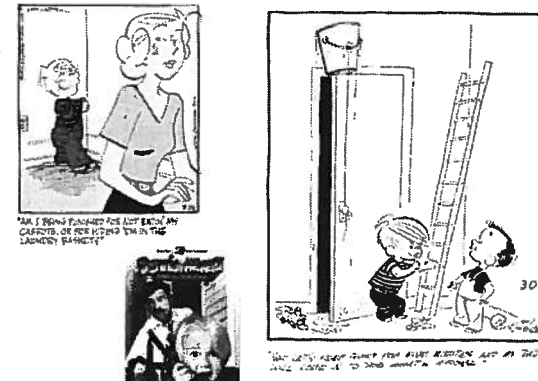


# Living With ADHD

## Understanding, Support & The Tools They Need

**Les Redick B.Ed**



“MR. J. BEING PUNISHED FOR PUTTING HIS GARFETS ON THE HUNGING YEM IN THE LAUNDRY BASKET?”

“THEY LETS MEANT SUNDAY THE FIRST BEHINDING JUST IN THE LAUNDRY BASKET TO THE HUNGING YEM.”

**O.D.D. IS NOT A.D.H.D**

## ADHD AND THE 3 PRESENTATIONS (DSM V)

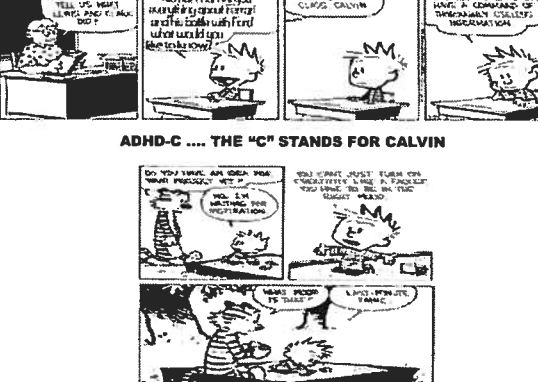
**ADHD - HI**      Hyperactive / Impulsive

**ADHD - I**      Inattentive

**ADHD - C**      Combined

**Sliding Scale**

[1-----5-----10]



**ADHD-C .... THE "C" STANDS FOR CALVIN**

DO YOU HAVE AN IDEA FOR YOUR PERSONALITY TEST? ... I'M WAITING FOR REVELATION.

YOU WANT JUST? EVEN FOR "PERSONALITY TEST" IN "PERSONALITY TEST" YOU WANT TO BE IN THE "PERSONALITY TEST".



WANT TO BE "PERSONALITY TEST"?

WANT TO BE "PERSONALITY TEST"?



## The Old and The New

<ul style="list-style-type: none"> <li>• The Old</li> </ul> <p>Simple Behaviour Disorder</p> <ul style="list-style-type: none"> <li>- Restless</li> <li>- Impulsive</li> <li>- Hyperactive</li> <li>- Misbehaving</li> <li>- Frustrating</li> <li>- Willful in Nature</li> </ul>	<ul style="list-style-type: none"> <li>• The New</li> </ul> <p>Chronic difficulties in focusing, getting started on tasks, sustaining effort, utilizing working memory, and modulating emotions that impair their ability to manage necessary tasks of daily life. A system of mostly unconscious operations</p>
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## MY HISTORY

**YOU ARE ONE, YOU HAVE ONE, YOU TEACH ONE YOU KNOW ONE**

Present Day	The Elementary Years	The Junior/Senior High Years
		<p>COLLEAGUES FRIENDS FAMILY</p>

## How Did This Make Me Feel? What Did I Do About It?

Not quitting..... Researching ..... Medication ..... Master's ..... Presentations

## PATIENCE ... UNDERSTAND THE DISORDER

### WHO ARE THESE KIDS?

**ANXIOUS**  
**WORKING MEMORY**  
**DISORGANISED**

**EMOTIONAL EFFORT**  
**SELF-REGULATE**  
**FOCUS**

### IT'S BIOCHEMICAL

## WHAT CAN WE DO ABOUT IT?

### ADHD - BAD NAME / Then what is it?

**Not a Disorder of Attention / It is E.F.D.D.**

- Failure of Persistence. (Can't stick to it)**
- Emotional Impulsiveness ( can't manage emotions)**
- Inability to Motivate Ones self (Emotions motivate)**
- Failure to direct Behavior in Time (Time Blindness)**
- Inability to Re-Engage a Goal (Squirrel)**
- Disorder of Self-Regulation (No Self-control) self-talk (out loud or in your head)**
- No Planning or Problem Solving**

**SOOOOOOOOOOO what can we DOOOOOOO**

**MANAGE & ACCOMMODATE**

- The farther it is away it is the less capable they are of dealing with it.
- Can not hierarchically organize behavior
- You know what to do, you just don't use it

