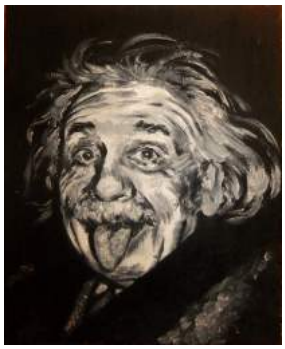
Parent as Coach



"It would be nice if you would leave, Albert.
Your behaviour at school, so distracted and absentminded, and your poor interest in all I teach, set a bad example for the whole class."

A teacher's comment

Parent as Coach

Parent As Coach

Session 4 - ADHD at School
ADHD and Technology

Parent as Coach

Remember Mrs Eddison?

Parent as Coach

Session intentions

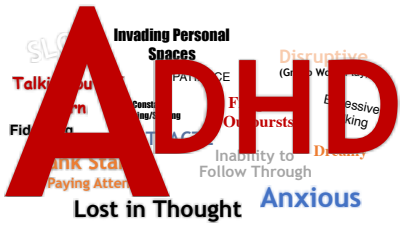
- Review Session 3
- Learning styles
- At school with ADHD-What can help my child at school?- communication
- Screen time
- Goal setting
- Question time
- Follow up

Reflections for today:
"What do I wish teachers knew about my child?"
How is technology impacting my child?

Parent as Coach

Parent as Coach

ADHD in the Classroom



Parent as Coach

ADHD in the Classroom: Academic Risk & Resilience & Adaptability

Why is school more challenging for kids with ADHD

.

1. RISK FACTORS:

- ADHD & Comorbidities (depression, anxiety, ODD, LD, CD)

2. RISK BEHAVIOURS:

Potentially challenging and reckless behaviour-Inhibition/impulsivity-Social implications.

Avoidant behaviours- missing school to the class clown.

There are two components of school success-

Cognitive /Intellect
And
Executive function

Habits and Intelligence

SMART ≠ EXECUTIVE FUNCTION

Parent as Coach

How is ADHD currently managed?

How is ADHD currently managed?

How can I inform the school and ask for support?

How can I help my child learn?

How can I help my child self advocate?

How can I establish a successful homework routine

How can my child get accommodations for Exams and assessments

Parent as Coach

How is ADHD currently managed?

- Depends on the school and teacher's experience/exposure-unrecognised.
- For the undiagnosed child, the teacher will set up an interview With Guidance Officer. They will not say "ADHD"
- Some basic accommodations:
- Preferential seating
- Extra time to complete tasks OR shorter deadlines
- Extra time to complete assignments-beware
- Separate "quiet" exam areas.

Parent as Coach

How can I inform the school and ask for support?

- Some parents chose not to disclose child's diagnosis. Risk not getting accommodations.
- Will need to provide the school with copies of reports- paediatricians, psychologists. OT's.
- Provide them with your own experience of your child's strengths and challenges.
- Meet early in the school year (make a meeting second week of new school year)
- Introduction letter
- Be bold- ask for regular updates. - ?email weekly.
- Partner with the teacher vs battle with them- you are both experts! Acknowledge their efforts
- Work with Guidance officer to work out what accommodations are available

Parent as Coach

How do I get accommodations for my child for learning disabilities (co-existing conditions)

- Students with ADHD are entitled to accommodations in their school exams- sometime parents need to take the lead
- Investigate possible accommodations-

❖ use of computer for dysgraphia-(L
❖ Separate quiet exam environment and extra time

- Have accommodations in place as early as possible

ASSIGNMENTS
EXAMS AND ESSAYS
anxious
distracted

Parent as Coach

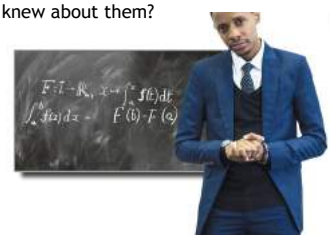
How do I get accommodations for my child?

- **Know what to look out for-**
- Challenges with reading and symbols, (dyslexia)
- Challenges with processing and sequencing the written word(dysgraphia)
- Challenges with mathematics – dyscalculia
- NB A study in 2013 by Luz Rello and Ricardo Beaze-Yates found the following fronts easier to read for people with dyslexia
- VERDANA, ARIAL, HELVETICA AND COURIER
- Italics make reading harder.

Parent as Coach

What do you wish your child's teacher knew about them?

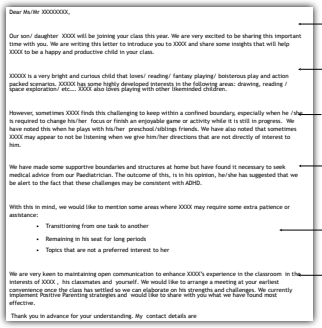
"Education is a partnership formed on behalf of the child- you can't have a real partnership without good communication between parents and educators- Sharon K Weiss, Behavioural consultant.



