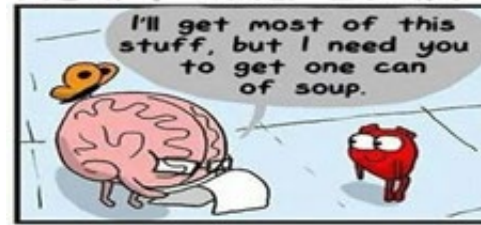
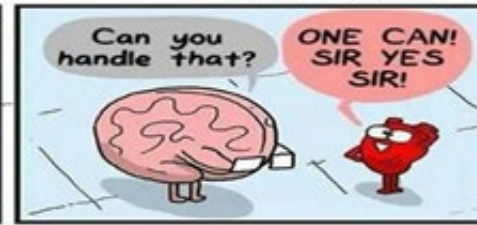


Heart and Brain



THE AWKWARD YETI



<https://theawkwardyeti.com/>

PARENTING A CHILD WITH ADHD

Dr. Randall Gillis, R.Psych.

With thanks to Drs. Murray, Dokis and Mah

1

BC Provincial ADHD Clinic

February 24, 2021

KELTY MENTAL HEALTH RESOURCE CENTRE

We help families across the province by:

- Helping with understanding and navigating the mental health system
- Listening and offering peer support, and
- Connecting families to resources and tools.



WEBINAR SERIES & RECORDINGS

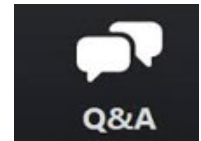


For recordings, slides, and other resources visit:
keltymentalhealth.ca/ADHDWebinarSeries



HOUSEKEEPING

- Attendees are automatically muted & cameras are turned off.
- Please submit questions for the speakers through the “Q&A” icon.
 - you can ‘upvote’ questions that you want answered.
 - You can also submit questions anonymously.
- Please submit technical questions/comments through the “Chat” icon.
- At the end of the webinar, a survey will pop up for you to complete. The survey will also be sent to you in an email tomorrow.



NOTE: This information applies to the context in British Columbia. If you are in another jurisdiction please consult your local health authority for further information.



SPEAKER



Dr. Randall Gillis

Registered Psychologist

Provincial ADHD Program
BC Children's Hospital



LAND ACKNOWLEDGEMENT

I would like to acknowledge with respect and gratitude, that I live and work on the beautiful unceded Coast Salish traditional territory, and I give thanks to Musqueam, Squamish, and Tsleil-Waututh Nations.



OUTLINE

- Introduction to ADHD and parenting
- Mindfulness and parenting
- Behavioural parenting strategies
- Resources
- Questions

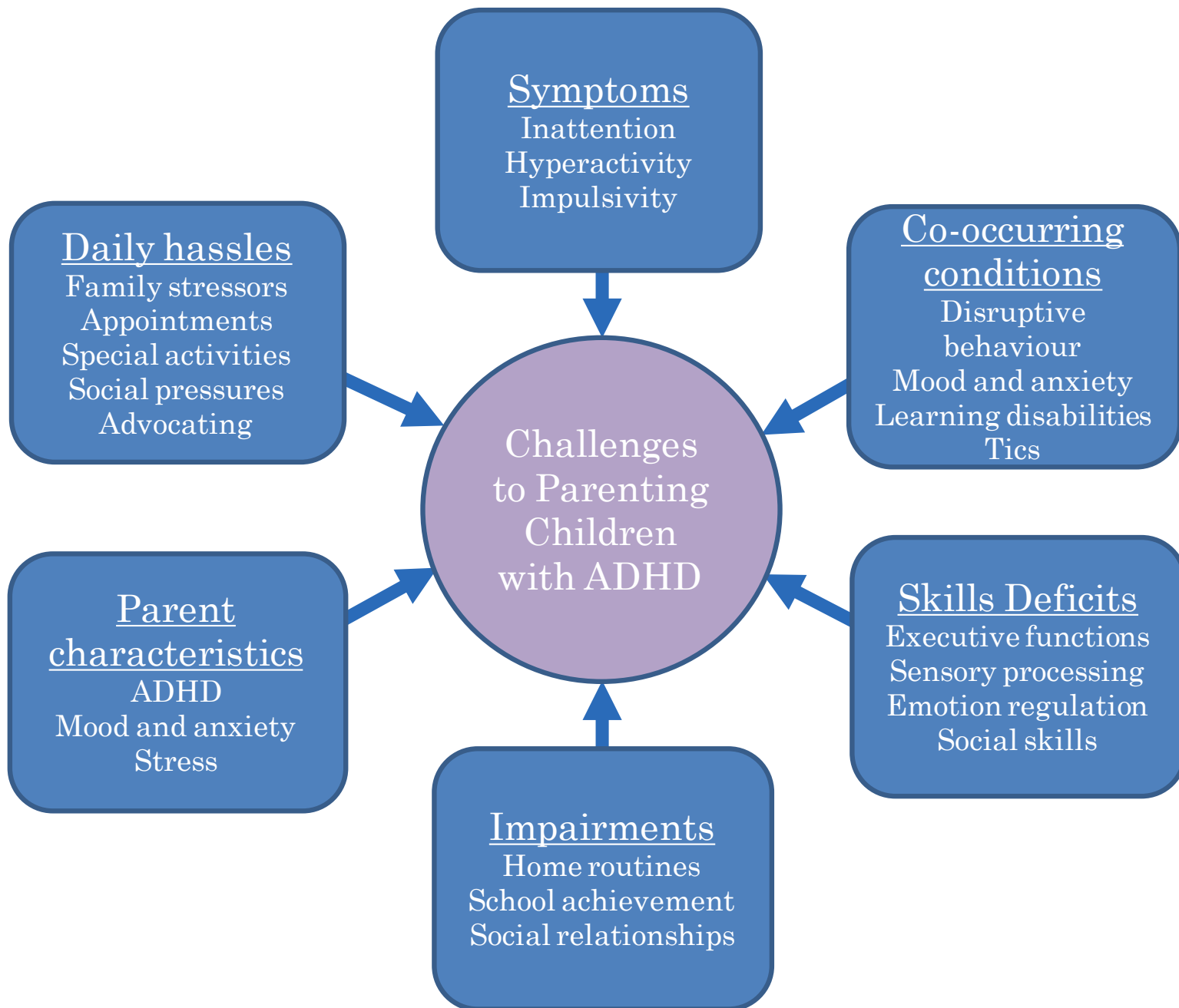


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I'm going to be a better parent! ❌

I will practice 10 deep breaths with my child each night at bed time, starting tonight. I will set an alarm right now to remind myself. ✅



SUPER PARENTS



Image resource: Depositphotos

MINDFULNESS: A SUPERPOWER FOR SUPER PARENTS



Image resource: Depositphotos

AUTOPILOT

Work....

