



ADHD Wilderness Survival Guide



Truly Wild: Living Outside the Boundaries
of Space and Time

I will be your guide through the wilderness of space and time...

Dr. Rockey Knox

- ★ Former child with undiagnosed ADHD
- ★ Current adult diagnosed with severe ADHD*
- ★ I can stop time, make objects invisible, and create blackholes



What We Will Cover Today

1. Criteria for ADHD diagnosis
2. How ADHD affects daily activities
3. Behavioral interventions & teaching strategies
4. Where to find resources on ADHD



What is Attention Deficit w/Hyperactivity Disorder?

ADHD is a neurodevelopmental disorder characterized by 3 primary symptoms

Symptoms of ADHD

Inattention <ul style="list-style-type: none">DisorganizationLack of focusDifficulty giving attention to detailsHave trouble staying on topic while talking	Hyperactivity <ul style="list-style-type: none">Fidget and squirm when seated.Get up frequently to walk or run around.Have trouble playing quietly or doing quiet hobbies	Impulsivity <ul style="list-style-type: none">ImpatienceHaving a hard time waiting to talk or reactBlurt out answers before someone finishes asking them a question.
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How is ADHD diagnosed?

DSM-V CRITERIA

- Up to 16 years, SIX or more symptoms are present for at least 6 months
- Behaviors are present in 2 or more settings (e.g., school, home, church)
- Negative impact on academic, social, and/or occupational functioning

3 Types of ADHD

1. Predominantly Hyperactive-Impulsive Presentation
2. Predominantly Inattentive Presentation
3. Combined Presentation

CRITERIA FOR DIAGNOSIS OF ADHD

ADHD HYPERACTIVE, IMPULSIVE SYMPTOMS	ADHD INATTENTION SYMPTOMS
<ul style="list-style-type: none">• Fidgets with hands or feet• Leaves seat in classroom or situations where sitting is expected• Runs about or climbs excessively inappropriately• Has difficulty playing quietly• Often on the go "as if driven by a motor"• Talks excessively• Blurts out answers even before question is completed• Difficulty awaiting turn• Often interrupts others	<ul style="list-style-type: none">• Has difficulty sustaining attention & makes careless mistakes• Does not give close attention to details• Does not seem to listen• Does not follow through• Has difficulty organizing tasks• Avoids engaging in tasks requiring sustained mental effort (eg homework)• Often loses necessary things (toys, pencil, books etc)• Easily distracted• Forgetful in daily activities

THE ADHD ICEBERG

@FINUCCINIALFREDO

WHAT PEOPLE THINK ADHD IS:



- Impaired sense of time
- Sleeping and eating disturbance
- Communication (blurting, articulation, word recall)
- Motivation is difficult to spark & maintain (all or nothing)
- Difficulty making decisions (affects problem solving)
- Emotional Reactivity (anger, despair, anxiety, etc.)
- Co-existing conditions: Learning and behavior problems
- Low self-esteem

Story time...

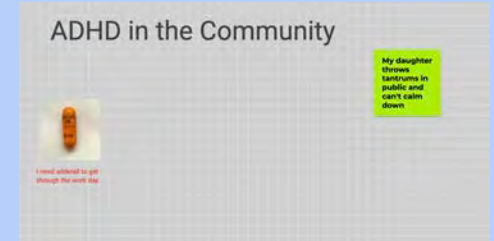


A LONG
TIME AGO,
IN A GALAXY
FAR, FAR AWAY...

ACTIVITY: What does ADHD look like to you?

What are your experiences with ADHD At home? At school? In the community?

