

Rolling with ADHD

A clinician's guide to supporting families of children with ADHD

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Disclosures

Dr. Gillis and Dr. Mah are employees of BC Children's Hospital

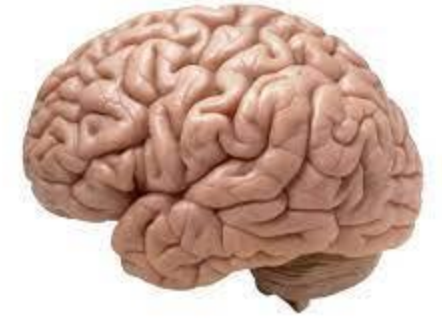
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Overview

- Rationale for Behavioural Parent Training
- Rolling with ADHD online modules





ADHD is brain based

- Cortical thickness is impacted
- Some brain structures are smaller
- Neurotransmitters important in reward pathways are deficient

Biopsychosocial model



Treating ADHD: It's not just about the meds!

Best practice: Combination of stimulant medication and behavioural parent training (BPT)

- BPT first, followed by meds have significant impacts on
 - Better child behaviour in classroom
 - Less oppositional child behaviour at home and school

Common Challenges raised with Behavioural Parent Training

- Integrating Behaviour and Attachment Theories
- Parenting & Common Sense
- Consistency & Compliance



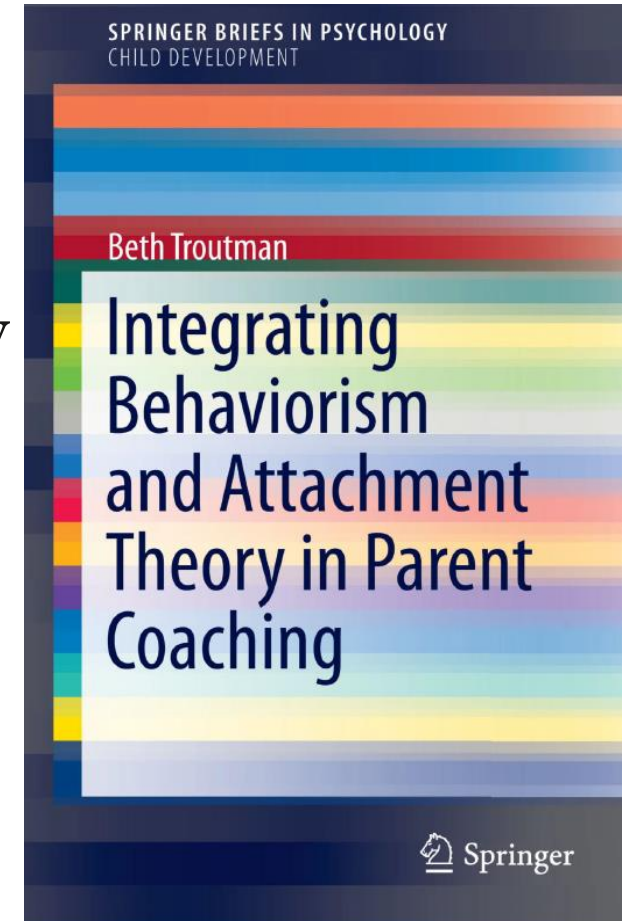
Behaviour & Attachment

Misconceptions:

- Behaviour approaches undermine attachment security
- Attachment approaches lead to permissive parenting