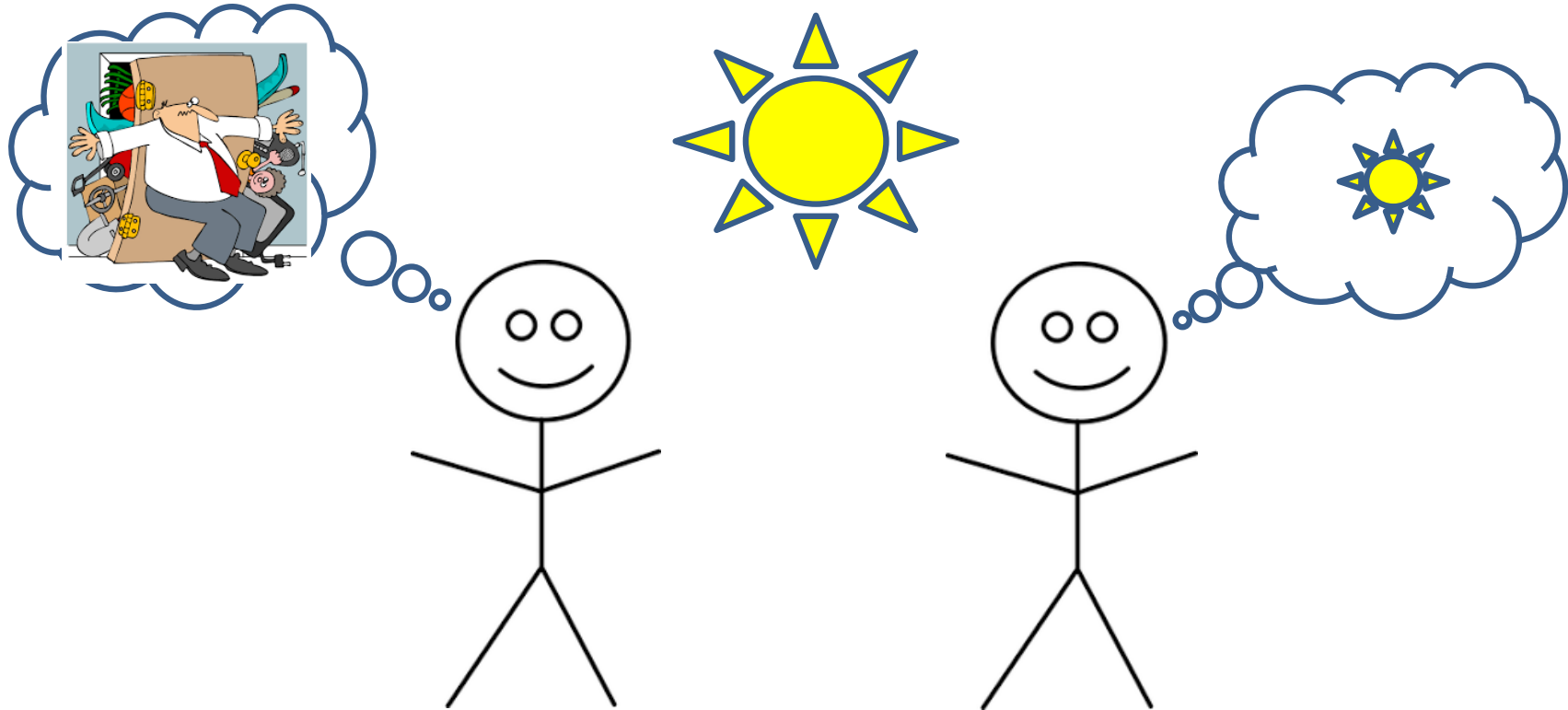
Dinner...

If a tree falls in a
forest...