What do you as parent need to make this happen?
What makes a good partnership between school and home-?
Building a bridge that the student can walk over successfully everyday.
Like a two way traffic.

Parent as Coach

ADHD in the Classroom: Support & Survival



Dear Ms/Mr XXXXXXXX,

Our son/ daughter XXXX will be joining your class this year. We are very excited to be sharing this important time with you. We are writing this letter to introduce you to XXXX and share some insights that will help XXXX to be a happy and productive child in your class.

XXXXX is a very bright and curious child that loves/ reading/ fantasy playing/ boisterous play and action packed scenarios. XXXXX has some highly developed interests in the following areas: drawing, reading / space exploration/ etc.... XXXX also loves playing with other likeminded children.

However, sometimes XXXX finds this challenging to keep within a confined boundary, especially when he /she is required to change his/her focus or finish an enjoyable game or activity while it is still in progress.. We have noted this when he plays with his/her preschool/siblings friends. We have also noted that sometimes XXXX may appear to not be listening when we give him/her directions that are not directly of interest to him.

We have made some supportive boundaries and structures at home but have found it necessary to seek medical advice from our Paediatrician. The outcome of this, is in his opinion, he/she has suggested that we be alert to the fact that these challenges may be consistent with ADHD.

With this in mind, we would like to mention some areas where XXXX may require some extra patience or assistance:

- Transitioning from one task to another
- Remaining in his seat for long periods
- Topics that are not a preferred interest to her

We are very keen to maintaining open communication to enhance XXXX's experience in the classroom in the interests of XXXX , his classmates and yourself. We would like to arrange a meeting at your earliest convenience once the class has settled so we can elaborate on his strengths and challenges. We currently implement Positive Parenting strategies and would like to share with you what we have found most effective.

Thank you in advance for your understanding. My contact details are

introduce purpose

introduce your child positively

introduce your child's challenges

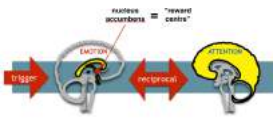
share your current strategies

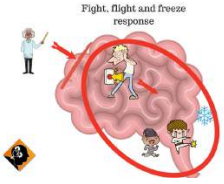
invite the teacher's engagement in particular areas

establish a communication expectation / desire

Parent as Coach

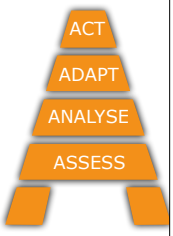
Important to discuss with teachers





Information:
Rate, volume and complexity- when a child lacks attention
They miss critical pieces of information.

ADHD in the Classroom: Importance of teacher relationship



Students with ADHD require more time, patience, tolerance, flexibility, and classroom accommodations to assist their academic journey BUT what is good for kids with ADHD is good For every student.

Two way street

This relationship can be modelled by your relationship with the teacher.
Teacher Tip:
"The best tip is to maintain a positive working relationship between the parent and teacher- things are difficult without a respectful and collaborative partnership"
"weekly or fortnightly touching base would be a dream"
Barbara Hunter- "It is critical"- "otherwise it is waiting to fail-"

Parent as Coach

ADHD in the Classroom: Common Classroom Accommodations

- Extra breaks (more time)- beware of assignments
- Recordings/Slides of lectures
- Frequent Breaks-teacher can allocate a simple task that requires movement
- Alternative Work Spaces
- Special "Signal" to Get Student's Attention
- Read - Aloud (testing, etc.) verbal not written
- Audio Books
- Notes on PC
- Preferential Seating
- A "first five " for going in to class. A "final five" for the last five minutes.
- IEP –Individual Educational Plan- put in writing with specific learning goals and Benchmarks.

Parent as Coach

Parent Coaching Approach and Questions-

- How did you go at school today?
- What do you think you can do if you start to feel uncomfortable or worried about something?
- How will you know if you are getting annoyed?
- What can we say to your teacher to not make that happen?
- What's getting in the way?
- What can you do if you get stuck on something?

Parent as Coach

Parent Coaching Approach and Questions-for the teacher

- How did XXXXXX go at school this week?
- How can XXXXXX let you know if he is getting frustrated.
- How are you acknowledging (noticing) XXXX when finishing tasks- we find this (XXXX) helps at home.
- Are you open to me making a suggestion about how we get XXXXX to get back on track when XXX is distracted?
- Be Prepared and take a list and notes.
- THE BEST AD LIB IS ONE THAT'S BEEN REHEARSED

Parent as Coach

How we learn

Tell me and I forget
Teach me and I remember
Involve me and I learn

Benjamin Franklin.

