

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

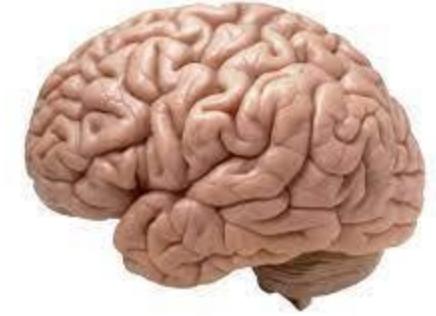
Dr. Mah has research grants funded by the BCCH Foundation and BCCH Research Institute



Overview

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

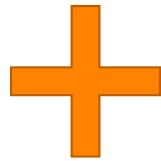
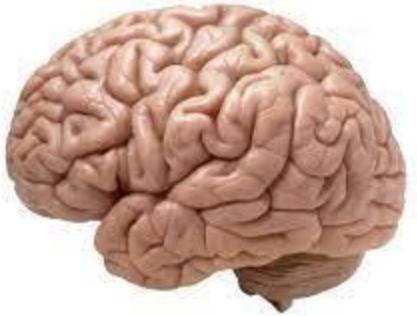




ADHD is brain based

- 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



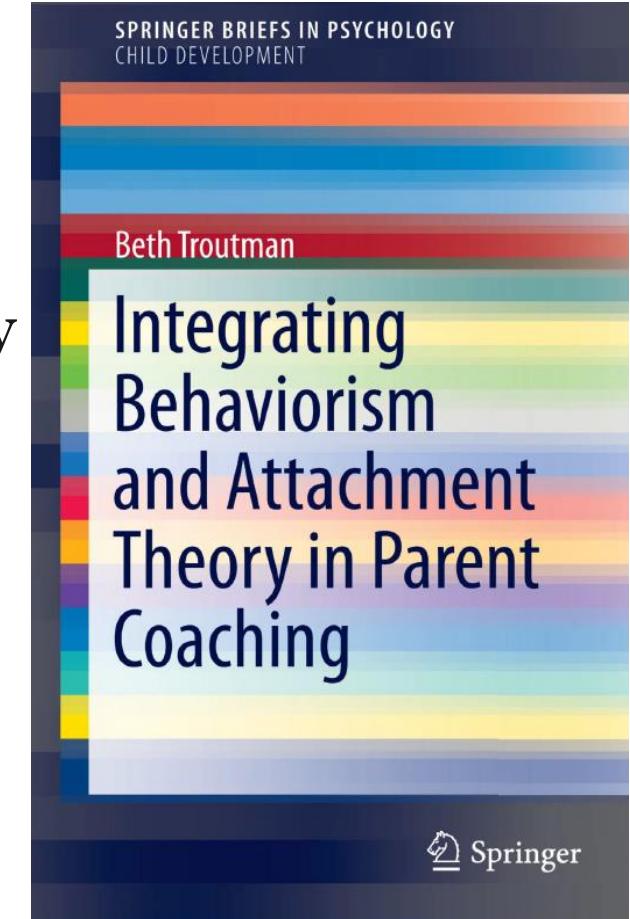
Behaviour & Attachment

Misconceptions:

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

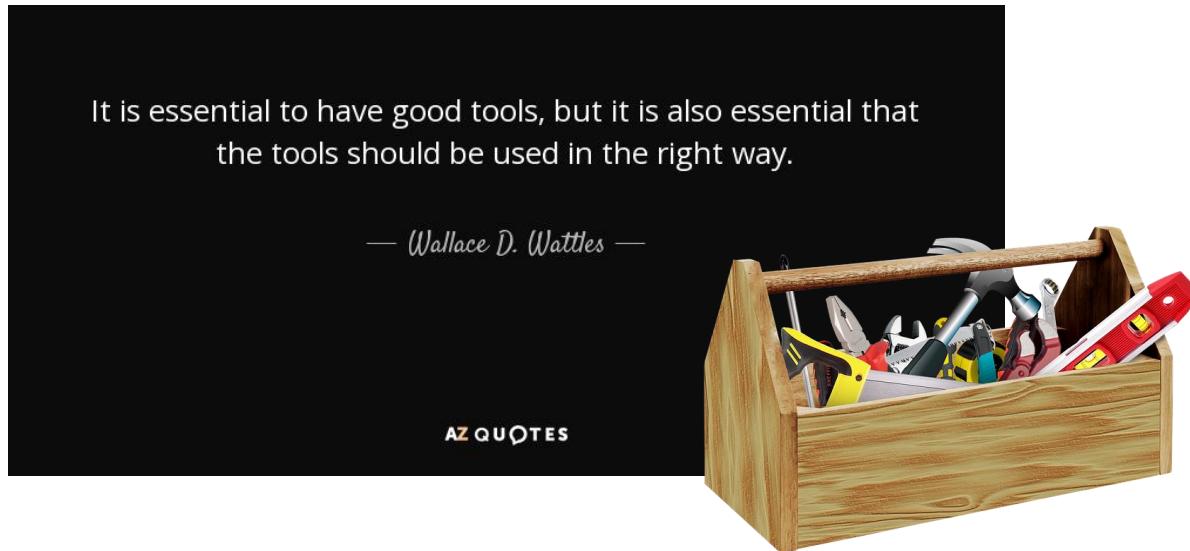
Complementary:

- 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

BC Children's Hospital Healthy Minds Learning

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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

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

ROLLING WITH ADHD

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

Save My Notes Print/Download

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

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



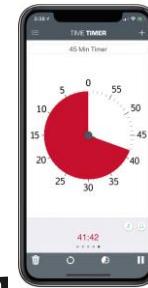
Module 2: Play

- 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

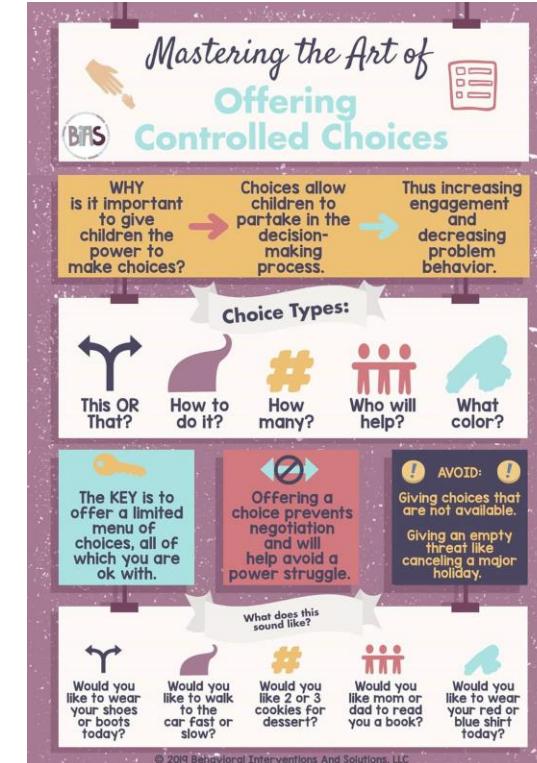
- Premise: Watch what you say and how you say it
 - Reduce amount, 1 step at a time with visuals
- Trouble-Shooting:
 - Set up the environment (limit access to triggers)
 - Creative, diverse, and new visuals



- 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

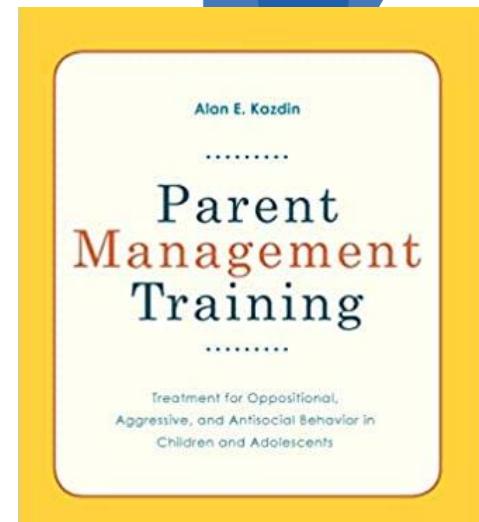
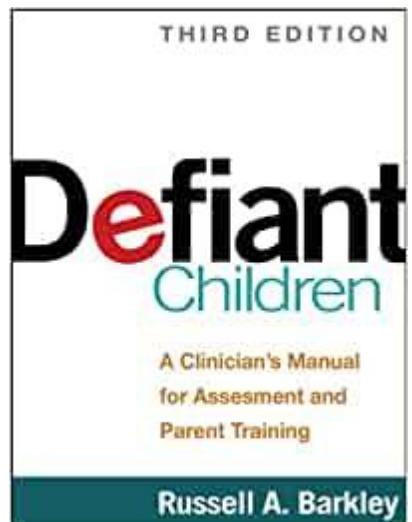


Module 8: Consequences

- 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?

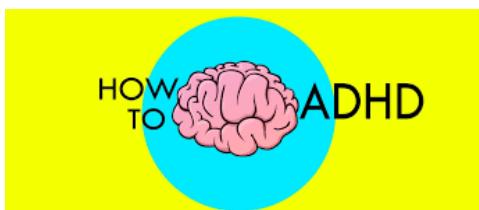
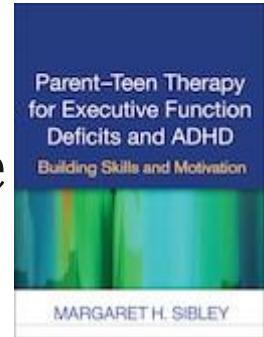
- Call the compass team for clinical guidance
- 1-855-702-7272
- www.compassbc.ca





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?