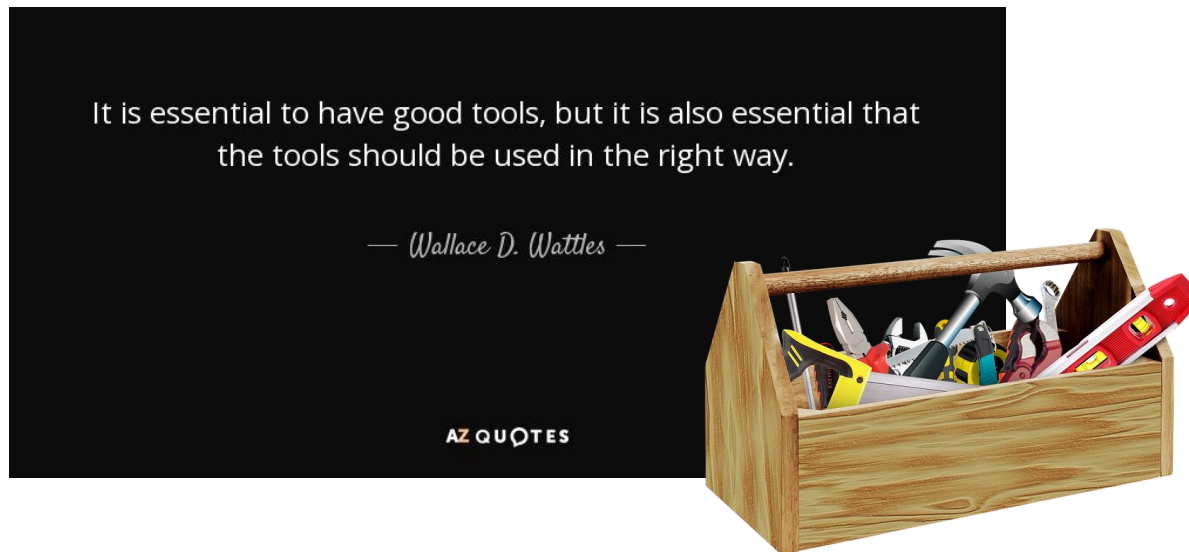
Complementary:

- Both emphasize positive parenting
 - being with/positive attention
 - take charge/set limits and teach skills



“Common Sense”: I already do/did this

The parenting toolbox



Underlying principles:
what, why, when, how

ADHD level up!