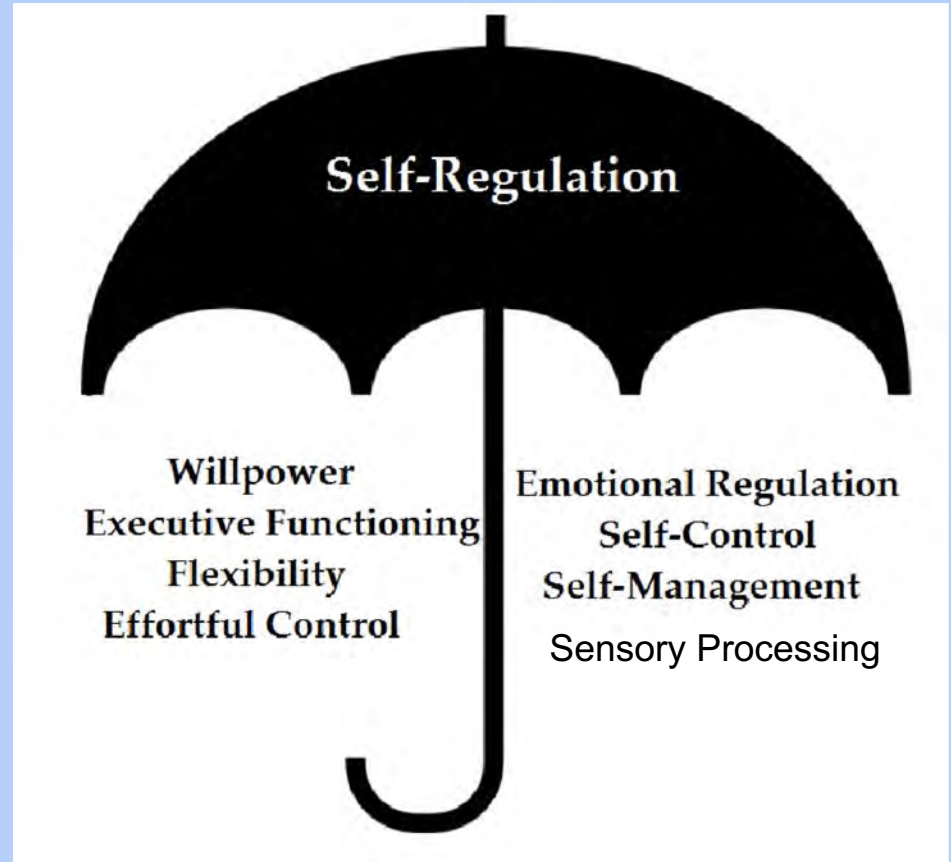
- I will place a link in the chat box to an interactive Jamboard
- Click on the link, and add your experiences (as many as you like)
- We will spend 5 minutes noting our experiences on the Jamboard, and then discuss as a group



ADHD = Self-Regulation Deficit

ADHD is NOT a lack of attention

It's the inability consistently to consistently self-regulate your...



Source: <https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Seven%20Key%20Principles%20of%20Self-Regulation%20and%20Self%20Regulation%20in%20Context.pdf>

ADHD = Impaired EXECUTIVE FUNCTIONS

Executive Functions

DR. THOMAS BROWN'S MODEL



1. Activation

organizing,
prioritizing,
& activating
to work.



2. Focus

focusing,
sustaining &
shifting
attention to
tasks



3. Effort

regulating
alertness,
sustaining
effort &
processing
speed.



4. Emotion

managing
frustration &
modulating
emotions



5. Memory

utilizing
working
memory &
accessing
recall



6. Action

monitoring
self-
regulating
action

*Executive Functions
Cognitive and
emotional processes
that all have to do with
managing oneself and
one's resources in
order to achieve a
goal.*



ALL OR NOTHING



Attention deficit hyperactivity disorder (ADHD)

is a mental disorder that most often ~~occurs~~ in children.



**6.4
Million**

American children ages 4-17 have been diagnosed with ADHD.

Prevalence of ADHD

Why is ADHD so TRENDY?

It's not. **It's old.**

Modern Social Norms Not ADHD Friendly

- PAST: Being quickly reactive to stimuli, thriving with physical activity, and willing to take risks
- NOW: Modern society values the ability to control and regulate your actions, emotions, and thinking



What can Parents and Teachers Do to Help?