MINDFULNESS

Paying attention, with intention, non-judgementally



Mind full

or

Mindful

MINDFULNESS AND PARENTING

- Increase the likelihood of responding with intention



- Reduce the likelihood of reacting impulsively

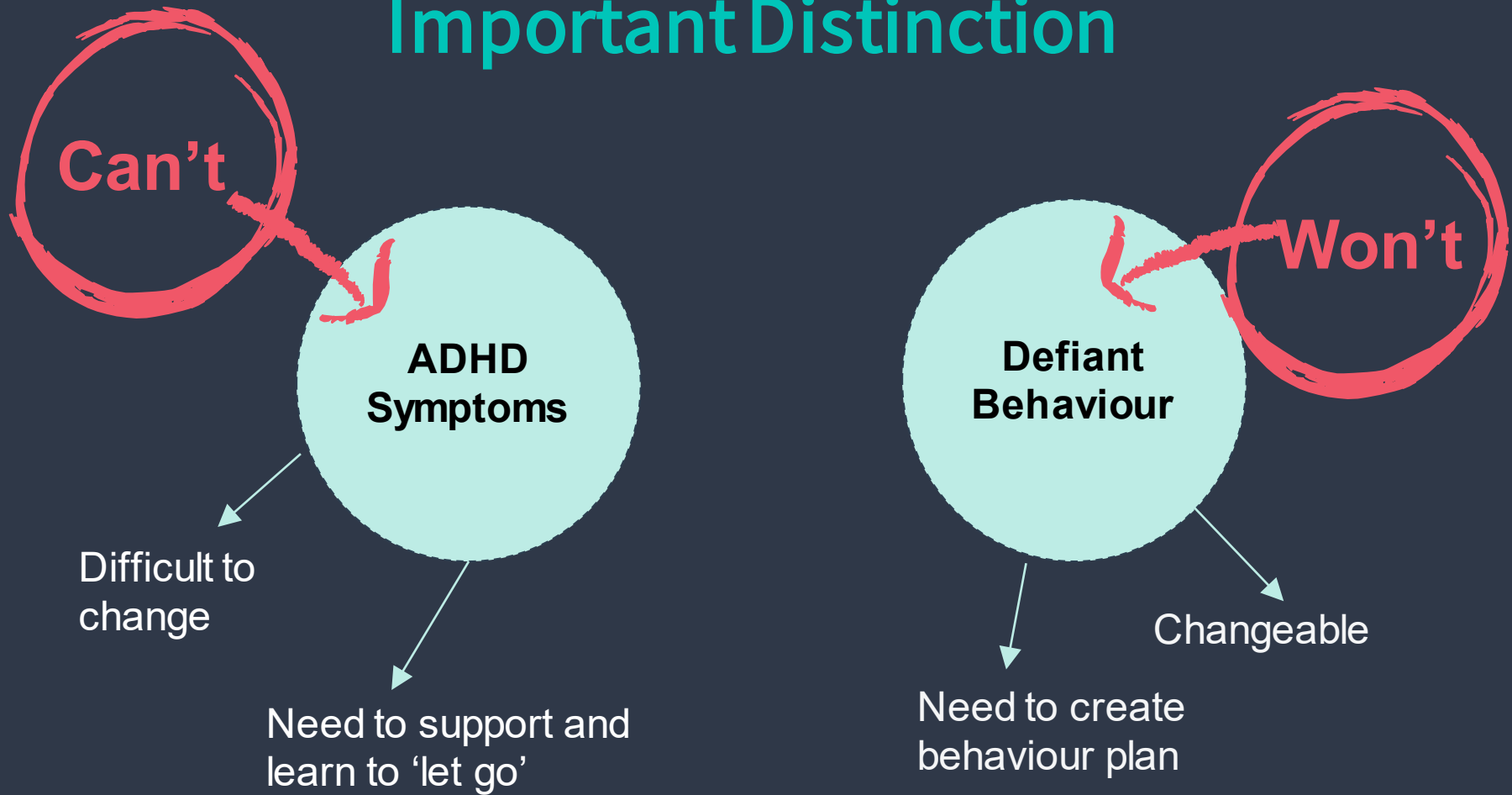




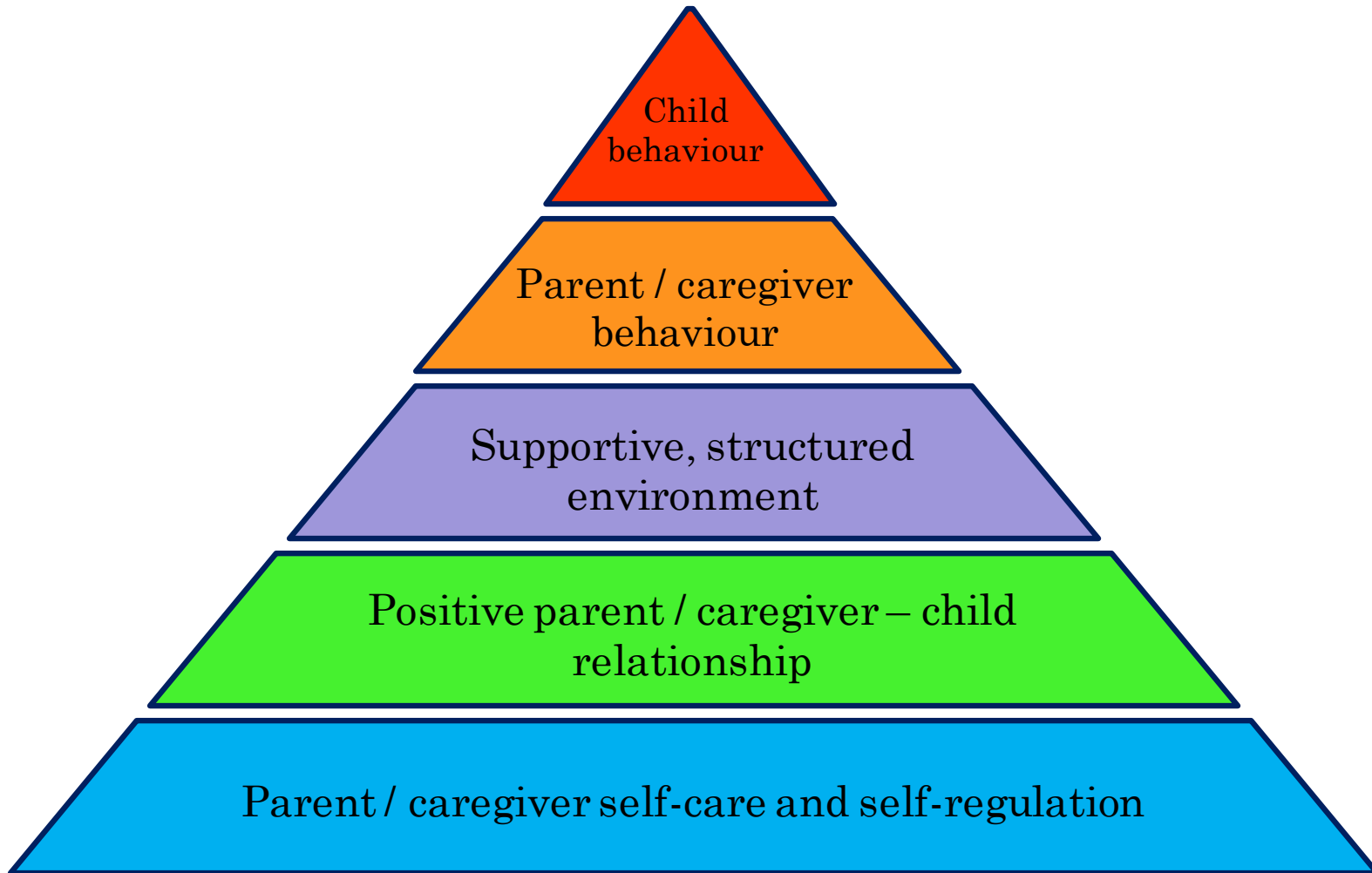


Stop
Take a breath
Observe
Proceed

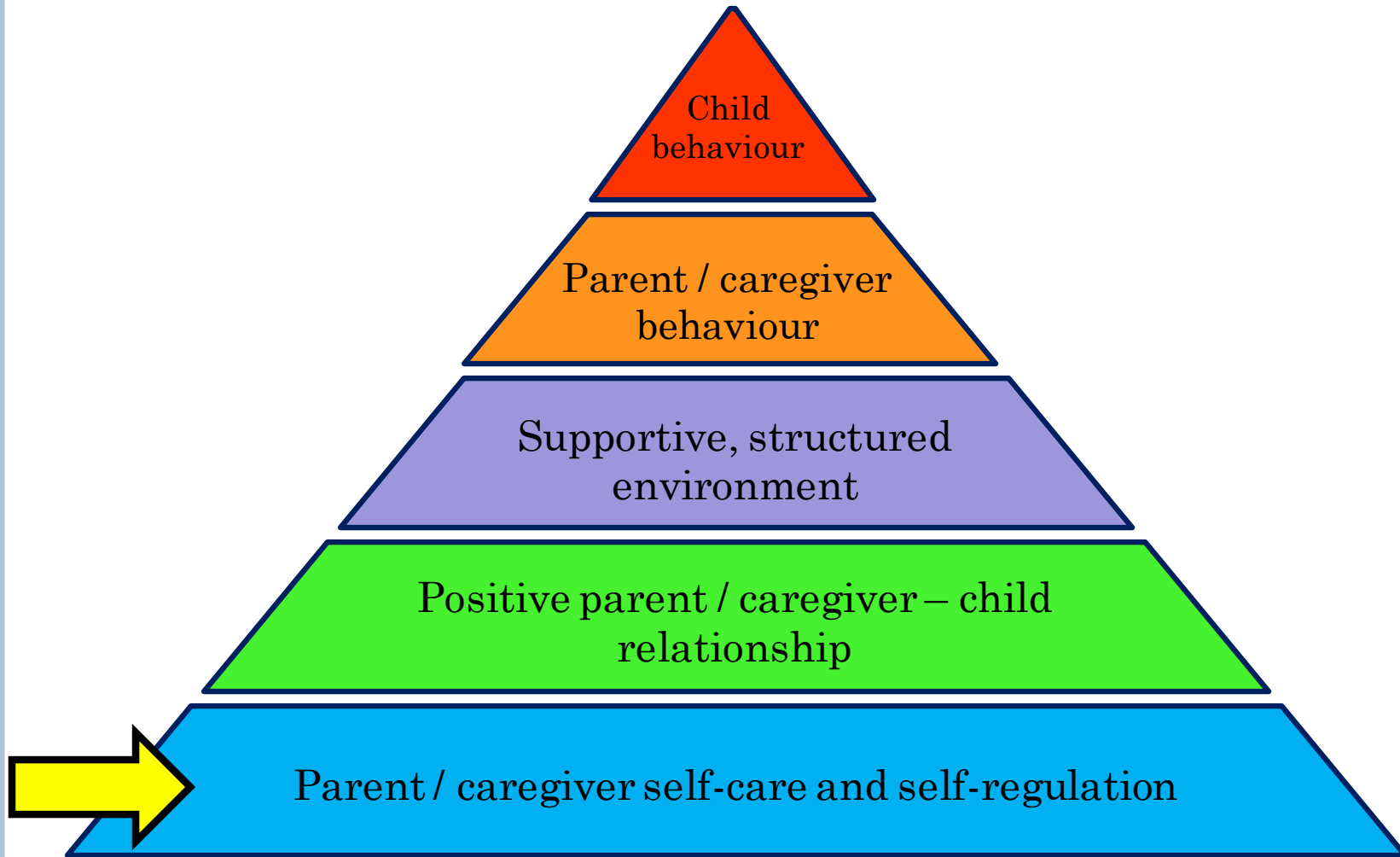
Important Distinction



PARENTING CHILDREN WITH ADHD



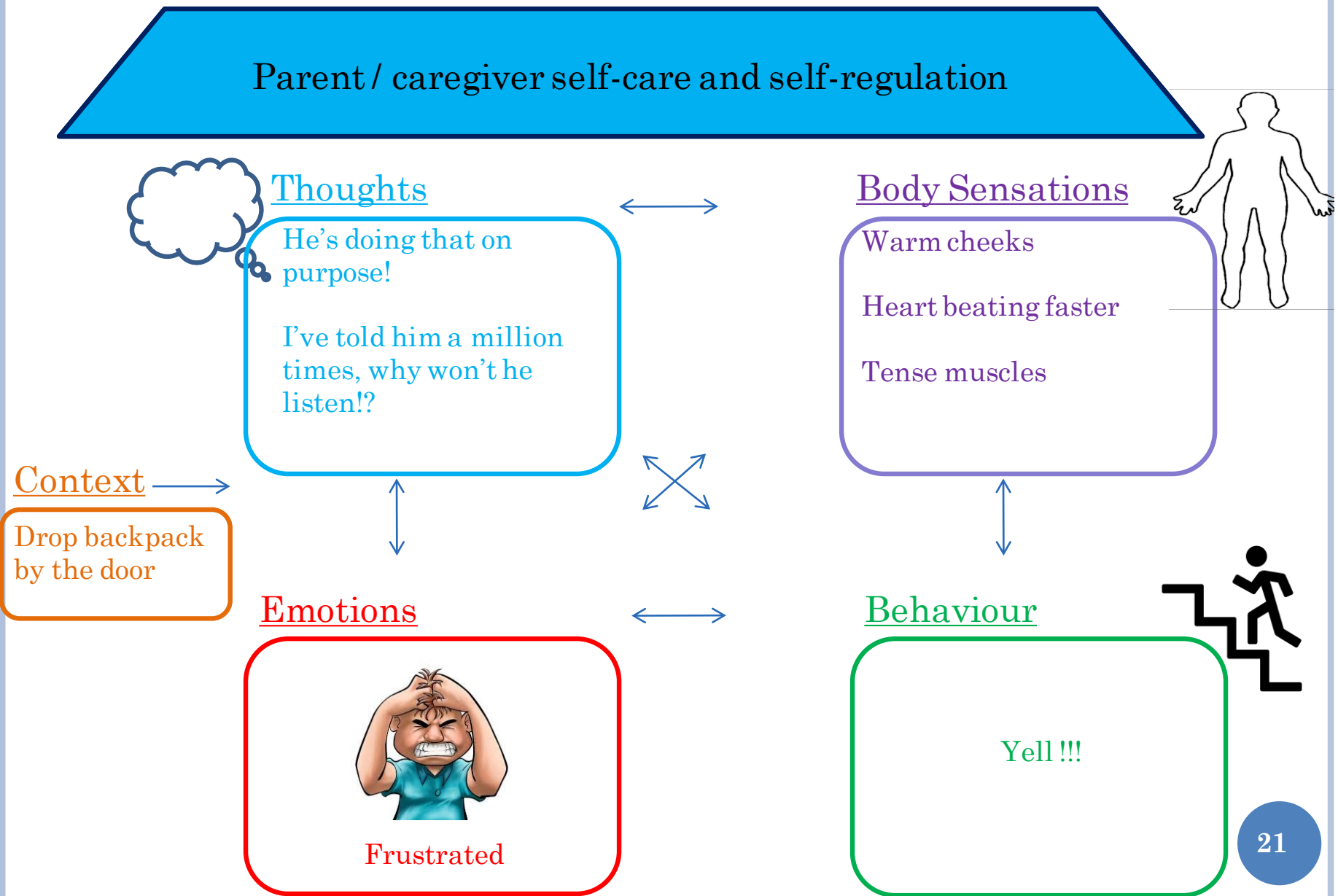
PARENTING CHILDREN WITH ADHD



Parent self-care and emotion regulation



Parent / caregiver self-care and self-regulation



Parent / caregiver self-care and self-regulation



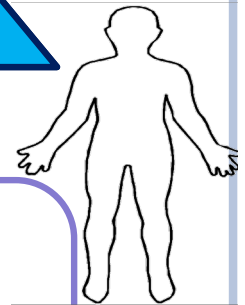
Thoughts

Self-compassion

Watch out for
assumptions and
thinking traps

Body Sensations

STOP acronym
Deep breathing
Progressive muscle
relaxation
Body scan
Grounding



Context

Identify triggers
Create structure

Emotions

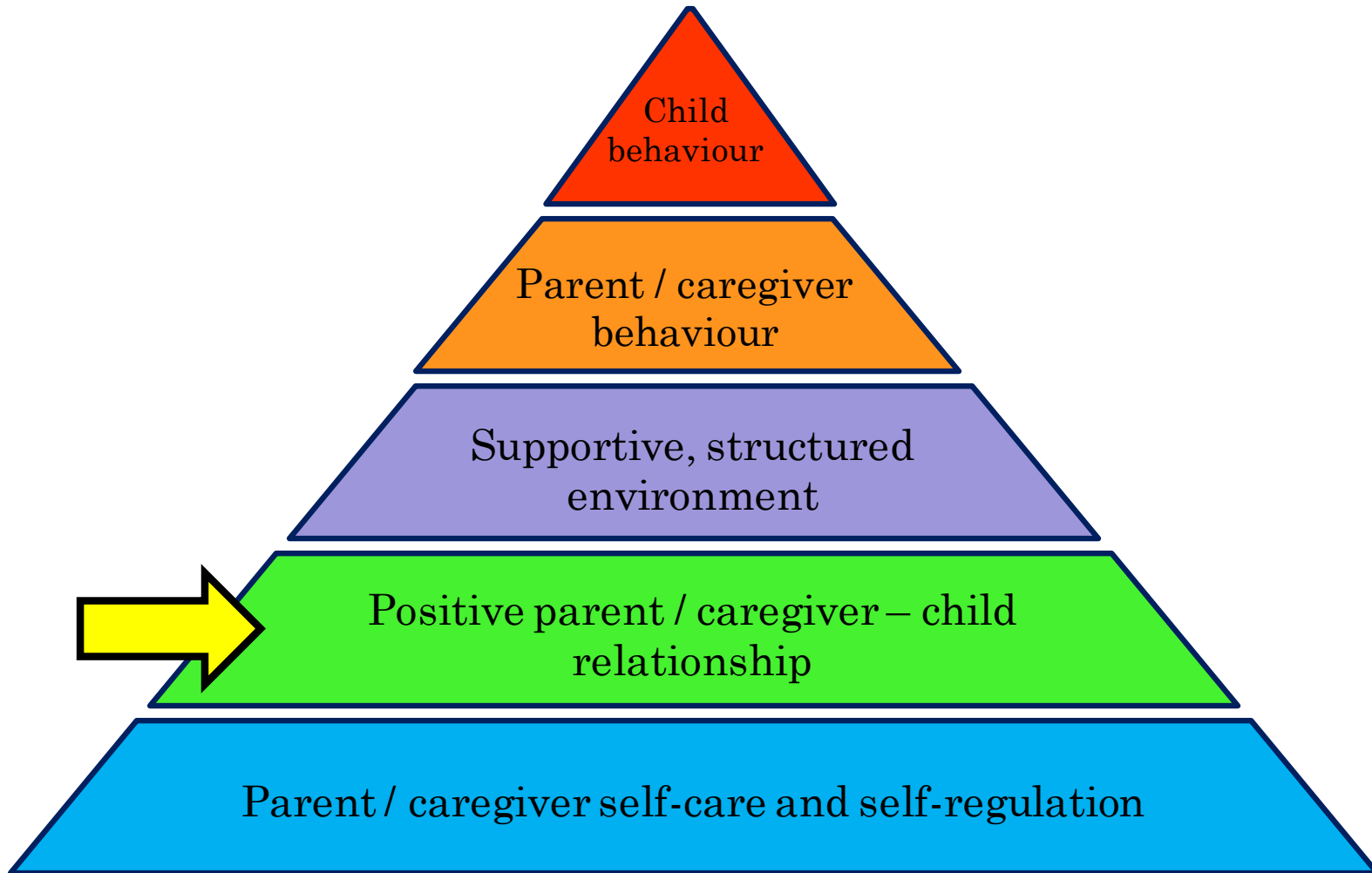


Behaviour

Sleep
Eating
Enjoyable activities
Take breaks
Ask for help
Access resources
PLAN AND SCHEDULE!



PARENTING CHILDREN WITH ADHD



Positive parent – child relationship

- Children with ADHD receive much more negative feedback than their peers



Debits

Criticism
Commands
Punishment
Blame
Shame
Conflict



Deposits

Praise
Child-centered play
Enjoyable activities
Validation
Rewards

Positive parent / caregiver – child relationship

1. Catch your child being good and praise

- Can be non-verbal and verbal
- Be specific and brief
- Praise immediately (5 second rule)
- Do it often



Positive parent / caregiver – child relationship

2. Reduce negative comments and directions

- Record yourself – what could you change?
- Don't give a direction unless it's necessary; focus on what is most important
- 'Let it go'
- Be aware of the backhanded compliment



Great work, I didn't expect that from you!



“Hey, you’re actually on time!”

Positive parent / caregiver – child relationship

3. Schedule child-directed time

- Follow the child's lead
- No agenda, teaching, direction, or questions
- Make descriptive comments and observations
- Praise their ideas and positive behaviour
- Schedule a few times / week

Be a sports commentator!