More complexity and intensity needed

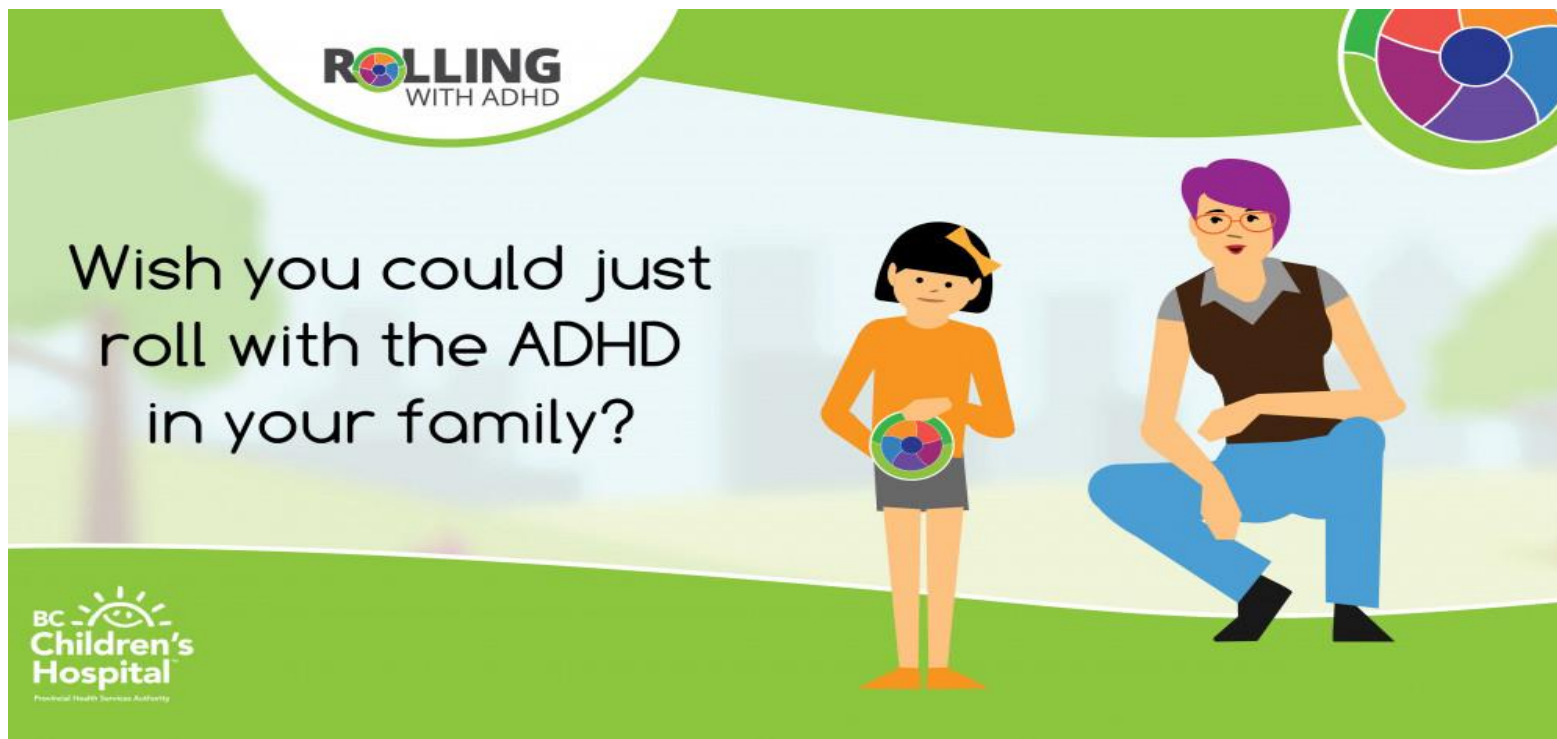
Consistency

- Within and between caregivers
 - High ADHD genetic loading means caregivers may also have attention and executive function struggles
 - Parent self-care and mental health needs
 - Your role as coach and model
 - Different caregiver styles/attitudes/beliefs/follow-through
 - Primary most motivated/engaged parent

Compliance

- Barriers
 - Readiness for change
 - Competing demands, high stress/crisis
- Accommodations
 - Flexible timing (slow down, prep sessions)
 - Feasible targets (1 small change at a time)
 - Access (more in-session work, print outs)

Rolling with ADHD



Rolling with ADHD

- Free 8 module course
- For parents of children 6 – 12 years old
- Created by BC Children's Provincial ADHD Program





www.rollingwithadhd.com

AVAILABLE

Rolling With ADHD

Practical Strategies for Parenting ADHD

[View Course details](#) ▾

ROLLING
WITH ADHD

Not Enrolled

Take this Course

COURSE INCLUDES

- 8 Modules
- 18 Lessons
- Course Certificate

Wish you could just roll with the ADHD in your family?

Raising a child is one of the hardest jobs out there. Parenting a child with ADHD is even tougher. We often tell parents that they need a 'black belt' in parenting when they have a child with ADHD. That is why we decided to bring together psychologists from the ADHD Clinic at BC Children's Hospital and caregivers to

Video Index

- Series Introduction
- Part 1: Practical Strategies
 - Won't praise spoil them?
 - I tell them they're doing a great job often. Isn't that enough?
 - It's hard to find anything to praise.
 - But...we praise him every night at bedtime.
 - Will it work if only one of us does it?
 - Quiz
- Part 2: Parents on Praise

15:47

Workbook

Your Notes

1. Questions for YOU
2. Infographic
3. This Week's 'Fridge Door' Challenge
- 4: The ABC Model of Behaviour
- 5: Wheel Poster

LearnCase

Save My Notes Print/Download

Using PRAISE Effectively



1

Kids **want** to be successful and will respond to **positive** feedback.

However, we usually give four **negative** statements for every **positive** one! **Flip that!**

2

Kids with ADHD get more **negative** feedback than others. They can internalize this, feeling **anxious**. Or externalize it and become **defiant**, thinking YOU are the problem.

Notice good behaviour and **mention** it. This restores the relationship and builds **confidence**.

3

Boost **praise** by being **specific** and **focused**.

Non-verbal praise is just as effective!

4

Remember to **praise** the **absence** of **annoying** behaviours too!

5

5-second rule: **praise** quickly right when the **good** behaviour happens.

