

Ask the Expert

Helping your Child Successfully Handle Change



Jeffrey S. Katz, Ph.D.

The National Resource Center on ADHD: A Program of CHADD is the nation's clearinghouse for evidence-based information on ADHD. This *Ask the Expert* webcast is supported by Cooperative Agreement Number NU38DD005376 from the Centers for Disease Control and Prevention (CDC) and does not necessarily represent the official views of the CDC. The National Resource Center on ADHD, CHADD and the CDC do not endorse, support, represent or guarantee the accuracy of any content presented or endorse any opinions expressed in this webcast.



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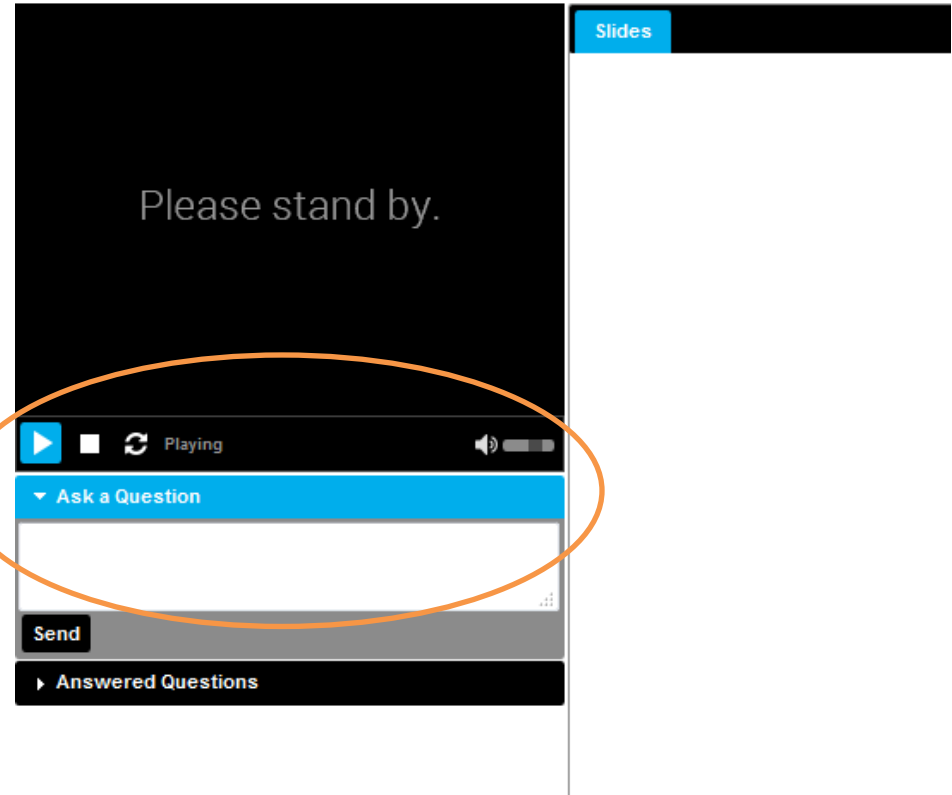


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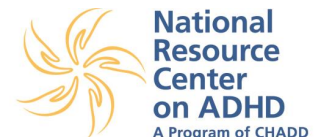


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Our Outline for Today

- How we experience change.
- “Genetic” factors.
- Executive Cognitive Function
- Practical Advice for Helping Children with Change
 - Schedules and Routines
 - Tasks
- Troubleshooting
- Questions and Answers

Change

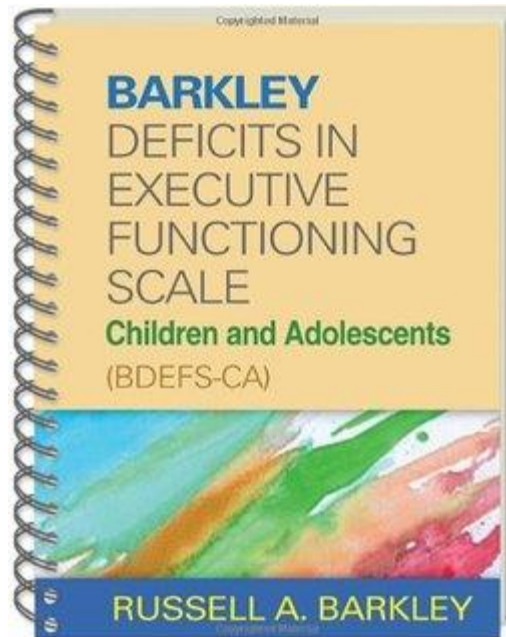
- Change is often stressful.
- Change is a part of life.
- Learning to successfully adapt to change is an important life skill.