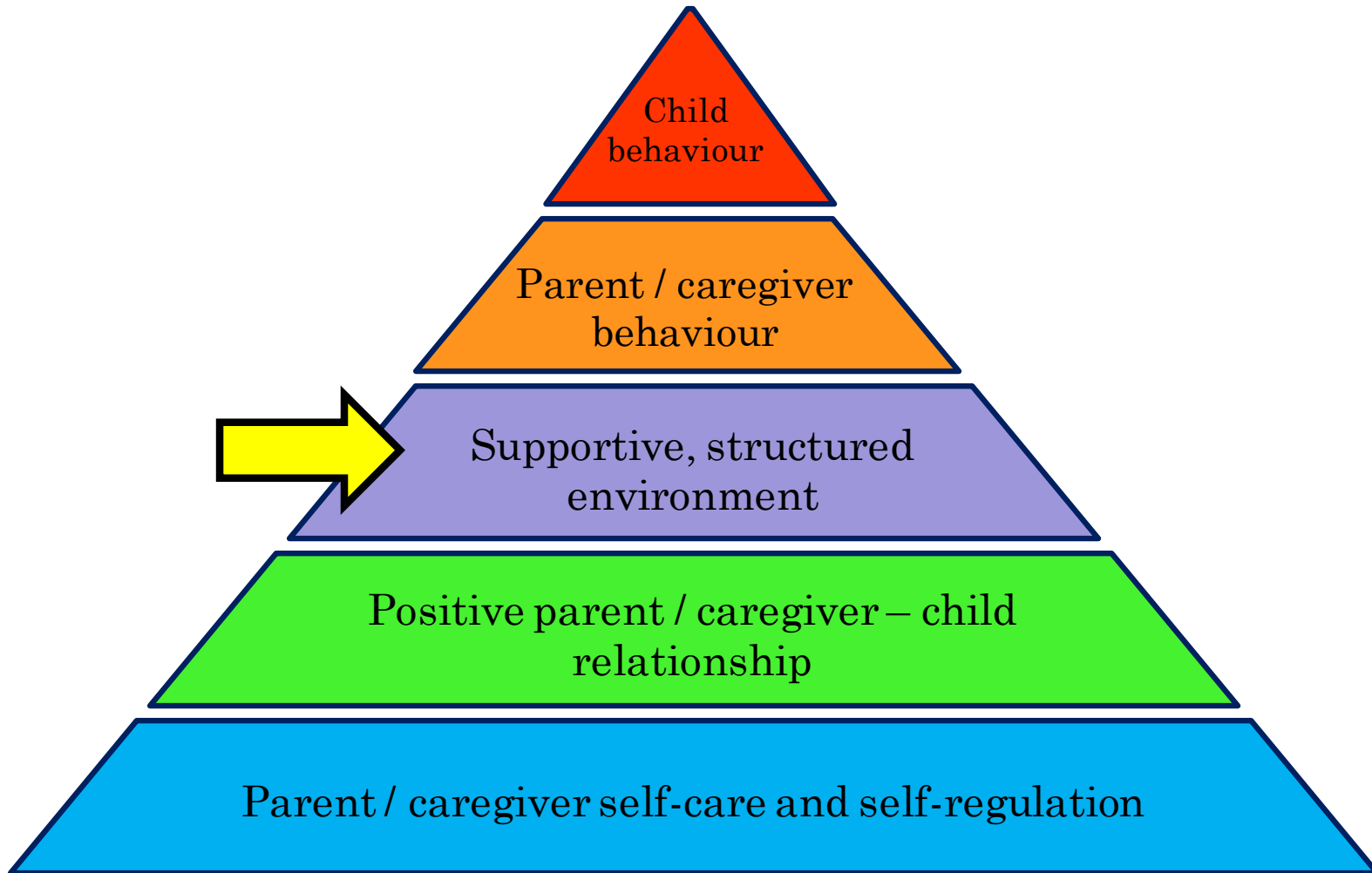
Positive parent / caregiver – child relationship

4. Validation

- Communicate acceptance and validate all emotions
- Difference between accepting emotions and behaviours
- Listen instead of solving the problem right away



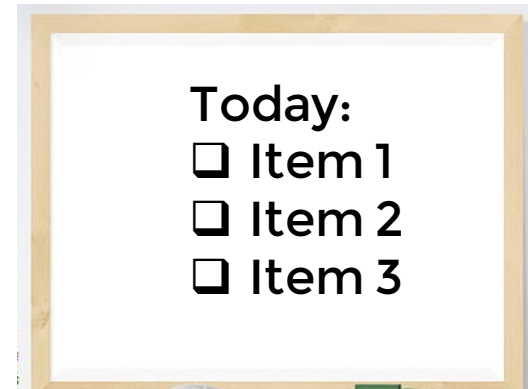
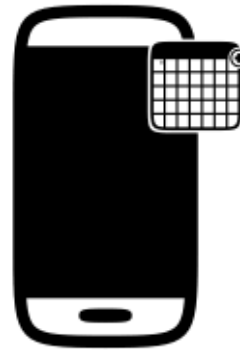
PARENTING CHILDREN WITH ADHD



