



**National
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on ADHD**
A Program of CHADD

www.Help4ADHD.org
(800) 233-4050
Help4ADHD@CHADD.org

Ask the Expert

5 Solutions to Common ADHD Social Struggles



Caroline Maguire, PCC, M.Ed.

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Resources	
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Webinar Handouts	711 KB

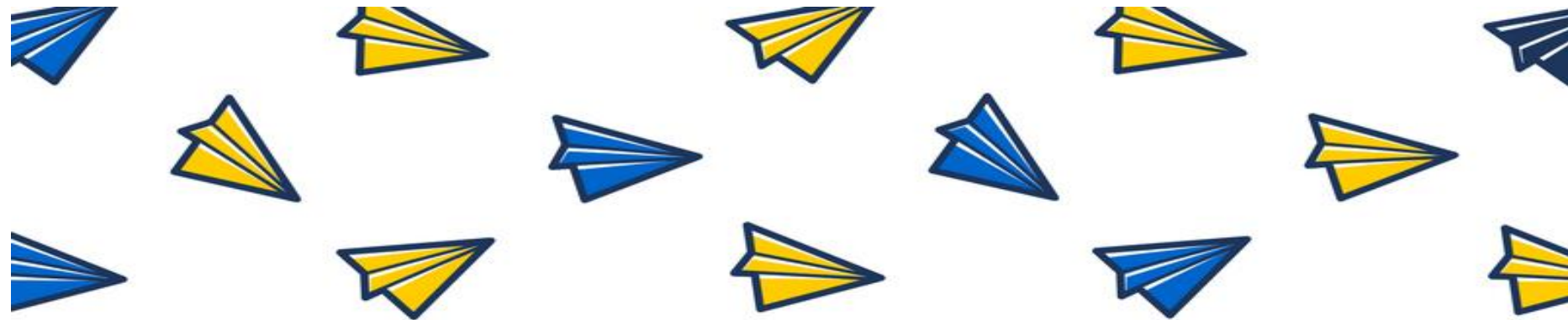
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Q & A

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Do you know someone in need of
ADHD Information and Resources?

Refer them to our ADHD Helpline



1-800-233-4050
Mon-Fri, 1-5pm ET



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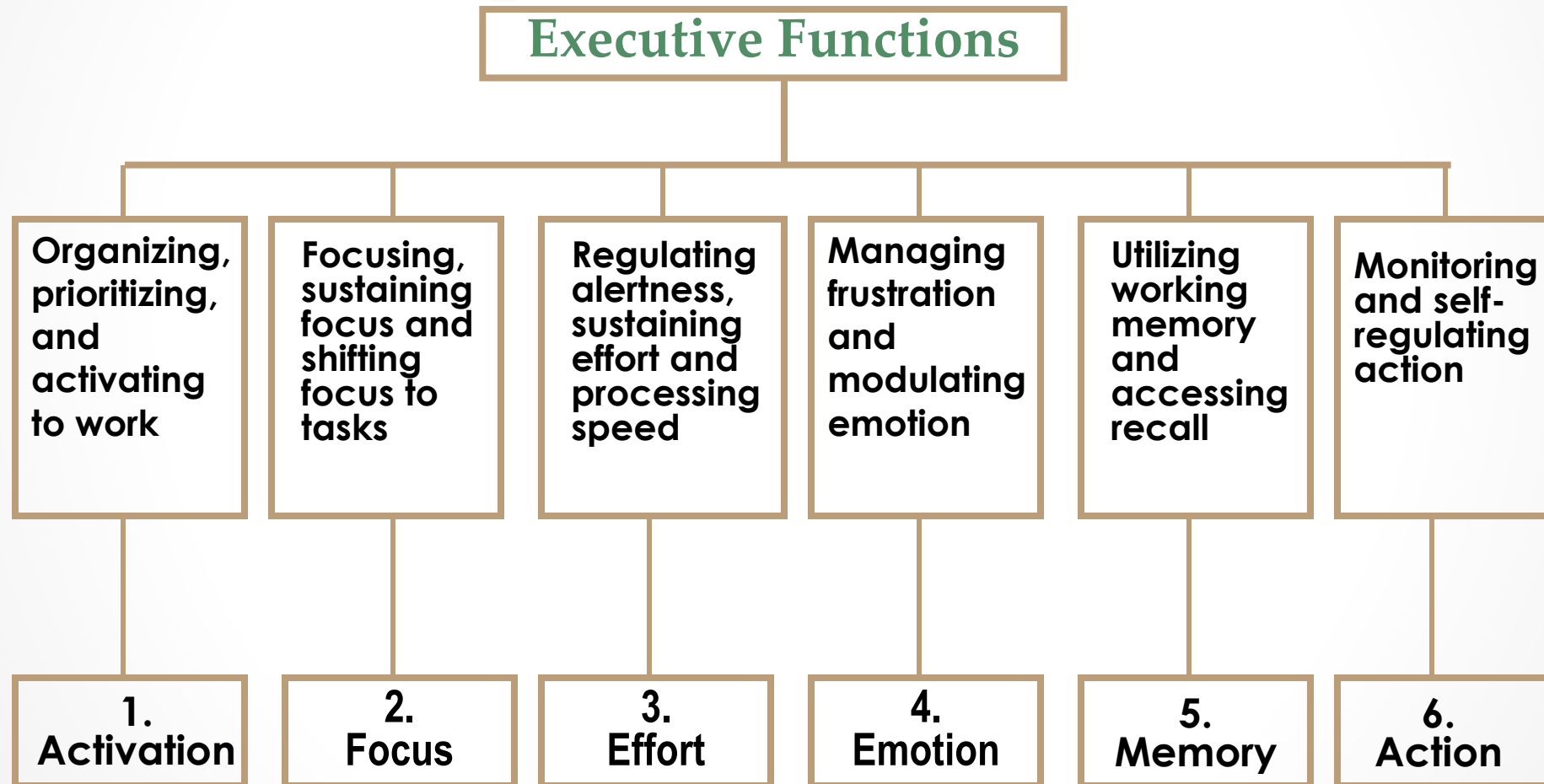
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Introduction | Who is Caroline?

