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ADHD: What to do?

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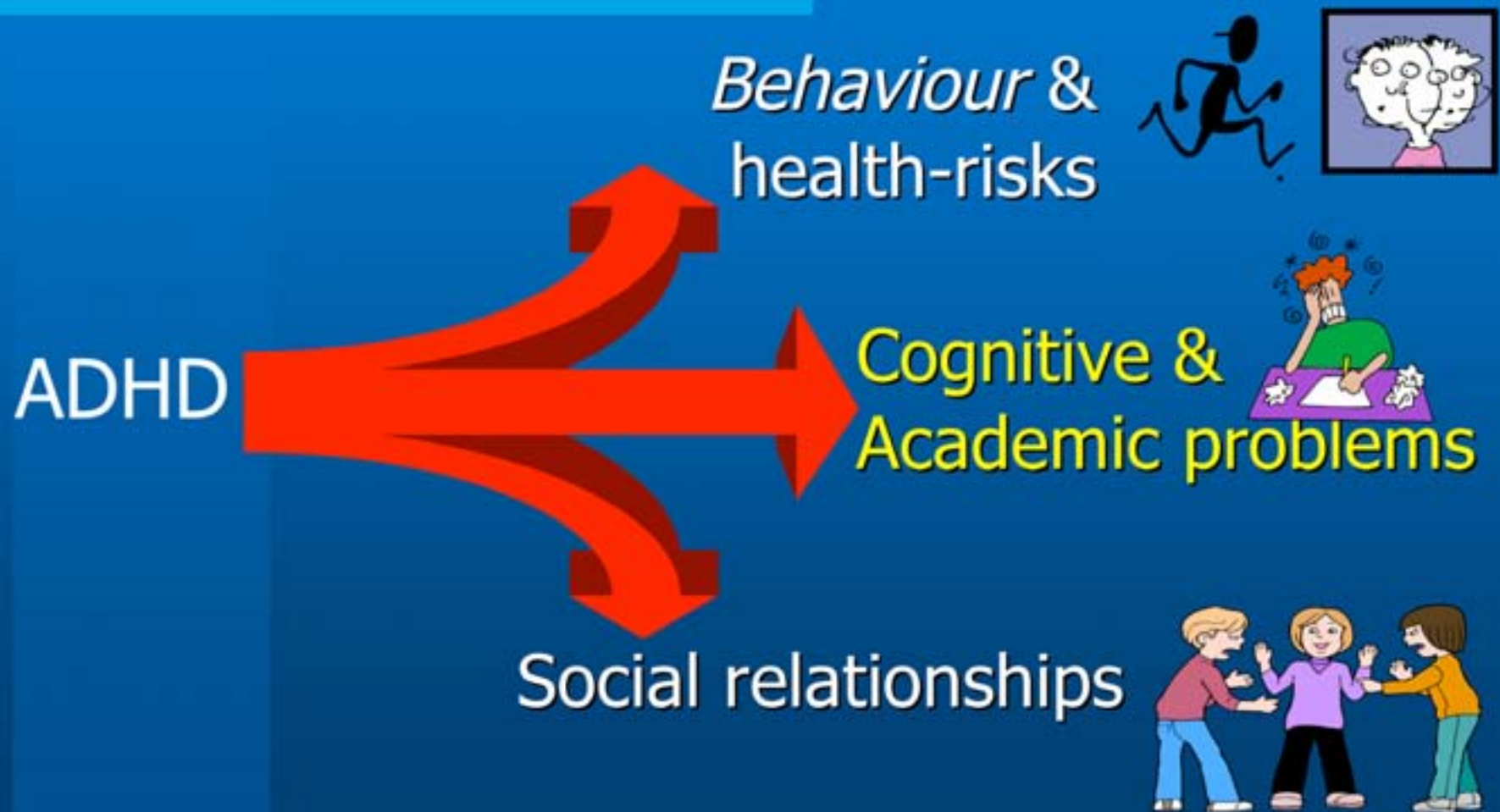


What does ADHD mean for my child?

Your child is facing many tough challenges everyday at home & school & in the community.

Your child needs your love & support!