Temperament

- Temperament is genetic.
- Some children are “slow-to-warm-up.”
- Some children are “easy-going.”
- Some children have ADHD.

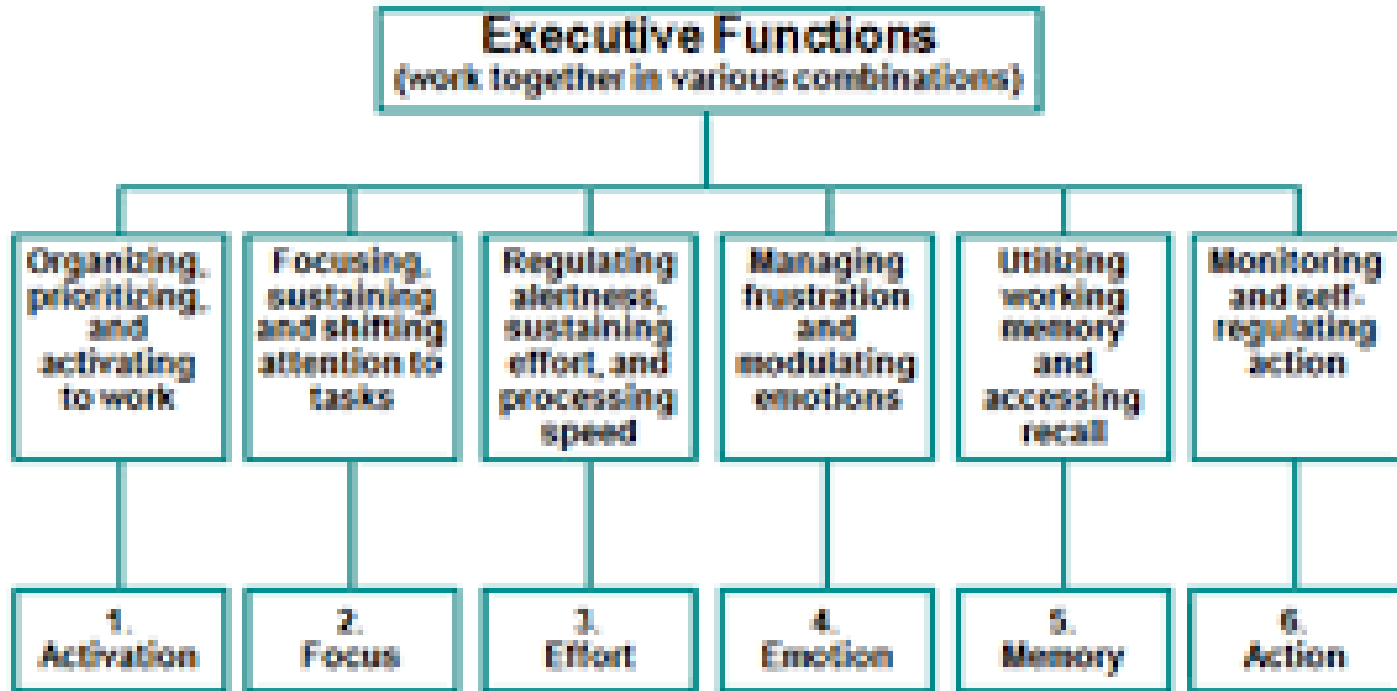
Executive Cognitive Function

There are many different conceptualizations.