- Mother with ADHD
- Certified ADHD Coach for families
- Former Hallowell Center Coach
- Director of Fundamentals of ADHD Coaching for Families at ADD Coach Academy
- Attention Talk Radio Guest Host
- Completed level 1A Social Thinking Training
- Masters Education - Lesley University
- Author of *Why Will No One Play With Me?*
Coming out in 2018

Brown's Model of Executive Functions Impaired in AD/HD



Brown, T.E. Manual for Attention Deficit Disorder Scales for Children and Adolescents; 2001.

#1 Your Child Has Trouble Making Friends

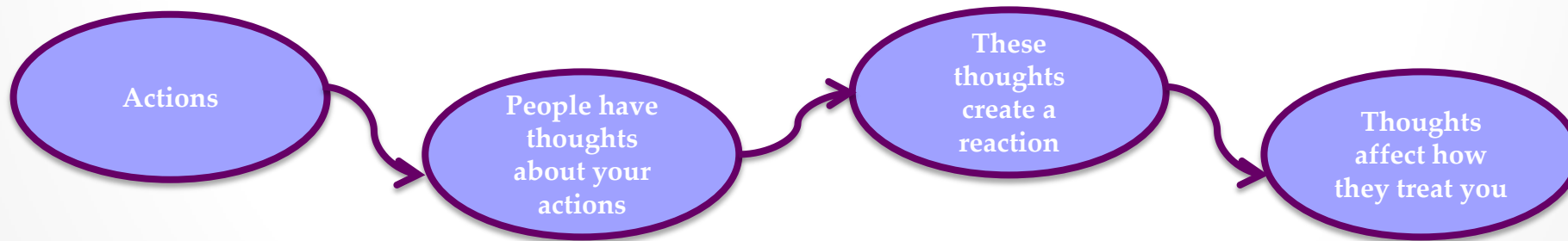
- **Problem:** Noticing your behavior affects other people
- **Common ADHD behaviors include:**
 - Interrupting
 - Failing to filter comments- seeming to be insensitive
 - Lack of attention to social cues and social expectations
 - Irritating behavior
 - Being too much or too intense
- **Executive function connection:**
 - Metacognition
 - Attention
 - Self-regulation
 - Emotional regulation

Friendship Chemistry

Every Action Has a Reaction



People Operate with Your History of Interactions in Mind



What do the signals tell me about other people?

Learn to Walk in Someone Else's Shoes

LEARNING TO WALK IN SOMEONE ELSE'S SHOES



- Help the child take someone else's perspective and step into their shoes
- Methods to promote this include:
- Literally having them step into someone's shoes

Asking questions like:

- What do I feel when you (insert action)?
- What do you notice about this situation?