Help children with:

- External Executive Function supports
- Activating Motivation
- Understanding their own ADHD; the Ups and Downs

Teacher: *tells a ADHD kid to pay attention*

Kid with ADHD:



AT HOME: Executive Function Supports

- Behavior Therapy/Training **for Parents**
- Medication
- Encourage and monitor physical health: EXERCISE, sleeping, eating



What parents learn when trained in behavior therapy



Positive Communication



Positive Reinforcement



Structure and Discipline


AT HOME: Positive Communication & Reinforcement

- Praise and encouragement for positive behaviors work better
- Rewards/consequences need to be immediate and relevant
- Be prepared to have the same conversations over and over again

MOTIVATION/ACTIVATION FOR THE...	
NEUROTYPICAL BRAIN	ADHD BRAIN
<ul style="list-style-type: none">• Priority• Importance <p>(& sometimes need to use other tactics listed to the right, but can usually function without)</p>	<ul style="list-style-type: none">• Interest• Urgency• Challenge• Novelty• Passion

@AUTHENTICALLYADHD

FOR EXAMPLE:



How to assist an ADHD-Alien in succeeding with chores

✓ Do

- ☆ set concrete deadlines with rewards
- 📅 put tasks into priority, what should be done first?
- 👉 start the task with them and let them finish it alone.
- ?! find out where exactly they got stuck.
 - No Buttons for starting?
 - Can't decide what to do?
 - Got distracted by what?
- 🏠 make the house and chores ADHD Friendly.

✗ Don't

- ?! give unspecific tasks like "do the laundry"
- 📅 give too many tasks at once, DO spread them out in a calendar or planner
- 👤 make a habit of taking on chores in their stead.
- 🗣️ ask them "why haven't you done xxx?"
- ! compare them to others and enforce a certain way of doing things

ADHD-ALIEN.com

Medication?

How ADHD Medication Works

ADHD medication can help with neurotransmission in several ways:



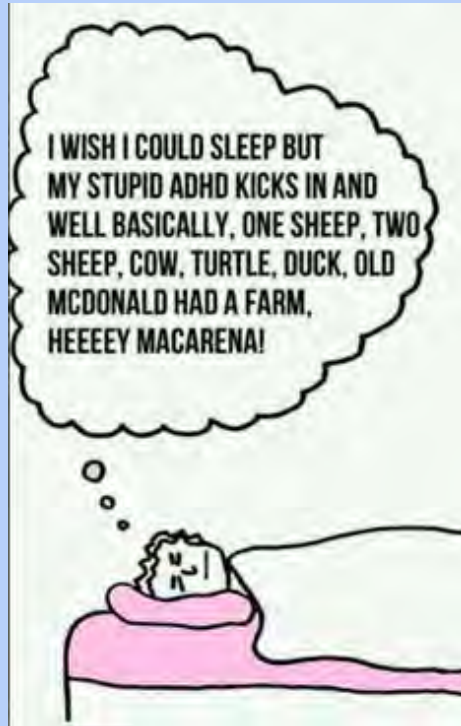
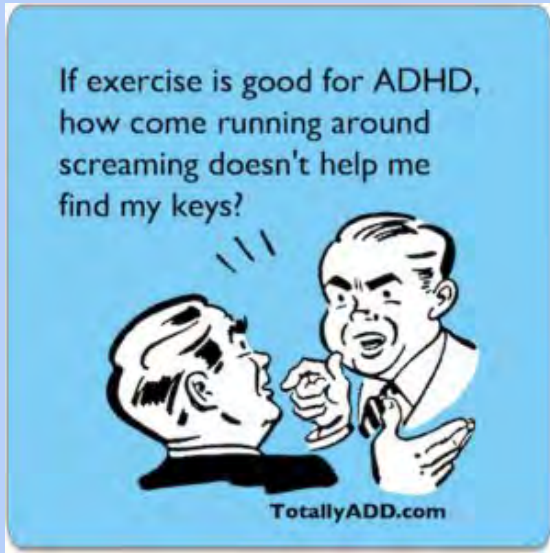
- 1 It enhances the release of neurotransmitters.
- 2 It stimulates the receptors so they're able to pick up more of the signal.
- 3 It slows down the reuptake so neurotransmitters have a little more time to activate the next neuron.