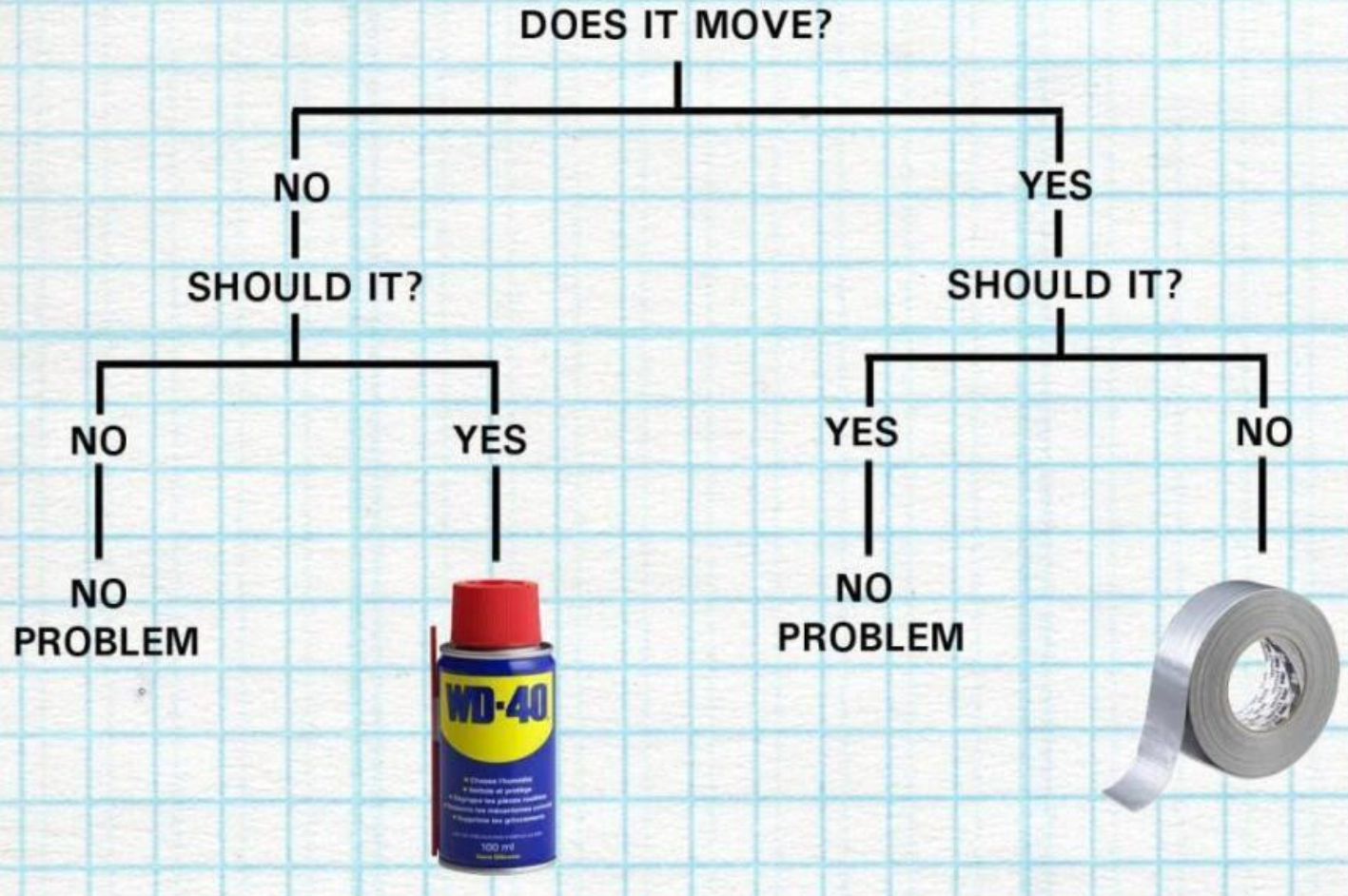


Executive Functions Impaired in ADD/ADHD



(TE Brown (2005))