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Learn to Walk in Someone Else's Shoes



Become a Social Observer



- Build awareness
- Go to a public place, hotel lobby, book store, mall
- Watch and notice the social cues
- Identify what unspoken rules the environment dictates
- Create an image of positive social behavior to navigate toward

Social Spy/ Social Reporter

- Spy allows child or teen to see an image of others and what do they do?
- How do they sit? Dress?
- What do they do?
- Young child give them a notebook
- Rehearse the spy move before they spy



#2 Your Child Quickly Loses Friends

- **Problem:** Behaviors that are “too much” and aggravate and alienate peers
- **Common ADHD Behaviors include:**
 - Taking turns
 - Invades personal space
 - Failing to pause and notice social signals
 - Doesn't read the room
 - Limited social problem solving
- **Executive function connection:**
 - Metacognition
 - Self-regulation
 - Attention
 - Emotional regulation



The Polite Pretend

- Strategies to cope with boredom
- Coach to build strategies:
- What could you do when you are bored?
- Why do I care about doing a polite pretend?
- What happened if your tone is dismissive?
- What is expected in this social situation?
- What do you think your peers think when you are bored and stop talking?



Reading the Room

- In each environment there are expectations and unspoken rules
- To present the best face to the world you have to decipher those expectations
- How you behave sends messages to the world and that impacts how you are received and the thoughts people have about you as a result



Using Questions to Help Decode the Situation

- What did I say?
- What did I mean?
- What was my tone?
- What did you hear?
- What did you see?
- What was hinted at?
- What did I want to show the speaker/friend?
- What are the signals that tell me what emotions people are having about me?
- What are the body signals telling me?
- What does their tone of voice tell me?
- What do their eyes tell me?

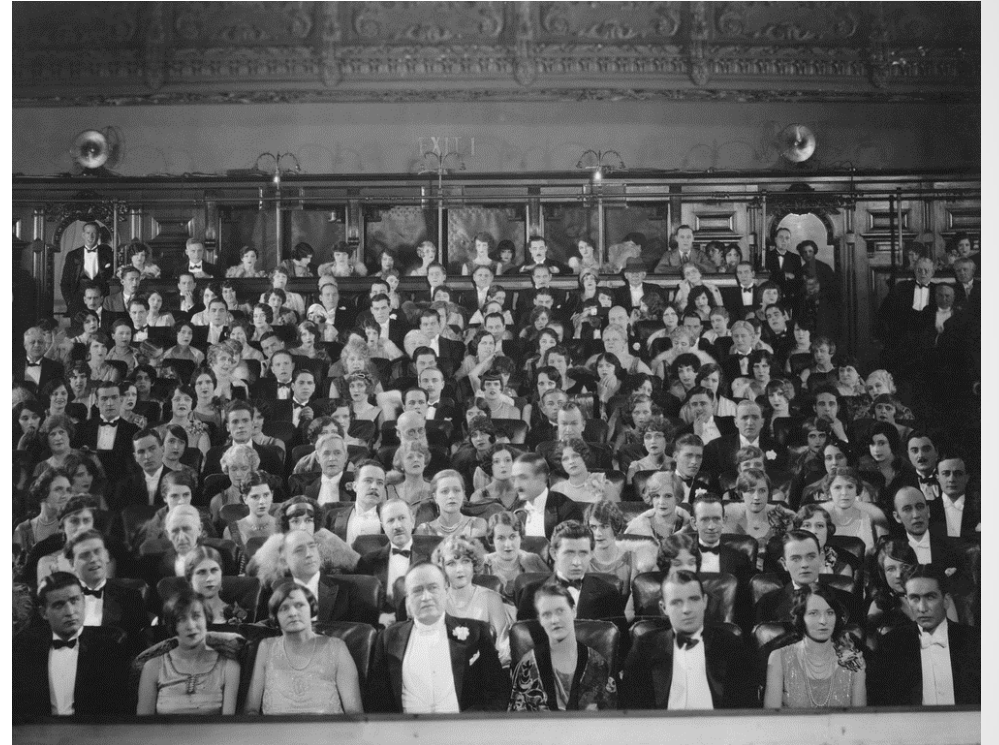


#3 Your Child Struggles with Conversation

- **Problem:** Struggles with reciprocal conversations
- **Common ADHD Behaviors include:**
 - Dominating the conversation
 - Making insensitive comments
 - Loosing the thread of the conversation, misinterpreting what people are saying
- **Executive function connection:**
 - Attention
 - Self-regulation
 - Cognitive flexibility
 - Emotional regulation
 - Metacognition

Who is Your Audience?