Learnbase

BC Children's Hospital

Provincial Health Services Authority

BRITISH COLUMBIA

ROLLING WITH ADHD

RollingwithADHD.ca





Module 1: Praise

- Premise: Children are motivated to increase positive behaviour when it is noticed
 - Specific, brief, immediate, often, verbal and non-verbal
- Trouble-Shooting:
 - Frequency - 5 : 1 ratio (record / track)
 - Only give direction if necessary
 - Praise effort over outcome (descriptive)
 - Plan behaviours to watch for
 - Praise the positive opposite (absence of behaviour too!)
 - Spoiling with praise – not possible if done properly



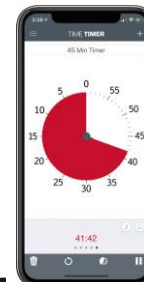
Module 2: Play

- Premise: Creates positive relationship, builds self-esteem and reinforces positive behaviour
 - Follow-child, no teaching or questions, make descriptive observations and comments, praise behaviour
- Trouble-Shooting:
 - Different than regular play
 - Role play first
 - Schedule
 - Reduce distractions for parents (e.g., phone off)



Module 3: Effective Directions

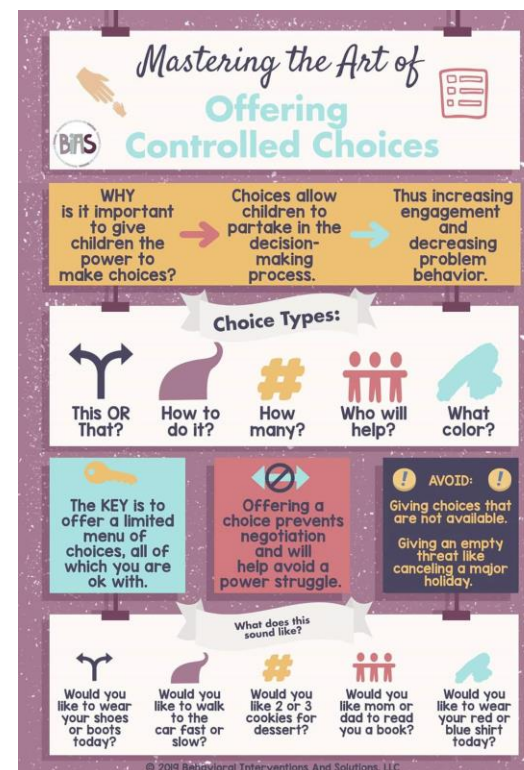
- Premise: Watch what you say and how you say it
 - Reduce amount, 1 step at a time with visuals
- Trouble-Shooting:
 - Set up the environment (limit access to triggers)
 - Creative, diverse, and new visuals



- Offer transition warnings and controlled choices



Infographics by BIAS biasbehavioral.com





Module 4: Ignoring (Differential Attention)

- Premises:
 1. Let go of uncontrollable ADHD behaviour (e.g., fidgety and verbal noise)
 2. To reduce attention-fueled misbehaviour (e.g., whining, interrupting, swearing)
- Trouble-Shooting:
 - Check the function of the behaviour
 - Frontload, Vending machine (key to follow-thru), Family consistency
 - Ignoring behaviour while being present
 - Immediate attention for positive behaviours or absence of misbehaviour



Module 5: Incentives

- Premise: Rewards to *motivate* new/effortful good behaviour
- Trouble-Shooting:
 - 1-2 feasible targets, unique + diverse rewards
 - Not bribery
 - Bribes are given before compliance, or in reaction to child misbehaviour
 - Adaptive approach across the lifespan
 - System update:
 - Creative and novel visuals (e.g., stickers, marbles, puzzle pieces)
 - Fading rewards, Target promotion





Module 6: Problem-Solving

- Premise: Collaborative and proactive planning for repeated areas of difficulty
- Trouble-Shooting:
 - Timing of discussions when calm
 - Set expectations about child contributions
 - Spotlight child's perspective
 - Fun and flexible brainstorming (quantity > quality)
 - Prepare parents to actively guide and adjust with implementation
 - Ross Greene Livesinthebalance.org
 - Complementary strategy in the toolbox