Supportive, structured
environment

1. Create routine and consistent organizational habits

NOVEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



Supportive, structured
environment

2. Give more external / visual cues about what needs to be done, what order, and when

What 'done' looks like



Visual instructions



Visual timers



Timetimer.com

Supportive, structured environment

3. Shorten or break up the task – routines

Morning Routine



☐ Wake up at 8 am



☐ Get dressed



☐ Eat breakfast



☐ Brush teeth

Clean Room



☐ Make bed



☐ Toys in toy bin



☐ Clothes in hamper



☐ Books on bookshelf

Supportive, structured
environment

3. Shorten or break up the task – take breaks



Supportive, structured environment

3. Limit distractions



Supportive, structured environment

4. Create structure in the physical environment

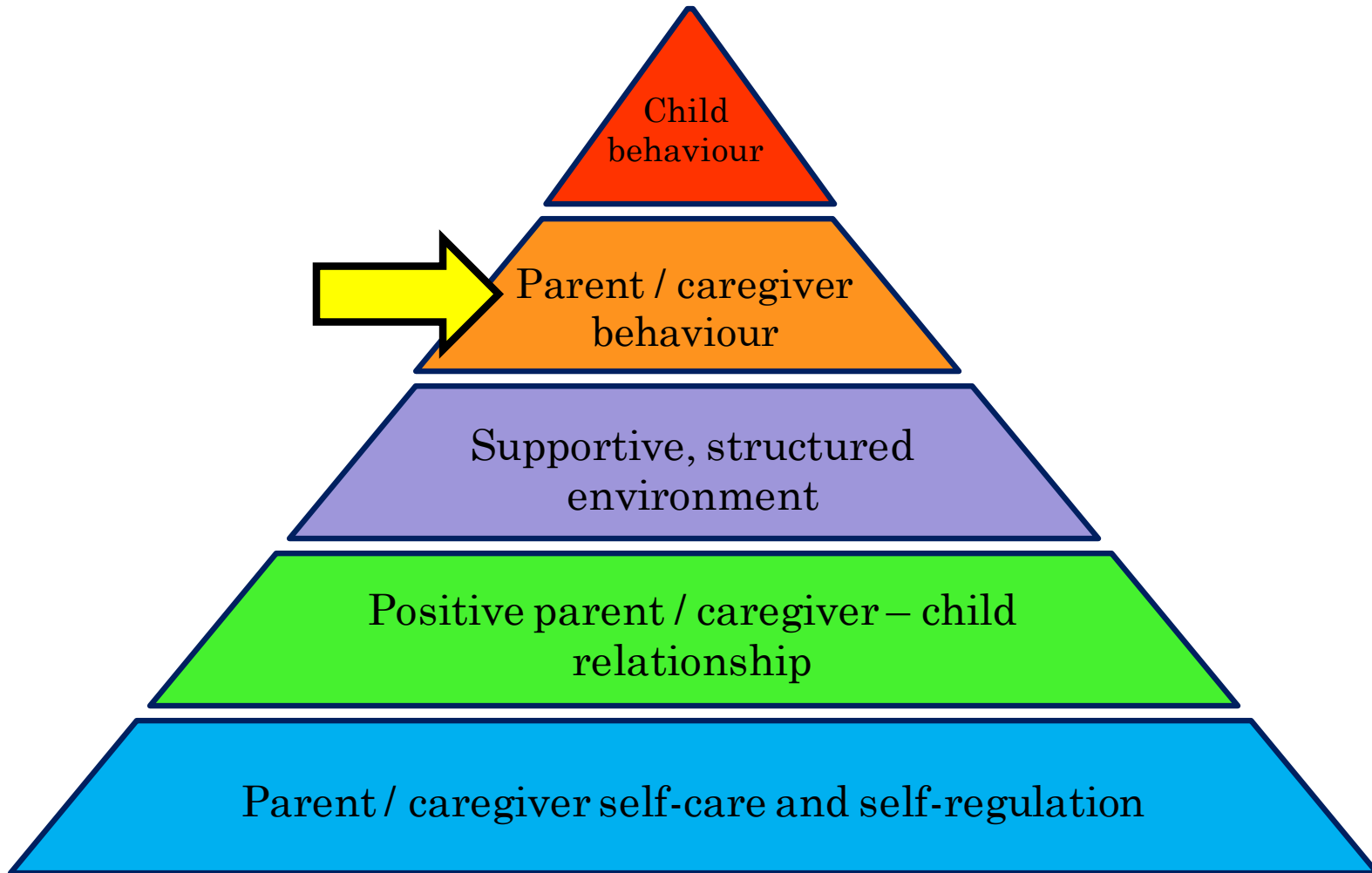


Supportive, structured
environment

5. Frequent prompts and reminders



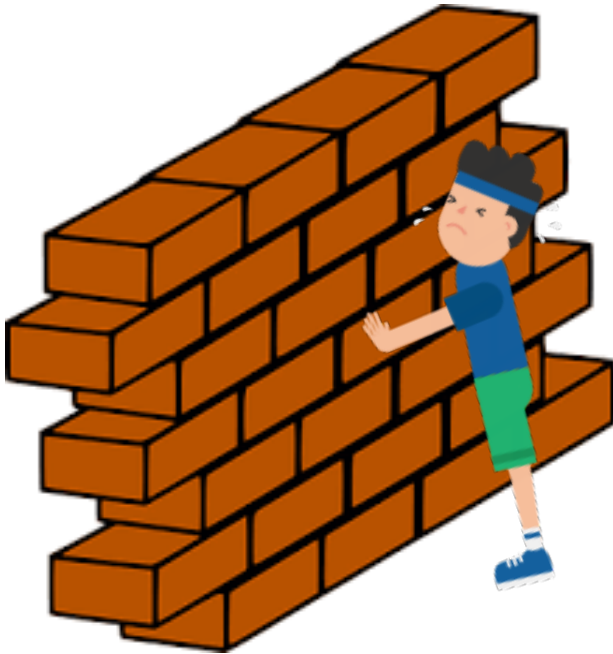
PARENTING CHILDREN WITH ADHD



Parent / caregiver behaviour

1. Set limits

- Warning: The extinction burst. Things may get worse before they get better!



VS.



Parent / caregiver behaviour

1. Set limits

- Create a family media plan



Parent / caregiver
behaviour

2. Be consistent:

- Between caregivers



- Across settings



- Across time



- Follow-through on limits set

CONSISTENCY
IS 

Parent / caregiver behaviour

3. Communicate clearly

- Make sure you mean it, and it's important

- Is this necessary?



VS



- Is this realistic and age-appropriate?



- Can I follow through with consequences?



Parent / caregiver behaviour





3. Communicate clearly

○ Get child's attention first!

- Reduce distractions
- Touch, then talk with eye contact
- Use visuals
- Ask to repeat back



Clean Room

	<input type="checkbox"/> Make bed
	<input type="checkbox"/> Toys in toy bin
	<input type="checkbox"/> Clothes in hamper
	<input type="checkbox"/> Books on bookshelf

Parent / caregiver
behaviour

3. Communicate clearly

- Use a **calm neutral tone**



- Keep it **short and simple**

- One instruction at a time; ACT, DON'T YACK!