ADHD medication can help increase alertness and attention. It can make kids less hyperactive. It can also boost certain receptors that play an important role in processing information, which may help improve classroom learning. ADHD medication works in about 8 out of 10 people. But it's not a "cure" for ADHD. It can only reduce symptoms while it's active in the body.

Long-term research on ADHD medications:

- Stimulants are safe for long-term use
- Reduce ADHD symptoms significantly
- Do NOT increase risk of substance abuse later in life

Exercise & Sleep



Exercise is GREAT for all brains, but particularly for brains with ADHD

- Exercise increases dopamine and norepinephrine
- Improves attention, memory, cognitive flexibility, social skills, and decreases impulsivity

Sleep deprivation exacerbates all ADHD symptoms:

- Work on consistent sleep schedules
- Transition into sleep times with relaxing activities and calm environments

AT HOME: Educate child about ADHD

- Explain to your child what ADHD is and how it can affect their behavior and thinking
- Emphasize that having ADHD is a different way of learning and thinking and has a lot of positive traits as well!



"ADHD is like having a Ferrari engine for a brain with bicycle brakes. Strengthen the brakes and you have a champion."

- Edward Hallowell



At School: Instructional Executive Function Supports

Working Memory Supports

Give instructions one step at a time

Verbal and written instructions

Repeat instructions

Time Management:

Chunk, or scaffold, assignments

Extended time for assignments

Have kids graph a behavior (homework, talking during class, etc.)

Ask kids to estimate how long an assignment/activity will take before they start

Attention & Engagement

More learning activities that allow students to talk and to move for group work

Use student interests to motivate during learning activities*

Minimizing interference/Provide quiet work area for individual work

Design instructional materials that with visual cues that direct attention



At school: Positive Communication & Reinforcement

- **Don't rely on memory of procedures and verbal reminders is not usually sufficient**
 - Clear, brief, posted around classroom
 - Have more visible or external modes than other students (e.g., stop signs, big ears, stop-look-listen).
- **Proactive, specific, positive feedback**
 - Specific verbal praise: 2:1 reward to punishment ratio
 - Planned ignoring
- **Positive Reinforcement and rewards**
 - Token economies
 - must be changed or rotated more quickly for students with ADHD as they experience more rapid habituation or satiation



Don't forget: ADHD & Human Variety are Awesome

DEFICITS	STRENGTHS
Hyperactivity/ Reactivity	<ul style="list-style-type: none">• Energetic• Empathetic/Caring• Socially-emotionally intuitive• Sensitivity/internalize feelings
Impulsivity	<ul style="list-style-type: none">• Assertive• Generous• Adventurous
Attention	<ul style="list-style-type: none">• Ability to focus on high interest topics (hyperfocus)• Creative problem-solving (“outside the box” thinking)• Imaginative

Best Parent & Teacher Friendly Resource Hubs

- CHADD: The National Resource on ADHD
www.chadd.org
- CASEL: The Collaborative for Academic, Social, and Emotional Learning
<https://casel.org/>
- ADDitude online magazine
<https://www.additudemag.com/>
- AACAP: ADHD Resource Center
https://www.aacap.org/aacap/Families_and_Youth/Resource_Centers/ADHD_Resource_Center/Home.aspx

ADHD Visual Artists and Social Media

- Dani Donovan: <https://www.adhddd.com/>
- ADHD Alien: <http://adhd-alien.com/>
- Instagram:
 - ADHD Meme Therapy <https://www.instagram.com/adhdmemetherapy/>
 - Zoe ADHD Actually <https://www.instagram.com/adhdactually/?hl=en>
- Twitter
 - Jessica McCabe <https://twitter.com/HowtoADHD>
 - René Brooks <https://twitter.com/blkgirllostkeys>
 - #adhdtwitter

Questions?

When my ADHD gives me a hard time remembering what someone just said to me:



CONTACT INFORMATION

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