- What information do you need to give?
- What information are you giving?
- How will It be received?



Who is Your Audience?

What signals are you seeing from your audience?

- Face
- Eyes
- Speech
- Tone

Questions to ask:

- What is their level of interest?
- Why would they be interested?
- What do they need to know?
- What is your role as a speaker?
- What is your role as a listener?



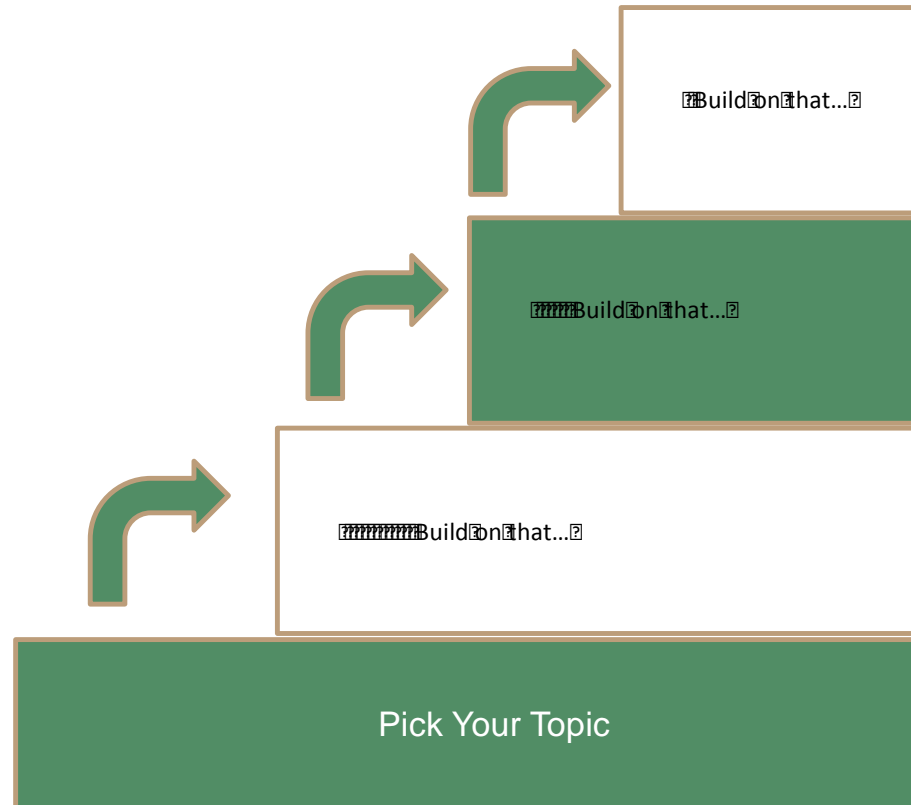
Monologuing and Interrupting

- Identify triggers, body signals, topics of conversations, interests, obsessions that precipitate monologuing
- Introducing a topic should take about 10 seconds
- Consider why you are sharing the story
- Practice self-regulating around trigger topics
- Go to an event and engage in a conversation – keep your mission in mind
- Practice giving space and pausing
- Ask the listener questions

Building on That

Building On That

Build on a conversation by picking one topic. Then, every time a person builds on the conversation topic, complete a tactile move to mark it, such as building blocks or adding ping pong balls or marbles to a jar.



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#4 Your Child Overreacts to Situations

- **Problem:** Struggles with self-regulation both physically and emotionally

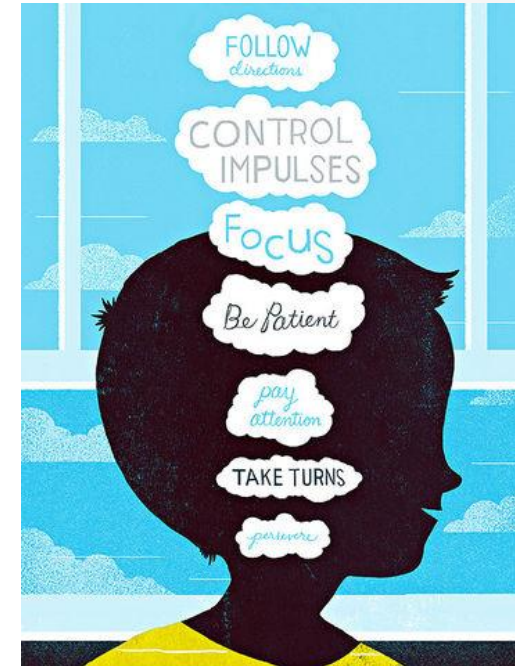
Common ADHD Behaviors include:

- Lashing out when he is upset
- Overreacting
- Melting down
- Unable to name and tame emotions
- Underlying emotional upset leads to a big reaction

#4 Your Child Overreacts to Situations

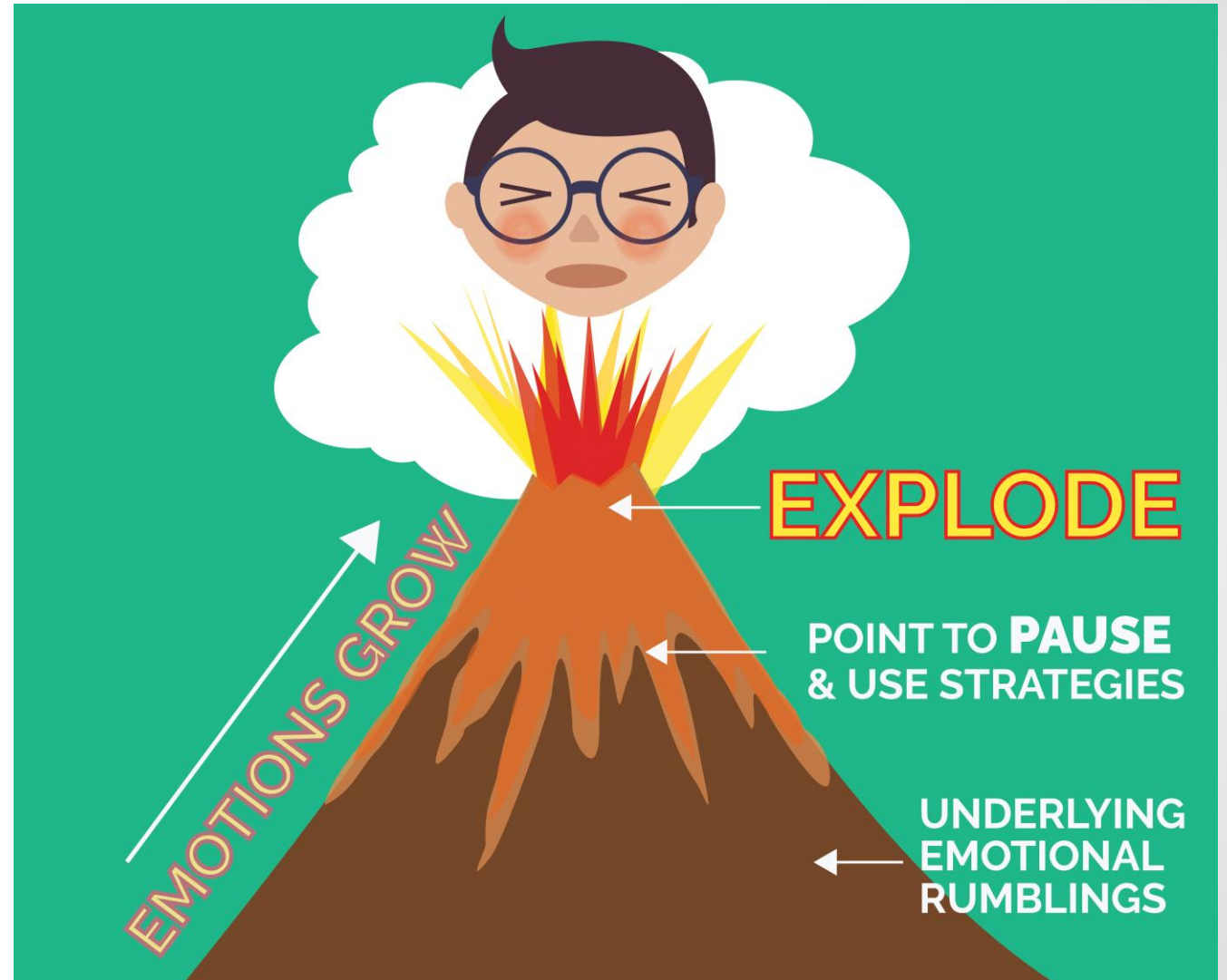
Executive function connection:

- Self-regulation
- Emotional regulation
- Cognitive flexibility
- Metacognition



Exploding

- Emotions have a physical manifestation
- Learn to pay attention to body signals
- There are signals emotions are building
- What does it feel like accross your day?
- What are situations when you have big emotions?
- What happened before?
- How big is your reaction?





