

BREAK OUT

Behavior Management:
More ADHD cases

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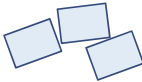
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<p>Karen J. Miller</p> <ul style="list-style-type: none"> ▶ No conflicts of interest ▶ Commercial Products <ul style="list-style-type: none"> ▪ Commercial products will be discussed; options offered ▶ Medications-Off-label medications may be discussed 	<p>Sharon K. Weiss</p> <ul style="list-style-type: none"> ▶ Financial disclosure – <ul style="list-style-type: none"> ▪ Author of books on behavior ▶ Commercial Products <ul style="list-style-type: none"> ▪ Commercial products will be discussed; options offered ▶ Medications: N/A
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Overview of the session ©

<ul style="list-style-type: none"> ▶ Use ADHD as prototype ▶ Basic principles and examples ▶ KJM-Pediatrician's response ▶ SKW-Behavior therapist consult ▶ Q&A ▶ Resources in handout 	<ul style="list-style-type: none"> ▶ Audience Participation <ul style="list-style-type: none"> ▪ Questions Encouraged ▪ "What I do" cards- "what I find useful in my office is..." ▶ Project email: KJMillerDBP@gmail.com <div style="text-align: center;">  </div>
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Bumper Sticker Review

- Start with empathy, finish with hope
- Begin with the end (Long-term vision)
- Warm and firm
- What TO DO INSTEAD
- Acceptable choices
- ROUTINES-Set 'em up to get it right
- Practice behavior BEFORE you need it
- VISUALS-Prompts at the Point of Performance
- Don't take behavior personally
- People can't listen until they feel heard
- What I hear you saying is...
- Don't water weeds!
- Don't talk to brainstems
- Teams work together
- Progress is Success
- What is our next GAME PLAN?

Jamal -preschool 4 year old

- ▶ Kicked out of daycare again
- ▶ Funny and loves music
- ▶ Can't sit still and impulsive
- ▶ Gets angry and hits others
- ▶ Won't listen
- ▶ Like his older brothers
- ▶ Mom brings rating scales from parents, last two teachers and former babysitter
- ▶ 2011 AAP ADHD guidelines
- ▶ Behavior management first
- ▶ Can use medication if needed
- ▶ Resources list
 - Community
 - Online

Jamal- What are your thoughts?

- ▶ What is going on?
- ▶ What do you want to do next?

Jamal – ADHD Plus ?

- ▶ Ask **WHAT ELSE** is there?
- ▶ Go back to **BEAM**
 - Behavior
 - Emotional
 - Academic
 - Medical/Medication
- ▶ Expand the **TEAM**
 - School district evaluation
 - Mental Health referral

BEHAVIOR

Jamal – Metaphors to Grow Better Behavior

- ▶ Attention is like water, what you water grows
- ▶ **GROW FLOWERS**- Behaviors you want to see increase
- ▶ **DON'T WATER WEEDS**- Behaviors you want to see decrease
- ▶ **PLANT SEEDS**-Teach to new better behaviors
- ▶ Growing flowers
 - Model the better behavior
 - Practice **OUTSIDE** the situation
- ▶ Don't water weed behaviors
 - Ignore minor nonsense/demands
 - Don't say **DON'T!**
- ▶ Nurture bits of better behavior
 - Quickly notice "sprouts"

Don't water weeds!

Jamal - preschool ADHD behavior management

Managing the ENVIRONMENT

- ▶ Safety—nail things down
- ▶ **ROUTINES**
- ▶ **VISUALS**
- ▶ Reduce modeling of aggression
 - Exposure to inappropriate media
 - Behavior of adults and siblings

Managing the CHILD

- ▶ Back to basics – eating / sleeping
- ▶ Increase opportunity to be active, appropriately
- ▶ Catch 'em being good - **OFTEN**
- ▶ **PLAN** response to poor choice
- ▶ Positive re-direction
 - What do you want him **TO DO**

What **TO DO** INSTEAD

Which Bumper Sticker might help right now?

- Start with empathy, finish with hope
- Begin with the end (Long-term view)
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- ROUTINES-Set 'em up to get it right
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- OVER-Practice the BETTER behavior
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Isabella - Inattentive ADHD and adolescence

- ▶ 13 year old girl
- ▶ Hx of ADHD Inattentive
- ▶ "Late and lost"
- ▶ "Forgetful"
- ▶ "Over-sensitive"
- ▶ "Getting worse"
- ▶ Highly involved parent

Isabella- What are your thoughts?

- ▶ What is going on?
- ▶ What do you want to do next?

Isabella- external and internal issues

- ▶ Middle school transition
 - Multiple teachers
- ▶ Adolescent transition
- ▶ Parenting transition
 - Manager → Consultant
- ▶ r/o learning disability
- ▶ r/o executive function issues

Isabella- executive function deficits

Distractible versus distracted
-They don't know what they don't know

Executive Function Deficits impact:

- ▶ Getting started and finishing
- ▶ Remembering assignments
- ▶ Accurately judging passage of time
- ▶ Being organized
- ▶ Analyzing and problem solving
- ▶ Planning for the future

Isabella – Expand the team

- ▶ School:
 - Communication process
 - Evaluation process
 - Sec 504 - accommodations
 - IEP- Health Impairment
 - If has a disability AND requires specialized instruction
- ▶ Tutors
- ▶ Mental health professionals
- ▶ ADHD coaches

Which Bumper Sticker might help right now?

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So what can you do in your office next week?

Practice Changes to consider

- ▶ Consider the context. Not just the symptom.
- ▶ Nurture the team perspective nurturing a "sprout" of the better behavior.

Summary and Take Home

What do we want you **TO DO**?

- Develop a GAME PLAN for trying some of these ideas
- Post 2 or 3 Bumper Stickers where you can see them and try them
- Notice your improvement.

Progress IS success, for everyone.