Untreated, ADHD causes major impairments



Cognitive problems in ADHD



- Research indicates that children, adolescents, & adults with ADHD are likely to exhibit 3 types of inter-related cognitive problems
 - Executive Function
 - Working Memory
 - Speed of Processing Information

Executive function

- **Behaviors that allow us to act in a goal-directed, flexible & intentional manner.**
- **These behaviors include:**
- Goal setting
- Planning & Organization
- Keeping in mind (working memory)
- Shifting set
- Self-monitoring/checking

Executive function in daily life

- Goal: get to this meeting
- Plan & Organize
 - Time
 - Dress
 - Supplies
 - Travel
 - Scheduling
 - Family
 - Meals
 - Initiate plan
- Keeping important information in mind (during the journey)
- Shifting set
 - Traffic problems
 - Call on mobile phone
- Self-monitoring
 - Check watch

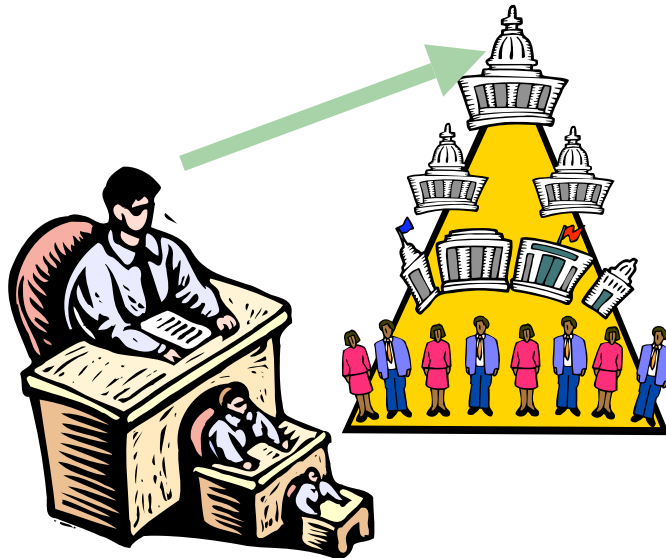
What is executive function? Analogies for parents

Company CEO:

Longer-term

Overall planning

(e.g., shopping list)



Conductor:

Moment-to-moment

Context-specific

(e.g., while shopping)



Executive function in daily life

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CEO

Conductor

Impact of EF weaknesses at home & school

Problems

- getting started on complex task
- holding instructions in mind while completing multi-step tasks
- multi-tasking: trying to organize & complete several tasks within a specified time
- monitoring errors
- monitoring how one's actions affect others in social context
- reasoning through social and academic problems

What is Working Memory?



A limited-capacity cognitive system that allows us to actively *keep critical information in mind*, despite ongoing distraction

– for 1 or 2 seconds!

current focus of the mind

Working memory & the cocktail party phenomenon (Conway, Cowan, Bunting, 2001)

Humans exhibit the ability to attend to only part of a noisy environment, yet a highly pertinent stimulus, can suddenly capture one's attention

In approx 33% individuals...
Those with **low working memory capacity**

Working memory is required in social interactions, in games & sports

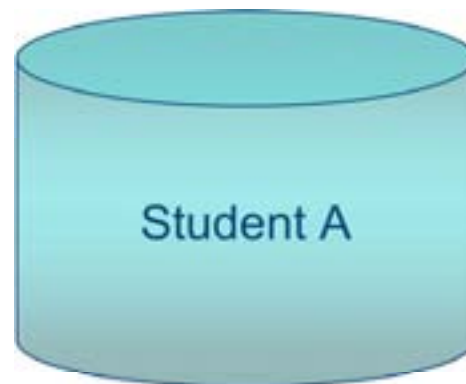
- Keeping track of a conversation
 - Who said what..to whom
 - who asked what...
- Keeping track of a game
 - Whose turn is next...
 - What cards have already gone...
 - What stage the game is at...



Two important aspects of working memory

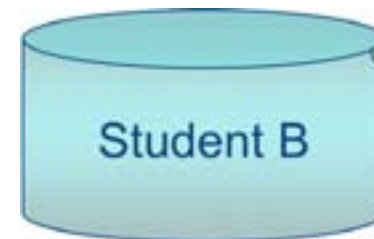
(Conway et al., *Psychon Bull Rev*, 12:769-786, 2005)