Parent as Coach

Learning Styles

Growth Minds

Is based on the belief that your basic qualities are things you can cultivate through your efforts.
Everyone can change and grow through application and experience.
The motivation for stretching the self and persevering even when times are tough.
Allows people to thrive during their most challenging times

Fixed Mindset

Believing that your qualities are fixed

With a fixed mindset, the focus is on permanent traits- fear of challenge and devalues effort.

Carol Dweck: Mindset: The New Psychology of Success: 2006

Parent as Coach

Learning Styles

How does my child learn best?

Knowing your child's most efficient learning style will help you, your child and teacher find the best strategies.

- Auditory learners- like to hear information
- Verbal learners- like to talk in order to process and remember information
- Kinaesthetic learners-like to move in order to focus- fidget toys maybe helpful, doodling.
- Visual-pictures, mind maps diagrams, charts, colour coding etc. to aid understanding and retention.
- Sequential- linear steps- logic and concept building

Parent as Coach

Involve me = Self Advocate

- Self-monitoring- the ability to observe ones own behaviour and track progress towards a goal.
- Parental/child communication –daily where possible.
- -What went well today? –start positive
- Is there anything that worried you today? How's it all going?
- Assess, analyze, adapt- involve teacher and act
- Check in the next evening

- Ideally we want our child to ask for assistance and together with parents work towards meaningful accommodations

- This takes practice, confidence, assertiveness and self monitoring.

Parent as Coach

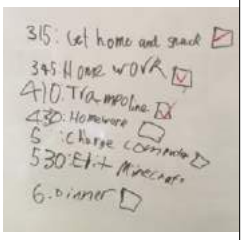
Establishing a Homework routine

- Motivation- what value is homework ? What is the opportunity for the parent here?
- Discuss how homework can build success and the child's confidence vs chore

- Their responsibility- support them with EF age in mind

- Assess neurological state- meds worn off?
- Advocate for your child and request accommodations if expectations are unrealistic.

- Work to a system and automate- alleviates WM- paper diary, have all aids to hand
- Make time visible- clocks, timers



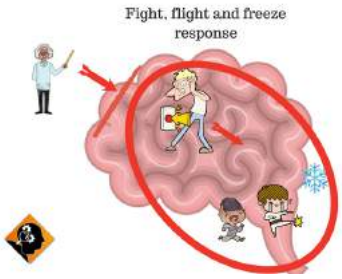
Parent as Coach

Establishing a Homework routine

- Warning time- transition to homework
- Performance Influences
- Sprints and chunks- and manage time
- Smart free time, smart study time (specific, measurable, achievable, relevant and timed)
- Freedom- pack away when all done and pack bag for next day.

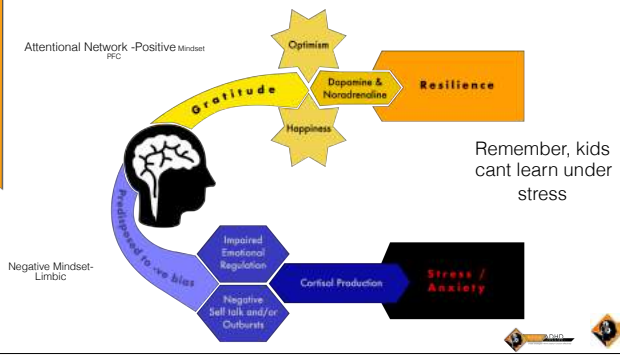
Parent as Coach

ADHD in the Classroom: Academic Risk & Resilience & Adaptability



Parent as Coach

We need to teach our children how to notice this at school too!

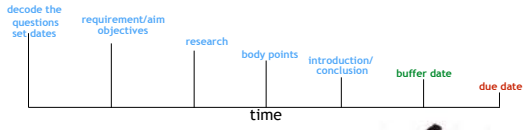


Remember, kids cant learn under stress

Parent as Coach

ADHD and Assignments: Assignment approach example - make a timeline

Knowing when something is due is not enough.
Know when to do it is crucial…..Dr Maggie Wray 2017.