1

- Make a **firm and direct statement**



- Clearly **detail the expected behaviour**

- Tell how to behave rather than how not to behave

- Use **If / When**____, **Then**____

Parent / caregiver behaviour

3. Communicate clearly

- Be clear about deadlines, rewards and consequences

- Ignore protests and arguments



Parent / caregiver
behaviour

3. Give more frequent and immediate feedback



Parent behaviour

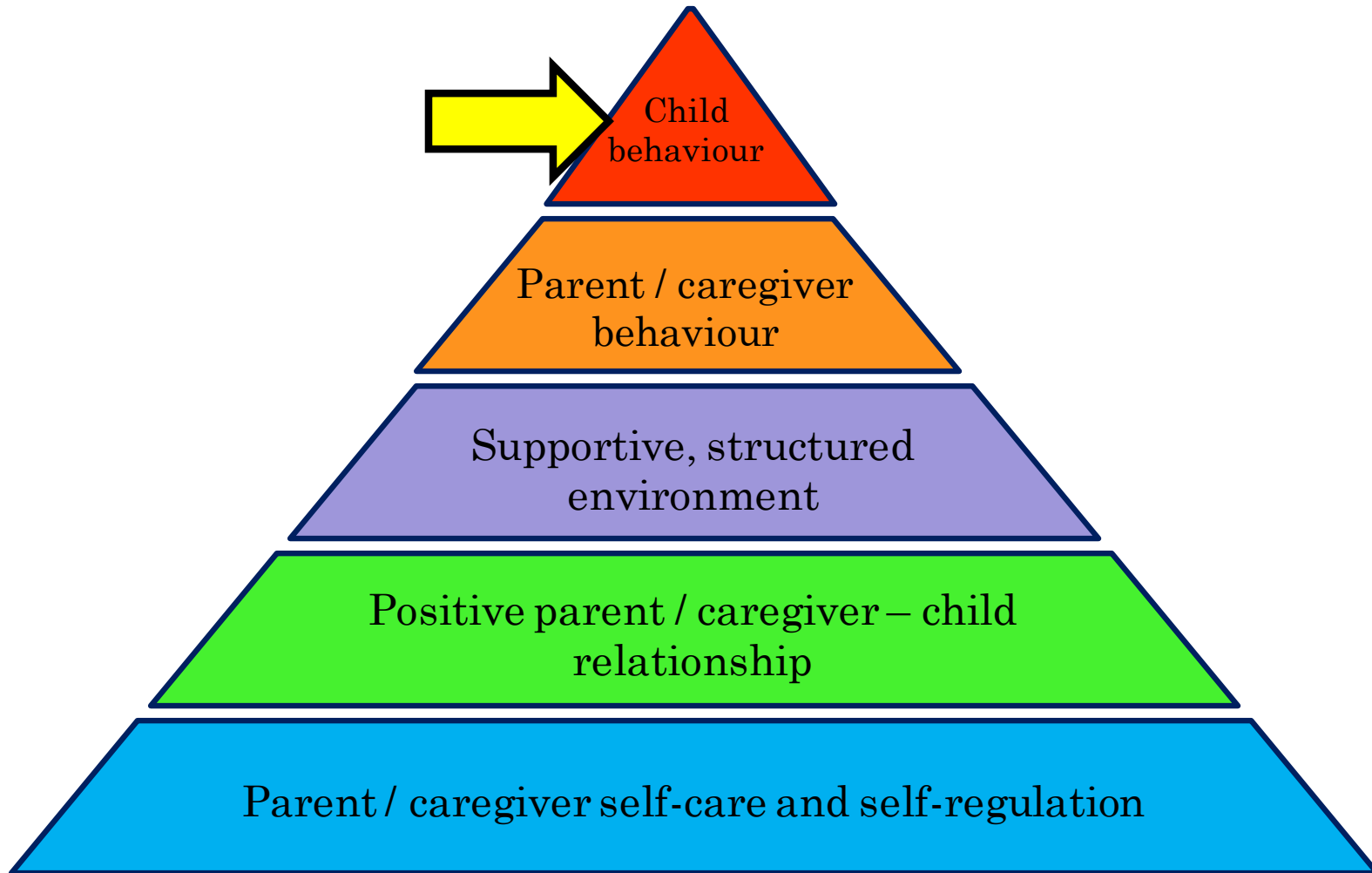


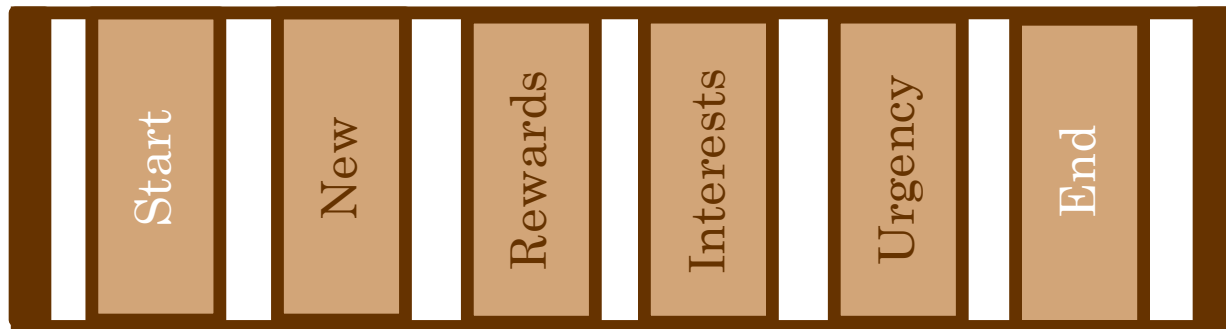
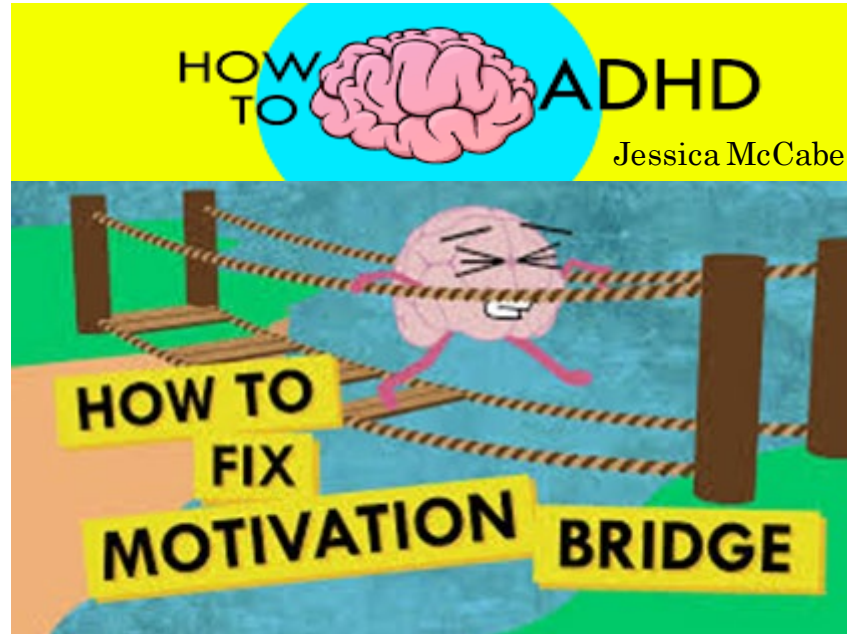
4. Let go of the unchangeable behaviours

- Replacement tools (fidgets)
- Distract
- Block from view
- Leave, take a break, let someone else take over
- Relaxation strategies and mindfulness



PARENTING CHILDREN WITH ADHD





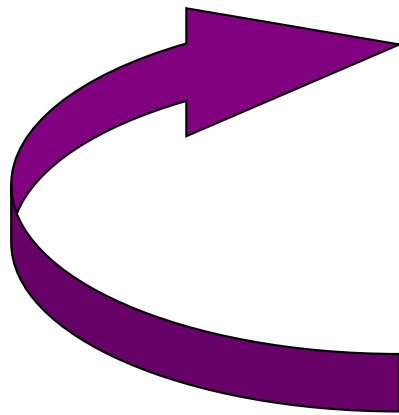


Antecedent

(what's going on just before a behaviour occurs)



Behaviour



Consequence

(what happens as result of the behaviour)



Law of Effect:

- Any response followed by a positive consequence is likely to be repeated
- Any response followed by a negative consequence is less likely to be repeated





1. Use positives more than negatives

- If the bank is empty, negative consequences won't work



Debits

Criticism
Commands
Punishment
Blame
Shame
Conflict



Deposits

Praise
Child-centered play
Enjoyable activities
Validation
Rewards





2. Praise specific behaviours you want to increase

- 1 – 3 behaviours to target
- Reframe negative behaviours into positive expectations
- Be consistent and praise whenever you see these behaviours





3. Incentive charts

- 1 – 3 specific target behaviours
- **Achievable** expectations
- **Small steps** to work up to bigger goals
- Points or tokens traded in for rewards
 - earned **frequently**
- Make it **visible**
- **Follow-through** on rewards
- **Change** rewards and targets



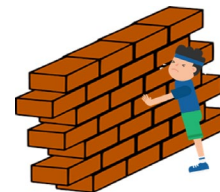
4. Ignore specific behaviours you want to decrease

Before:

- **Plan:** 1 – 3 behaviours to target
- **Preload:** Inform child, role play

During:

- Stay **emotionally neutral**
- Avoid eye contact, stop talking
- Move away from your child...
- **Praise opposite desired behaviours**
- Warning! Remember to FOLLOW THROUGH



vs.





5. Use consequences sparingly

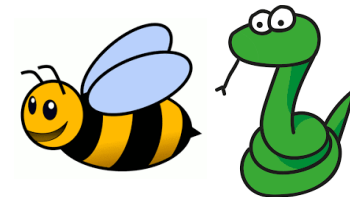
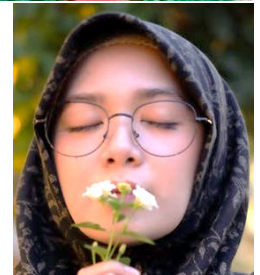
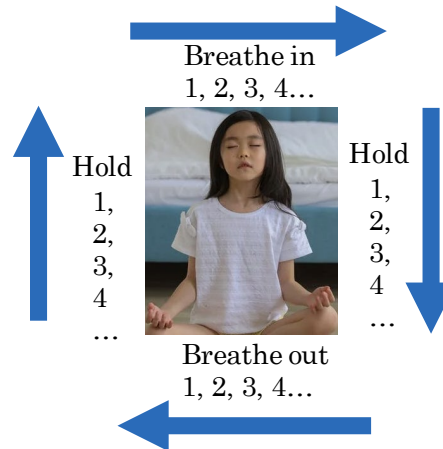
- Natural
- Logical
- Loss of privilege
 - Losing something enjoyable/fun as a result of behaviour
 - Not more than 24 or 48 hours
- Make sure you can follow-through





6. Self-regulation

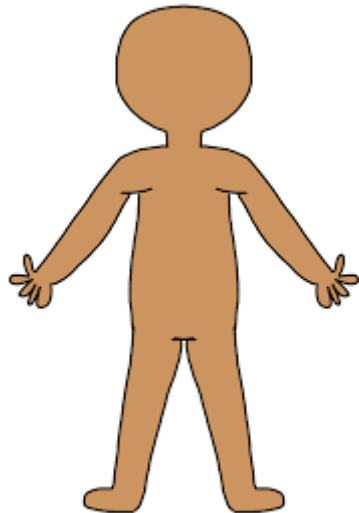
o Deep breathing





6. Self-regulation

- Progressive muscle relaxation





6. Self-regulation

○ Grounding



5 things you can see



4 things you can feel



3 things you can hear



2 things you can smell



1 thing you can taste



Taste
Hot drink
Gum
Water
Mints / TicTac
Different textures

6. Self-regulation

○ Calm down box



Distracting activity

Puzzle
Books
Art, crafts
Building (Lego)

Touch

Stuffed animal
Blanket
Fidget tool
Smooth rock
Squishy ball

Tools for deep breathing

Pin wheel
Bubbles
Square breathing sign

Smell

Scratch & sniff stickers
Candles
Lotion
Peel an orange

Tools to express emotions

Feeling thermometer
Zones of regulation
Emoji faces

See

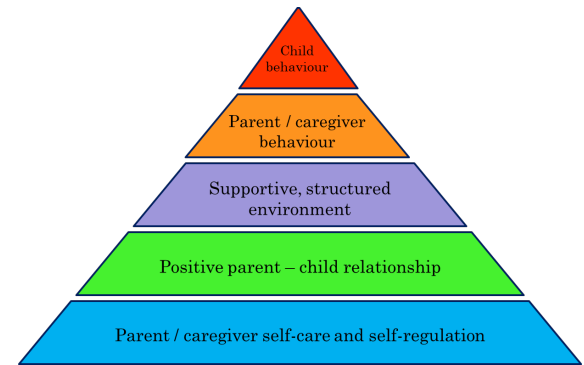
Glitter jar
Kaleidoscope
Happy pictures
Eye mask
Lava lamp

