://additu.de/webinars> to view the webinar replay library.

# Thank You!

If you missed any part of today's webinar, a recording is available for replay at <http://additu.de/webinars>.

To continue the conversation, we invite you to join us on

## ***ADDitude* Forums**

*ADDitude's* online community for attention deficit support and solutions where you can join our ongoing ADHD discussion groups: <https://www.additudemag.com/forums/>