Module 7: Self-Regulation

- Premise: It is normal for children to be upset but you can help reduce distress
 - Learn triggers, plan, parent self-regulation, help 'chill out' (mindfulness, relaxation)
- Trouble-Shooting:
 - Proactively teach self-regulation skills when child is calm
 - Be prepared: materials (calm down box)
 - Do not try to reason in the moment, save problem solving and teaching for after the distress is reduced
 - Validate

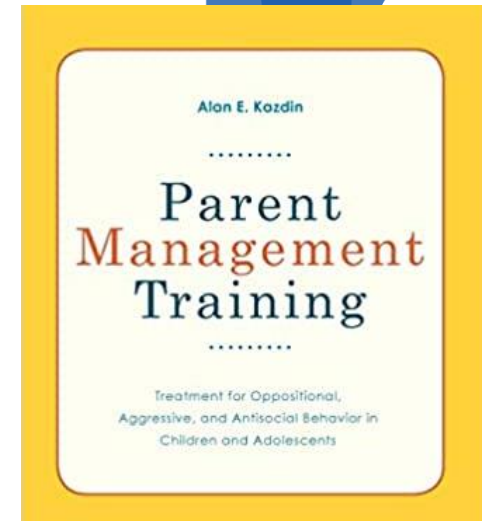
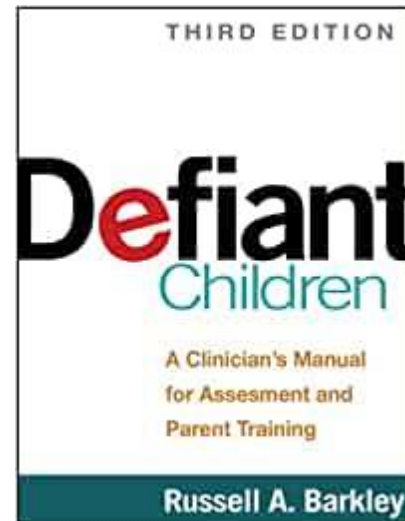


Module 8: Consequences

- Premise: Behaviour followed by a negative consequence is less likely to be repeated *used sparingly*
 - Use after positive strategies, be clear, follow-through, 3 types: natural, logical, loss of privilege
- Trouble-Shooting:
 - Over-use = loses effectiveness
 - Increase parental tolerance of anxiety during natural consequences
 - More severe ≠ more effective (remove privilege briefly)
 - Over-reaction: Can change consequence, but NOT in response to child's behaviour
 - Mindfulness exercise before reacting (e.g., STOP)
 - Consistency

Questions as you go?

- Call the compass team for clinical guidance
- 1-855-702-7272
- www.compassbc.ca

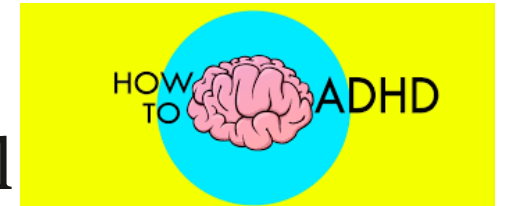
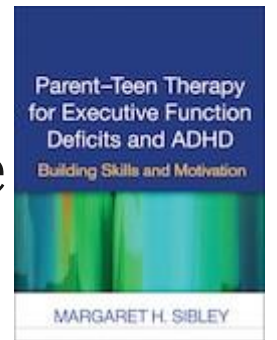




kelty mental health
resource centre

Additional resources

- Kelty Mental Health ADHD webinar series:
<https://keltymentalhealth.ca/ADHDWebinarSeries>
- Rolling with ADHD for teachers in development
- Teens:
 - Most strategies still apply, but should be adapted for age
 - Executive Functioning interventions
 - Homework, Organization and Planning Skills (HOPS)
hopsintervention.com
 - Supporting Teens' Autonomy Daily (STAND)
 - Jessica McCabe How to ADHD YouTube channel



Questions?