ENGINEERING FLOWCHART



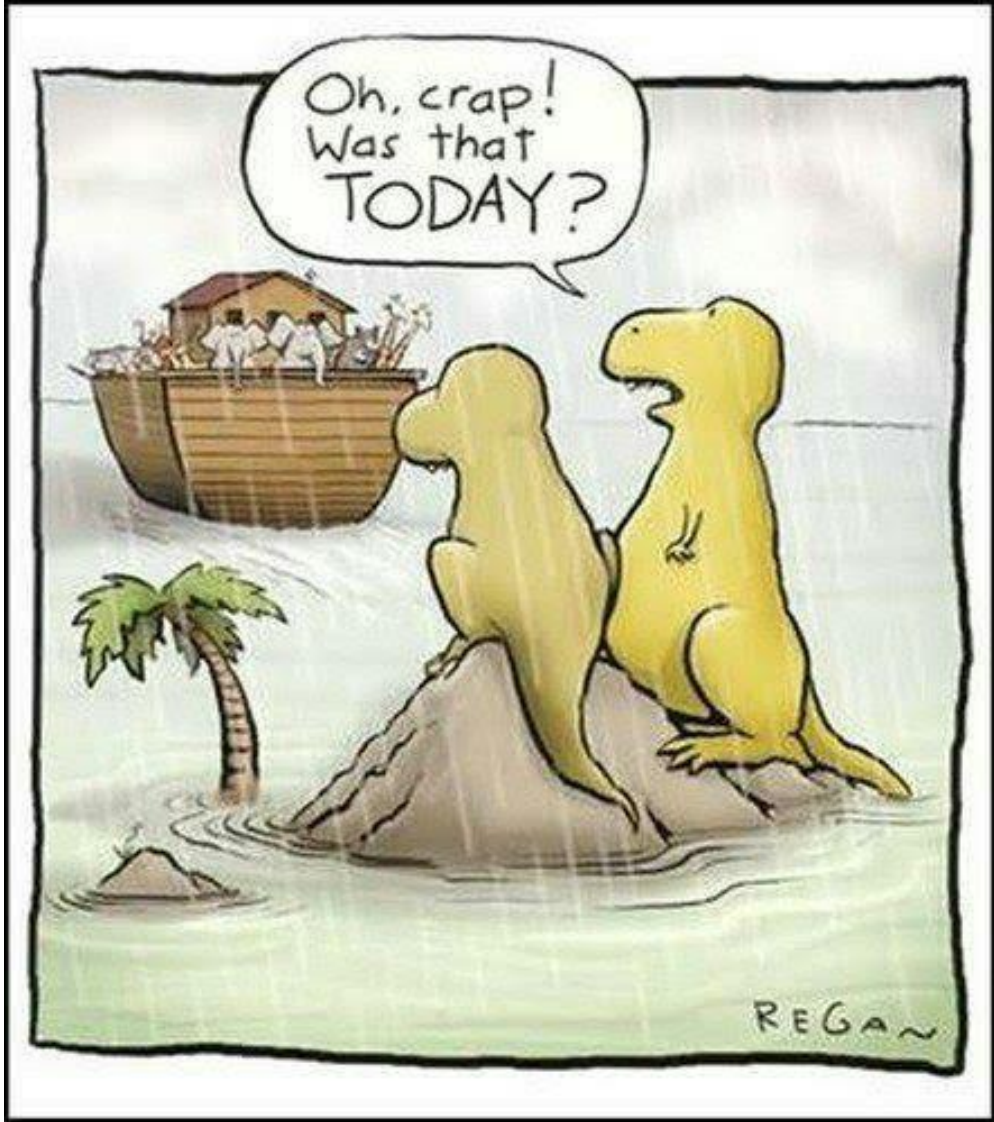
Comprehensive Executive Function Inventory

Jack Naglieri, Ph.D. & Sam Goldstein, Ph.D.

- Emotion Regulation - control and management of emotions
- Flexibility - adjusting behavior to meet the circumstances
- Self-Monitoring - the ability to evaluate one's own behavior in order to determine a different approach, if necessary.

- Planning - how one can develop and implement strategies to accomplish tasks
- Attention - how one can avoid distractions, concentrate on tasks and sustain attention.
- Inhibitory Control - the ability to control behavior or impulses.

- Initiation - how one begins tasks or projects on their own.
- Organization - the ability to manage personal effects, multiple tasks, organizing tasks and thoughts well
- Working Memory - the ability to keep information in mind and to manipulate it.



It's a Paradox

- Kids with ADHD change quickly...

... but, they have trouble with change

Practical Advice for Ease Change

- ADHD children struggle to create structure.
- When change happens they may not know how to handle it or adapt to it.

It Takes a Thoughtful Approach

It's like, getting ready to get ready.
(Rudy Rodriguez)

Prepare Your Child for Change

- Tell them what to expect, and why it is happening.
- Give them time to accept the change
- Talk about it- listen to their concerns
- Discuss their realistic, and unrealistic expectations.

Structure and Routine

- The more structure and routines that are built into the day, the more the child can do without having to think about it.
- Keeping daily routines help children to feel less stressed.