- How much it can hold
- How efficiently it can be used



information

information



Cognitive
overload

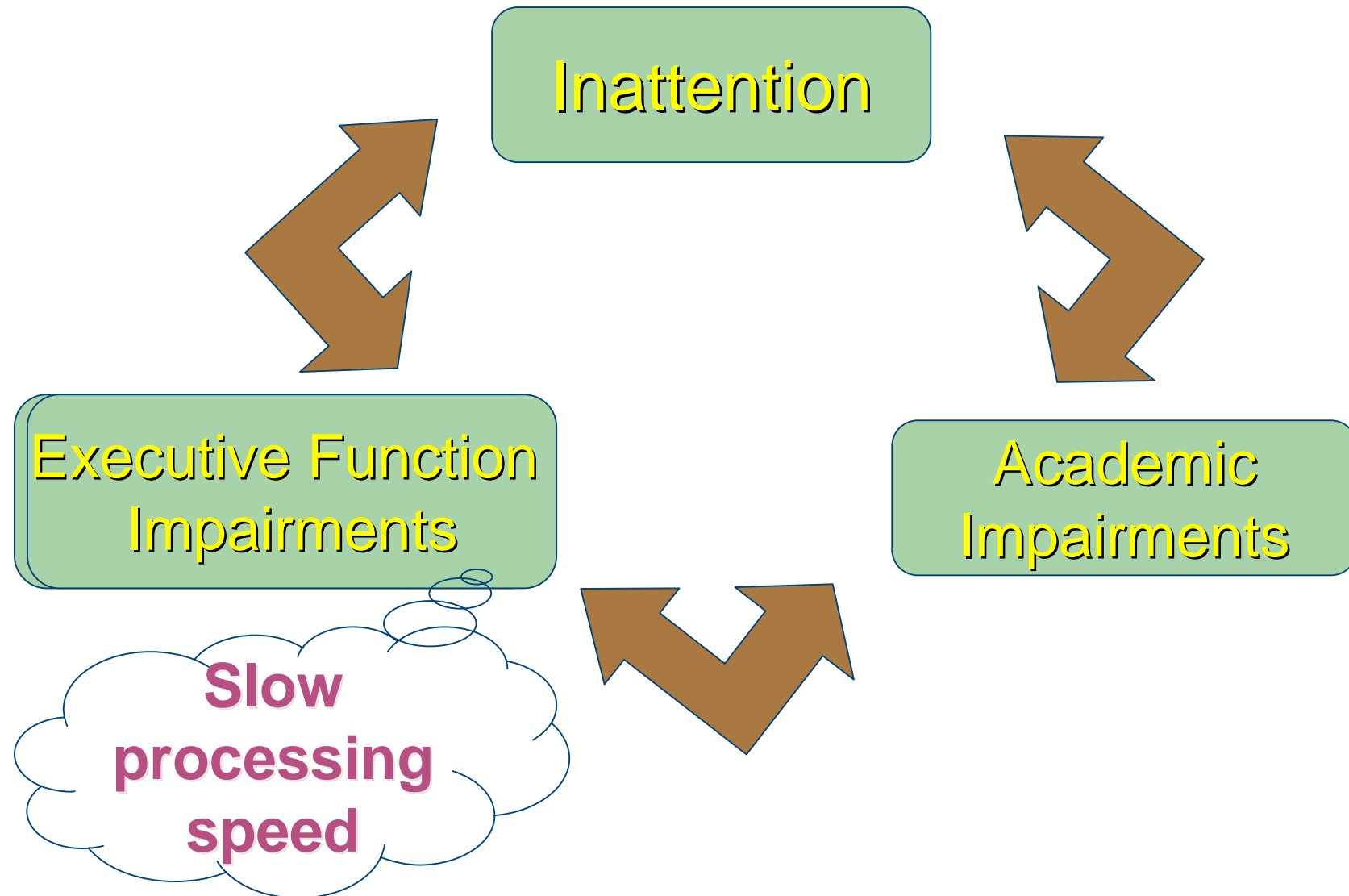
ADHD: Slow Processing Speed

Children with ADHD may *move* fast...

But research shows that children, adolescents, adults with ADHD are slow & inconsistent in processing information:

- Slower and more variable in responding
- Slow and inaccurate (not fast & inaccurate!)

A Triad of Risk Factors





What does ADHD mean for my family?

ADHD is a ‘family affair’

It can be stressful for everyone in the family – so help each other & seek help



ADHD: Impact on parents


- Parents of children with ADHD typically spend more time helping these children
 - ☐ get up and dressed in the morning
 - ☐ get ready for school in morning,
 - ☐ complete homework,
 - ☐ get ready for bed at night
- Not surprisingly, parents of children often report high levels of stress, frustration, & exhaustion
- ADHD can cause stress in a marriage



ADHD: impact on siblings

- Siblings may have a some similar but milder difficulties
 - [e.g., Schachar et al, 2007, Am J Psychiatry]
- Sibling perspective: Qualitative study: Interview & diary data from 11 families identified sibs concerns: [Kendall, J. (1999) *Family Process*]