Parent as Coach

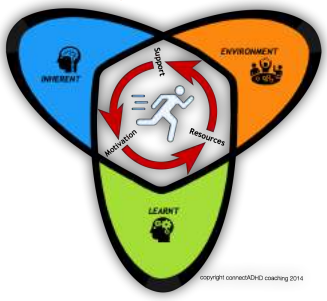
Homework calendar

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	To DO
Due								
4.00								
5.00								
6.00								
7.00								
7.30-20 mins								
8.00								
8.30								
9.00								

Parent as Coach

At School - what it is and what it could be- in summary

- Prime - before school talk through key ideas
- Use a diary at school - always
- Get to school early, orderly.
- Create attention triggers - sync with teacher
- Work with attention span - not against it
- Acknowledge and reward effort frequently
- Early communication with teacher and maintain
- utilize WIN strategic mindfulness



Parent as Coach

Screen time and Technology

"The technology has evolved faster than our brains have"

- Not going away
- Will get more complicated
- Pervasive
- Demands at school and socially

Sources
TV's- Netflix.IQ, Console games
Smartphones
Computers/Ipads/Tablets
Social media complicated-
FaceBook, Instagram, Twitter,
Pinterest SNAP chat

Internet addiction
Gaming to excess
You tube-
Social-self esteem
On-line shopping
Distractibility in general
Lost in time- poor time management

Parent as Coach

Screen time! The Good the Bad and EF
Not an issue of attention deficit but self-regulation

Super tool

Pros
Focus on shiny makes it appealing to attend –success and confidence

Live in the technology age

Skills building

Social acceptance

or

There is no one size fits all rules
These will change as your child and technology develops

Super distraction

The trap
Instant gratification
Anticipation of reward school vs mastery of games
Transitions are painful
Reduced opportunity for socialization and green time.

Parent as Coach

The Ethics Manual for New Electronic Devices

Dr Wes Crenshaw – ADDitude Podcast 214

Who owns it and who may use it? The phone belongs to the parent

What may it be used to do?

When may it be used?

Where may it be used?

Why is this rule being set?

How will this rule be enforced?

Parent as Coach

What about games/screens makes it difficult to transition?

- Time blindness and Working memory issues
- Pleasure and reward centre activation
- Faulty inhibition
- Motivating to a less pleasurable task

Which of the executive functions are at play here?

Parent as Coach

4 Reasons why kids play games – Cam Adair

1. Temporary Escape
2. Games are social, with out judgment, clean slate-no history –judged on ability to play the game
3. Challenging and a sense or purpose, a mission and success
4. Constant measurable growth-feedback loop – progress and reward.

They get to choose their identity- MH

Parent as Coach

Clues for excessive gaming/screen time

1. Irritability when asked to transition
2. Not transitioning
3. Unusual tiredness- watch for the undetected "all nighter" more common
4. Change in school achievement
5. Reduction in other interests

Parent as Coach

What can we do about it?

- ASSESS ANALYSE ADAPT ACT
- Tech free family time- meal times
- Insidious screen time- not the chauffer
- Screen time in communal areas
- Set limits and stick to them- use timers or schedule- stick to it.
- Manage transitions from screen time- prepare , follow up
- Play to your child's strengths- reward and motivations
- Watch your own screen habits

Parent as Coach

When is it an addiction and Why?

Digital technology addiction creates problems in their non-digital life and despite these problems continue to use it.
This is consistent with other addictions/disorders.

Internet Gaming	Gambling Disorder	Cocaine
Failed attempts to control use	Failed attempts to control use	Failed attempts to control use
Preoccupation	Preoccupation	Craving
Lying	Lying	Lying
Tolerance	Tolerance	Tolerance

Parent as Coach

When is it an addiction and Why?

Cliffordsussmanmd.com
The Biology- Dopamine- overlap with ADHD and excessive gaming.

Parent as Coach

Moving forward

Even though there are days I wish I could change some things that happened in the past, there's a reason the rear view mirror is so small and the windshield is so big. Where you are headed is much more important that what you have left behind. Unknown .

Parent as Coach

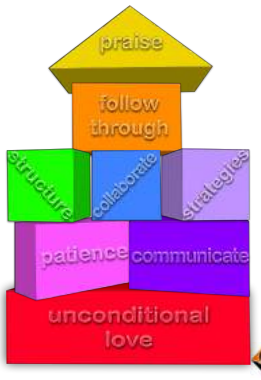
Moving forward

Parent as Coach

What are you taking away?

Parent as Coach

What are you taking away from our sessions?

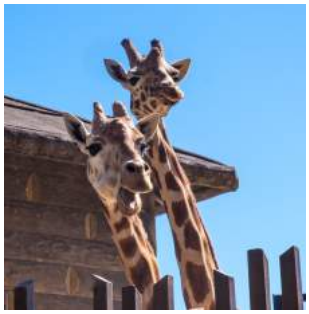


Parent as Coach

Things Monica hopes you walk away with:

1. Meet your child where they are
2. Emotional regulation is the foundation for performance- RSD
3. The importance of Resilience and Mindset.
4. Where is your brain? Dominant Attentional vs Emotional
5. Assess, Analyse, Adapt and Act
6. Follow through and Praise

Parent as Coach



End of Session 4
Thank you

See you next ?