- Prepare for unexpected changes
- Set up a secondary strategy if things have to change.

Use Visual Cues

- Calendars
- Draw pictures and colors to show different schedules or to show which day it is
- Use checklists for the day's activities, especially when it is going to be different

Disrupt the Schedule

- Disrupt the schedule in unexpected, fun ways.
- Change the routine.

Use Reminders to Prepare for Changes

- Give advanced warnings - timers, calendars, signs on the bedroom door.
- Be repetitive - the more you remind, in a variety of ways, about what to expect - the better.
- Give unexpected reminders.

The Crucial Transition Time

- Keep your child busy.
- Having nothing to do is often very difficult.

Handling New Tasks

Open-ended tasks are difficult for ADHD kids.

Make It Simpler

- Reduce the complexity of the task
- Break it down into parts

Show, Don't Tell

- Walk the child through the task.
- Step-by-step.
- Make each transition explicit.
- Don't expect the child to “get it.”



Troubleshooting

- Identify the changes that cause the most upset.
- Adjust the changes if you can.
- Teach coping skills- walk away, ask for help, breathe to a count of four.
- Make a script for unexpected changes and practice. Walk through and role-play with your child.

Handling the Emotions

- Help the child to learn when they are becoming upset. Fast heart beat, feeling hot, holding their fists tight.
- Teach coping strategies to help regulate emotions.

Handling Emotions

- Focus on the positive aspects of the change



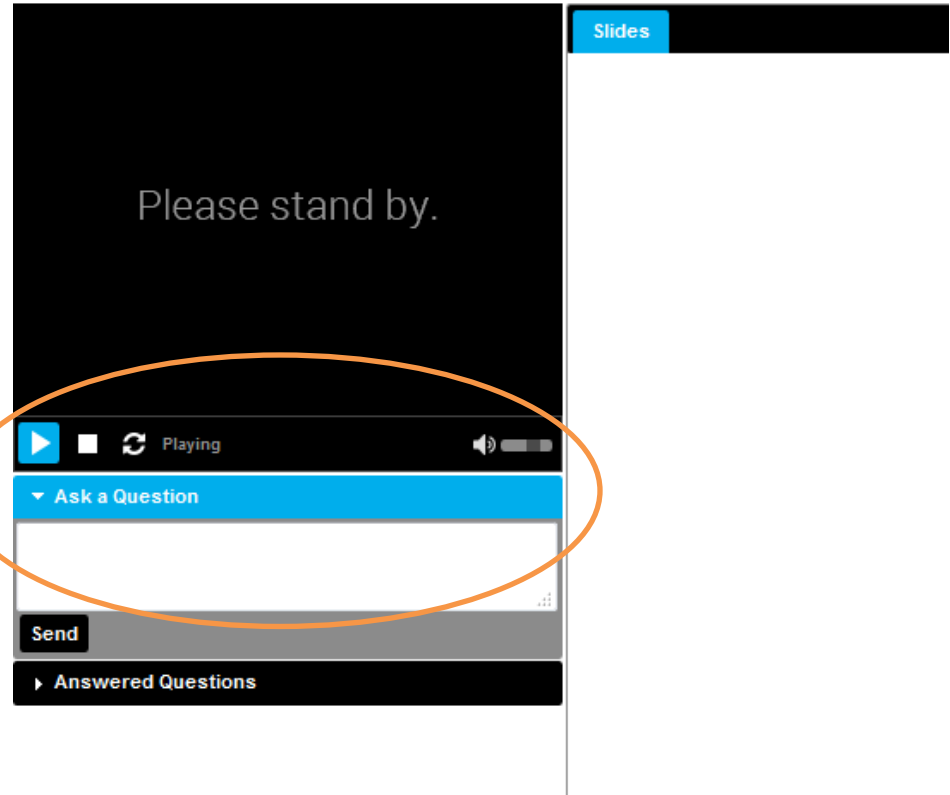
Go With the Flow!



References

- Comprehensive Executive Function Inventory, Naglieri and Goldstein.
- The Brown ADD Scales, Thomas Brown, Ph.D.
- “3 Reasons Why Change Is So Difficult For Some Children,” Robert Myers, Ph.D.
- “Managing ADHD When Routines Change,” Pat F. Bass, III, MD.

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