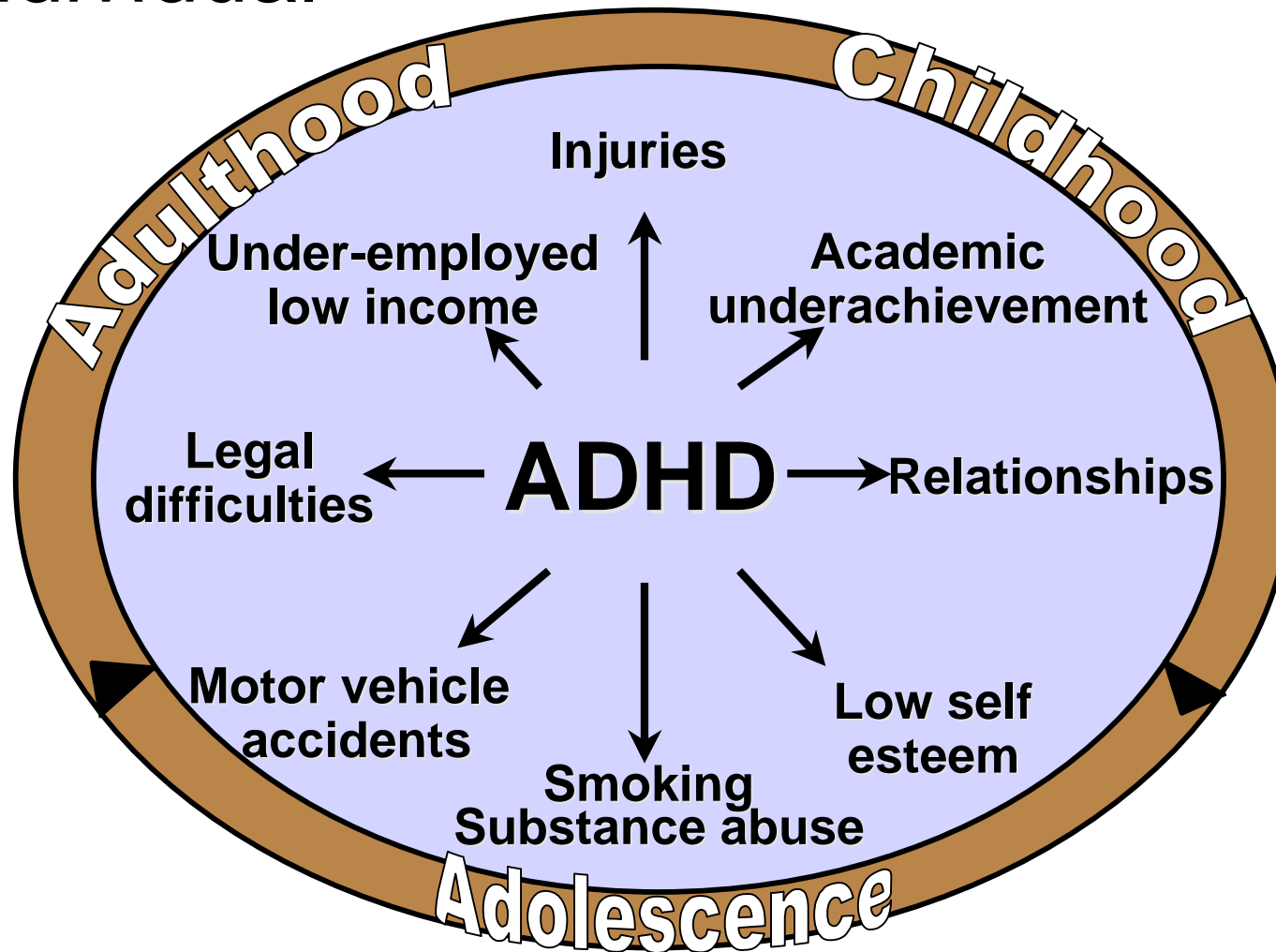
| <u>Core concern</u> | <u>Effects of Disruption</u> | <u>Coping Strategies</u> |
|---------------------|--|---|
| Disruption | Victimization Caretaking Sorrow & Loss | Retaliation Accommodation Avoidance |



Why is it important to seek help for my child with ADHD?