"How Calm am I?" Five Point Scale

1 CALM	2 HAPPY	3 GETTING GRUMPY	4 GETTING REALLY UPSET	5 OVER THE TOP UPSET
In control of my feelings	Feeling just right	Starting to feel my emotions getting to be too much	About to lose control	My emotions are too much

Good Winner, Good Loser

- Discuss what being a good winner and good loser looks like
- Rehearse what level of reaction is expected
- Talk about what friends might feel if the child's reaction is too much
- Ask the child to demonstrate what kinds of behaviors make a reaction too much
- Ask the child what reaction is expected when playing a game



#5 Your Child isn't Always Reliable

- **Problem:** Struggling with planning and following through and can't be counted on academically
- **Common ADHD problems:**
 - Child or teen develops a negative reputation and is not invited to play
 - Social avoidance due to past negative experiences
 - Unique interests
 - Lack of follow through and social engagement

#5 Your Child isn't Always Reliable

- **Executive function connection:**
- Organization
- Cognitive flexibility
- Working memory



Problem Solving

- Take the information from spying and use it to inform the coaching conversation
- Leading the child through looking at this issue from another person's perspective
- What actions did you take?
- What did other people think about those actions?
- How did they react or receive you as a result?
- What can you do next time?
- What are your choices?



Questions to Promote Problem-Solve

- What gets in the way of you making friends?
- Do you think there is a way for you to get better at [insert problem behavior]?
- What do you think would have made this (fill in event) better?
- Wouldn't you like it if the (event) happened like this: [outline positive experience]?
- How do you think you could make more friends?
- What are your options for making your friendship situation better?
- What would it feel like if you could get better at making friends?
- What would it be like if you were happier?

Where to Find Tools and Lessons

- *'Zones of Regulation'* by Leah Kuypers
- *'A "5" Could Make Me Lose Control'* by Kari Dunn Buron
- *'Too Much, Too Little, Just Right'* found at Creative Therapy Store
- *'Social Skills Training'* by Jed Baker
- Social Thinking books, by Michelle Garcia Winner at socialthinking.com
- Social Skills Tools-found on Pinterest at:<https://www.pinterest.com/carolinedellape/social-skills-tools/>
- Mindwing Concepts at <https://mindwingconcepts.com>

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Upcoming Webinar

The Choice is in the Details: Medication Options for ADHD

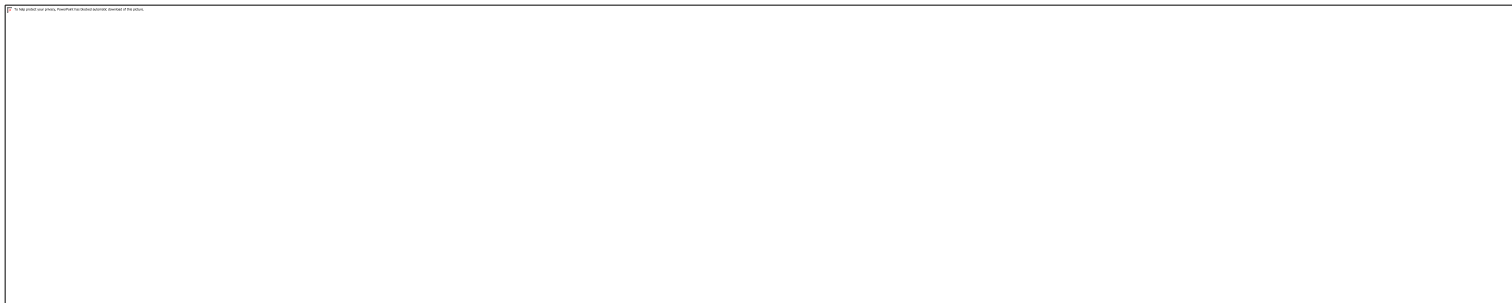
Tuesday, October 17, 2017

Guest expert: Max Wiznitzer, MD

2:00 PM ET

Register Now at

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