Hear

Music
Noise cancelling headphones
Audiobook
Sound machine

SUMMARY

- Take care of yourself and learn to self-regulate
- Prioritize positive experiences for your child
 - Praise immediately and frequently
 - Reduce negative feedback and directions
 - Create child-directed time and validate emotions
- Accept what you can't change
 - Create consistency and structure, provide support
 - Focus on what matters and 'let it go' if it's not important
- Change what you can
 - Set limits, follow-through, communicate clear expectations
 - Use specific, targeted praise and rewards, or ignoring and consequences, to ↑ or ↓ specific behaviour
 - Cultivate self-regulation skills





I'm going to be a better parent! ❌

I will practice 10 deep breaths with my child each night at bed time, starting tonight. I will set an alarm right now to remind myself. ✅

MINDFULNESS RESOURCES

Free apps:

- stopbreathethink.com
- anxietycanada.com/resources/mindshift-cbt/
- smilingmind.com.au/

Websites with free guided meditations:

- annakaharris.com/mindfulness-for-children/
- marc.ucla.edu/body.cfm?id=22
- bit.ly/rodalemindfulness
- Mindfulness-based stress reduction for adults:
palousemindfulness.com/selfguidedMBSR.html

Paid apps:

- headspace.com
- calm.com



STOP, BREATHE
& THINK KIDS



STOP, BREATHE
& THINK



MindShift





PARENTING RESOURCES

- rollingwithadhd.com
- BC Children's Hospital ADHD Clinic
- Confident Parents Thriving Kids: cmha.bc.ca
- Dr. Russell Barkley's "30 Essential Ideas Every Parent Needs to Know": www.youtube.com/watch?v=SCAGc-rkIfo&feature=youtu.be
- Child and Youth Mental Health ADHD groups:
604-675-3636 or cindy.mardyn@vch.ca
- Private counsellors and psychologists with expertise in ADHD



kelty mental health®
resource centre

SUPPORT GROUPS AND WEBSITES

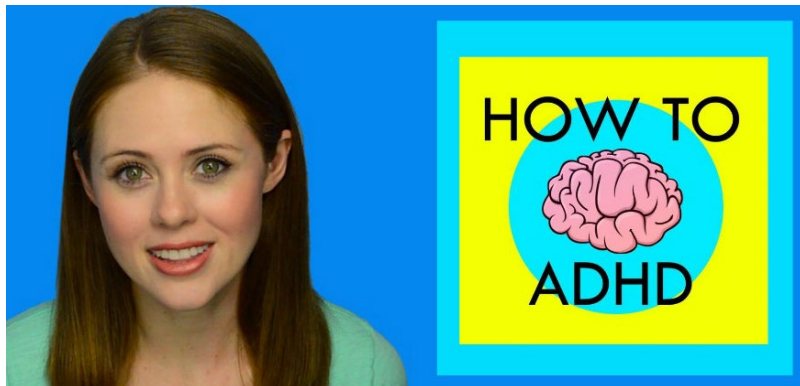
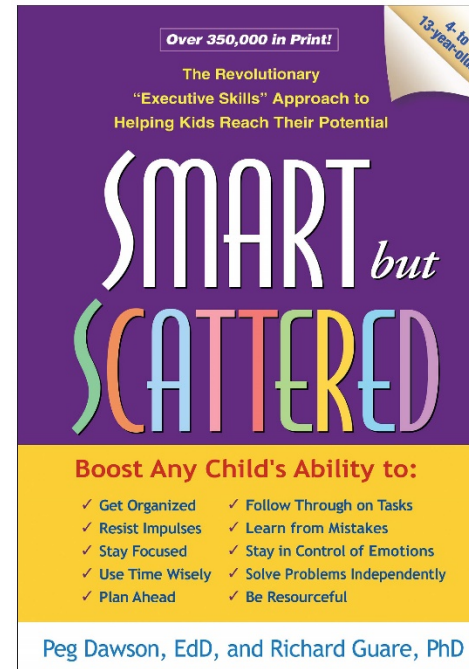
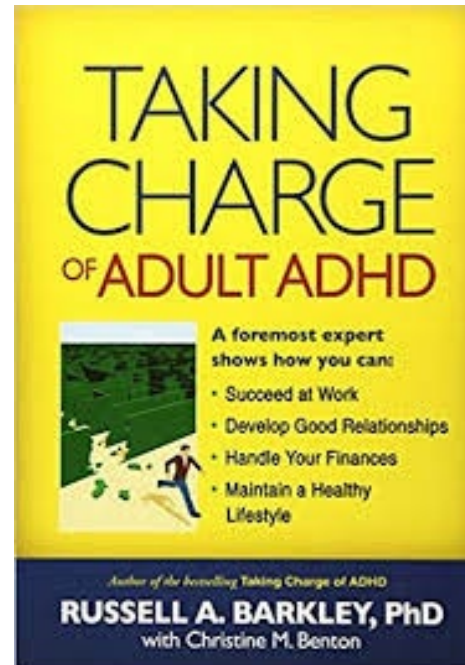
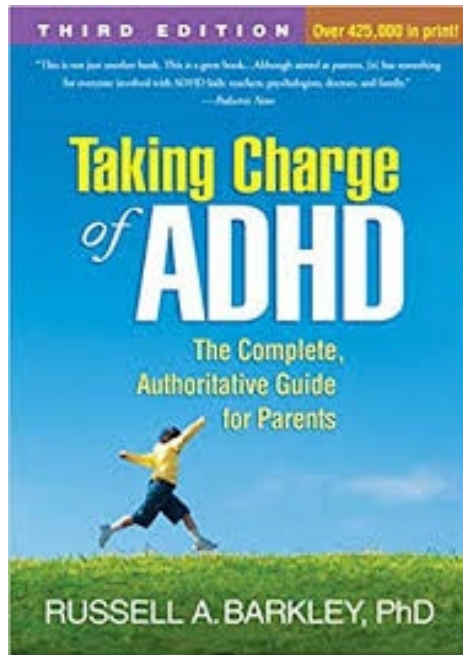
- www.keltymentalhealth.ca
- The Canadian ADHD Resource Alliance: www.caddra.ca
- Center for ADHD awareness: www.caddac.ca
- ADD Vancouver Support Group:
<http://addvancouver-support.ca/>
- Children and Adults with ADD (CHADD): www.chadd.org
- additudemag.com
- understood.org
- Family Media Plan:
www.healthychildren.org/MediaUsePlan

Understood
for learning & attention issues



ADDITUDE
Strategies and Support for ADHD & LD

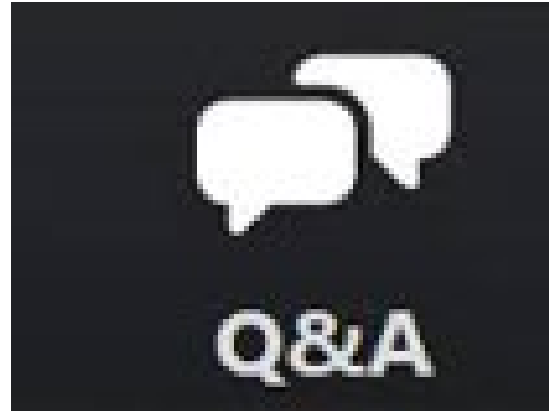
RESOURCES – BOOKS AND BLOGS



Jessica McCabe
www.howtoadhd.com

QUESTIONS FOR THE SPEAKER?

PLEASE USE THE “Q&A” ICON



["Question mark made of puzzle pieces"](#) by [Horia Varlan](#) is licensed under [CC BY 2.0](#)





THANK-YOU FOR JOINING.

**CONTACT THE KELTY MENTAL HEALTH
RESOURCE CENTRE:**

E-MAIL: [KELTYCENTRE@CW.BC.CA](mailto:keltycentre@cw.bc.ca)

PHONE (TOLL-FREE): 1-800-665-1822