



## Parent ADHD Recommendations

1. Use full body movements (swimming, gymnastics, physical play) are interspersed with those requiring relative quiet.
2. Games requiring mimicry of fast and slow moving animals might be played, or the game of "Freeze" might also be helpful.
3. Games demanding selective attention could be employed. Card games or board games are particularly useful.
4. Games and toys might also be helpful in promoting the child's capacity to decelerate and plan as well as focus. The nature in which the activity is engaged is more important than the activity itself. One may use snap-together molds and follow each step slowly and carefully. Any rash judgment should be pointed out to them in a non-critical way, and a discussion on how things could be performed better might follow.
5. Counteract lack of appreciation of cause and effect relationships or consequences by looking for opportunities to ask "why and how" questions.
6. Heighten social awareness by questioning child about any events in class such as arguments between children and how the confrontation could have been avoided or appropriately solved. Collaborative reflection between parents is more likely to have a meaningful impact than simple, impulsive condemnation.
7. During the course of the day, it may be quite helpful to reserve "quiet times" in which interaction could be at a low key and non-intrusive manner to modify the frenetic and impulsive style that child demonstrates.
8. It would be helpful for parents to speak in an atmosphere with minimal distractions (no TV, no radio, no game playing), preferably in a one-to-one situation.
9. Short tasks are best where the child is able to finish before they begin to lose their focus. This end point will also maximize success and help self-esteem. If a task is too long, it should be broken down into small components. "Subgoals" should be aimed for initially.



10. Parents may wish to learn alternative tactics. The following are suggestions:
  - a) Parents' nonreactivity and nonchalance will be a key. Parents must react quickly, firmly, but in a low-key fashion. It is very hard for youngsters to integrate the standards of parents who are out of control. However, when children can predict what consistent meaningful reactions are coming, they tend to quiet their own behavior first.
  - b) Daily outdoor activities can provide an outlet for releasing energy. Occasionally brief play breaks are necessary before homework begins, although the child must be warned of the time limits.
  - c) Because fatigue can exacerbate ADHD symptoms, allow for plenty of time for pre-bedtime routine, and for sufficient hours of sleep. Bedtime routine is essential. Television in the bedroom is not recommended in general, but should certainly not be the last activity before sleep. Therefore, encourage the child to decompress from their day by looking quietly at a book or listening to music.
  - d) Attention span can be increased by playing games, drawing, or reading interesting material. Children will at first want the parent to engage in these activities, but then should slowly fade themselves out of the picture, stressing the child's independence.
  - e) Remember as a parent, you need a break too.
  
11. At home and at school, attentional deficits could be further approached by implementing the following specific recommendations:
  - a) Eye contact prior to instruction giving
  - b) Brief and specific directions B not multiple tasks
  - c) Have the child repeat the instructions in their own words
  - d) Whenever possible, use visual cues
  - e) Emphasize the relationship between behavior and consequences, e.g. unfinished homework results in poor grades
  - f) Reduce distractions during homework time (e.g. use a large uncluttered desk area with no distractions on the walls in front)
  
12. Frequent communication between the home and school is recommended regarding completion of school assignments. Depending on the situation, a daily assignment sheet can be used which is signed by the teacher. The child can be rewarded or receive consequences for not returning an accurately completed assignment sheet.
  
13. Frequent communication between the home and school is recommended regarding completion of school assignments. Depending on the situation, a daily assignment sheet can be used which is signed by the teacher. The child can be rewarded or receive consequences for not returning an accurately completed assignment sheet.



## **NON-PHARMACOLOGICAL ADHD RECOMMENDATIONS**

1. In the classroom setting, a ticket system or behavior modification system may wish to be initiated for their blurting out. To this end, a 3x5 card can be placed on the child's desk, where the child and/or the teacher can track the number of inappropriate blurts per day. At this time only a self-monitoring system is recommended. This card would be brought home to discuss with parents. Should the self-monitoring system not be helpful in reducing their frequency, then a system of consequence and reward can be initiated.
2. Given the mildness of the ADHD, behavior modification methods were recommended first. This included the following interventions:
  - a) Discussing with the child what attention is and what it is not.
  - b) Helping the child understand what attention and non-attention is in others.
  - c) Demonstrate selective attention by having the child try to focus with competing stimuli e.g. radio, ringing phone, etc.
  - d) Role plays using good focusing behavior.
  - e) Play games to see how long attention can be maintained in various situations.
3. Drill in the meaning of focus. Focus equals one being seated, back against chair, eyes on paper and listening. The child should learn to do a "body inventory" when they are asked to focus. Focus should become a household word e.g. comments can be made about whether other family members are focusing.
4. Homework should be completed in the same place and at the same time daily. Prior to starting homework, parent and child should have a meeting to decide on subgoals. For instance, after each section is completed child should take a short break before returning to schoolwork. Parents should wean themselves away from their child by only checking them at regular intervals. Should they be struggling, the parents should not answer or complete their work, but merely give them hints so that they are empowered to complete it themselves.
5. To remove a child from parent's bed you would use a graduated mechanism. I recommend first having the child sleep on the side of the parents' bed for a week in a sleeping bag or similar bedding. The sleeping bag could then be moved further from the parent on the second week. At a time that is announced to the child, and is preceded by warning on the calendar, the child then goes to bed in their room. Parent then lies with them until partly sleepy. Upon leaving the room they play a tape recording of PARENT'S OWN VOICE READING THE CHILD'S FAVORITE STORIES, EVEN IF THEY ARE OLDER. The tape should last for 30 min and then shut itself off. In future weeks, parent's laying time is reduced.



Should the child get out of bed in the middle of the night, they are promptly returned to their bed and the tape is played again. This way they have the comfort of your voice without your physical presence.

6. Techniques include limiting the amount of “sincere talks” and converting to a system of more natural consequences; hence, their misbehavior could be reinforced in their mother’s condemnations.
7. Break assignments into 10-minute segments. Gradually increase the length and difficulty of the assignments as the student demonstrates success.
8. Permit the student who is easily distracted by noises to use a headset with white noise or music of the student’s choice. (Some students prefer headsets without any noise). If the student elects to use music and works appropriately, the music can be used. If the student abuses the privilege, the privilege is lost.
9. Teach the student the steps needed to complete a task.
  - a) Have the student or teacher record the steps in a list or chart and ADD them to the strategy “trick” book.
  - b) Encourage the student to refer to the book when the steps are not readily remembered.
10. Allow frequent opportunities for physical movement. This decreases the ADHD student’s restlessness and overactivity.
  - a) Use interactive teaching activities, such as class discussions, group projects, board work. Allow extra time for the transition back to quiet activities. Sometimes a student may not be able to handle transitions.
  - b) Allow the student to make a trip to the office, sharpen a pencil, take a note to another teacher, get a drink, etc.
  - c) Provide the restless student with a small squeeze toy or an eraser with which to fidget during times of needed concentration.
  - d) Permit the student to doodle during listening activities. Doodling allowing fine motor movement, which decreases the need for physical movement.



11. Have the student use cognitive strategies to assist on-task behavior.
  - a) Provide the poor readers with visual cues for the directions on written work so the student knows how to complete the assignment.
  - b) Allow the student to quietly recite the instructions or to think aloud while following through on tasks. Provide the student a place to work where subvocalizations will not disturb other students. Using self-directed speech helps the student focus on the assignment and remain on task.
  - c) Tape a cognitive strategy with visual cues to the desktop or inside the notebook to remind the student to pay attention to the task and to finish the assignment.