**ANY CHANGE IN BEHAVIOR MUST BE AT THE POINT OF PERFORMANCE**

- Social skills can't be taught unless it is at the point where the problem is taking place.
- These kids need more accountability and more consequences
- You must find a replacement for their working memory
- It must be External and Physical (sticky notes, lists, stars, treats, clocks timers.
- Break the future into pieces
- All motivation **MUST BE EXTERNAL - SHOW ME THE \$\$\$**
- Must be fast and it must be consistent.
- How long do I have to keep doing this for -----  
**RAMP TIME**

## Having One of Your Own!

**POINT OF PERFORMANCE**

**\*\*\*\*ALL MOTIVATION MUST BE EXTERNAL\*\*\*\***

Stop complaining that they need something – they can't motivate themselves – They are Donald Trump

You need to be more consistent, stop talking and start doing

Touch the kids when you talk to them, keep it short and sweet

Increase frequency of reminders and consequences

Giving extra time to a person who has no sense of time is crazy

- Frequent breaks / You get an hour / start the clock / extra time is just a by-product of the strategy.

Every activity starts with - What is my reward for doing this?

What are my consequences when I don't

Distribute rewards quickly an often – tokens, ipod, pet, xbox

**TOOLS THEY NEED**

<b>Lists</b>	<b>Verbal Reminder</b>	<b>Daily Goals</b>
<b>Life Coach</b>	<b>Small Manageable Tasks</b>	<b>Structure</b>
<b>Share</b>	<b>Demystify</b>	<b>Parenting</b>
<b>Negotiate</b>	<b>Allow Down Time</b>	<b>Eat / Drink</b>
<b>Exercise</b>	<b>Sleep / Melatonin</b>	<b>Medication</b>

**MODEL EVERY AND ALL BEHAVIORS YOU EXPECT**

**REPEAT IT BACK TO ME**

Because so many of the ADHD kids are little entrepreneurs, they are one of the few groups of kids where BRIBES can be successful.

**MOTIVATION MUST BE EXTERNAL**

Treatments must be at the "point of performance"

Provide artificial prosthetic cues to substitute for working memory deficits (signs, lists, Cards, charts)

Provide artificial prosthetic consequences in the large time gaps between consequences (accountability) – tokens, points etc

But their effects do not generalize or endure after there removal because they primarily address the motivational deficits in ADHD.

The compassion and willingness of others to make accommodations are vital to success.

Performance: **ADHD** Knowledge:

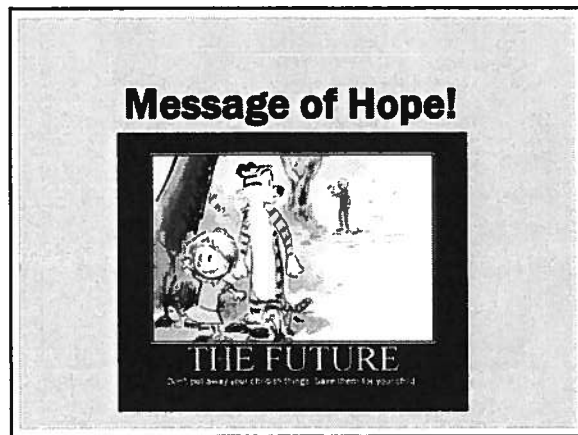
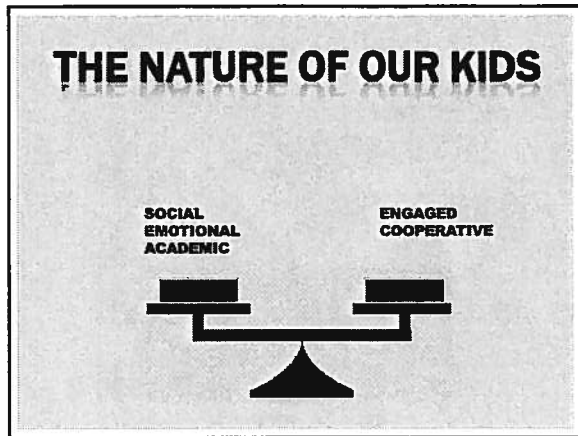
Do Stuff Learn Stuff

Use Stuff

Engineer the Environment

## What are we taking away?

1. These are **NOT** Willful Actions, its **BIOCHEMICAL**
2. It doesn't go away .....
3. It affects **MOTIVATION / EMOTIONS / WORKING MEMORY**
4. **Failure to Persist / Inability to Re-engage Task**
5. They are **Time Blind**
6. **More Reminders / More Accountability / More Consequences**
7. All Actions Are at **"POINT of PERFORMANCE"**



### ANY QUESTIONS ???

**CONTACT INFORMATION**

**FOR A COPY OF THIS POWER POINT  
TO ASK ANY QUESTION / JUST WANT TO TALK  
IN SCHOOL PROFESSIONAL DEVELOPMENT**

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