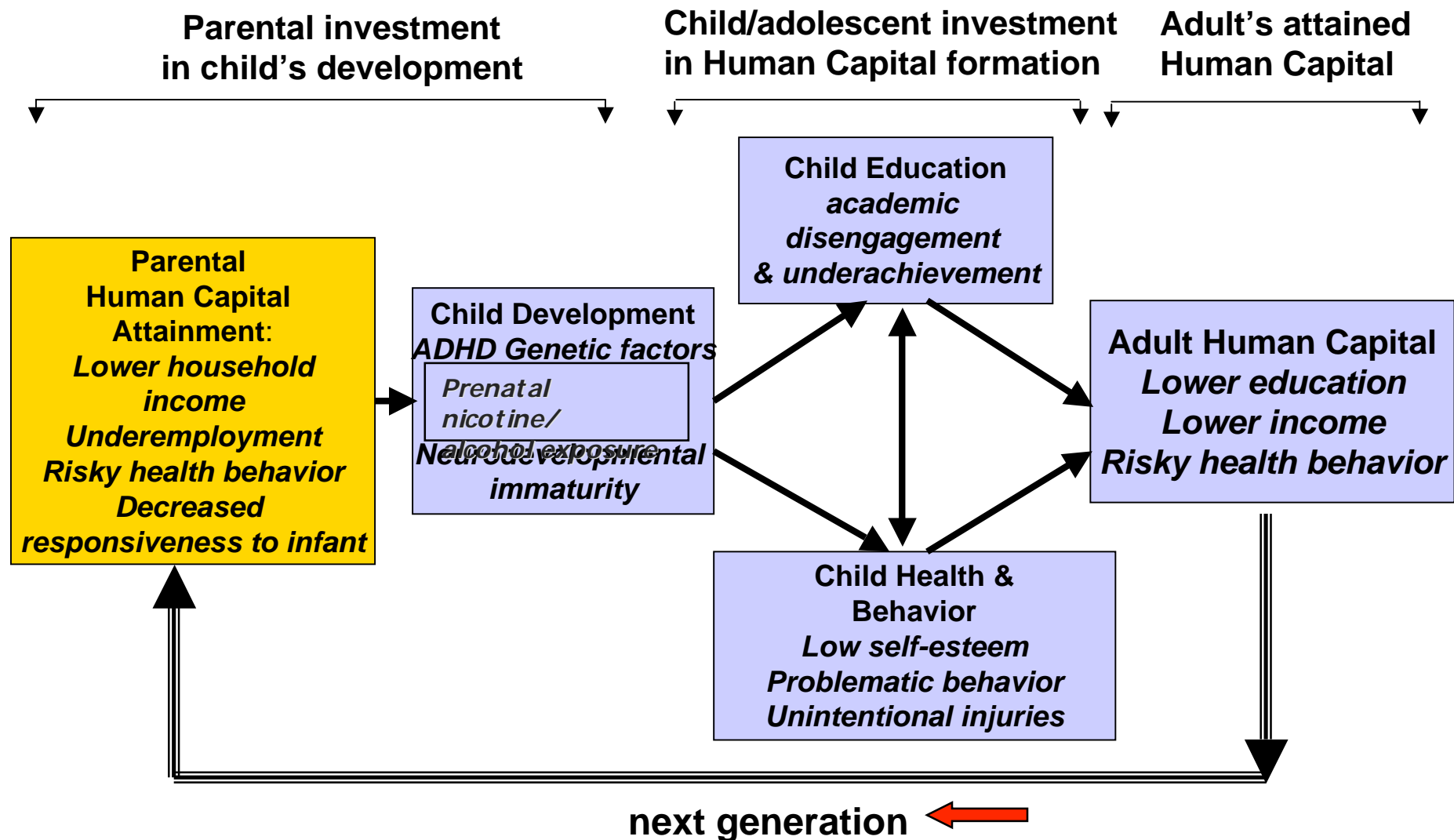
Left untreated, ADHD can cause impairments in virtually every aspect of life: academics, social, lifestyle, health, earnings

Life-span impairment associated with ADHD at the level of the individual



Intergenerational cycle of lower human capital formation in family with ADHD

(Tannock & Sagvolden in preparation)




Socioeconomics of untreated ADHD

- High costs of dropping out of school
 - lower incomes
- High costs to companies for “absenteeism & presenteeism” in adults with ADHD
- Health costs are 2 times as high



ABC's of ADHD: The Facts...

- ADHD is a neurobiological disorder
 - ADHD is common ~ 5% students
 - ADHD persists into adulthood, but symptoms change with age
 - ADHD is impairing -
 - Academic achievement & school functioning
 - Employment, income, & workplace functioning
 - Family functioning & social relationships
-



I think my child may have ADHD- What should I do?

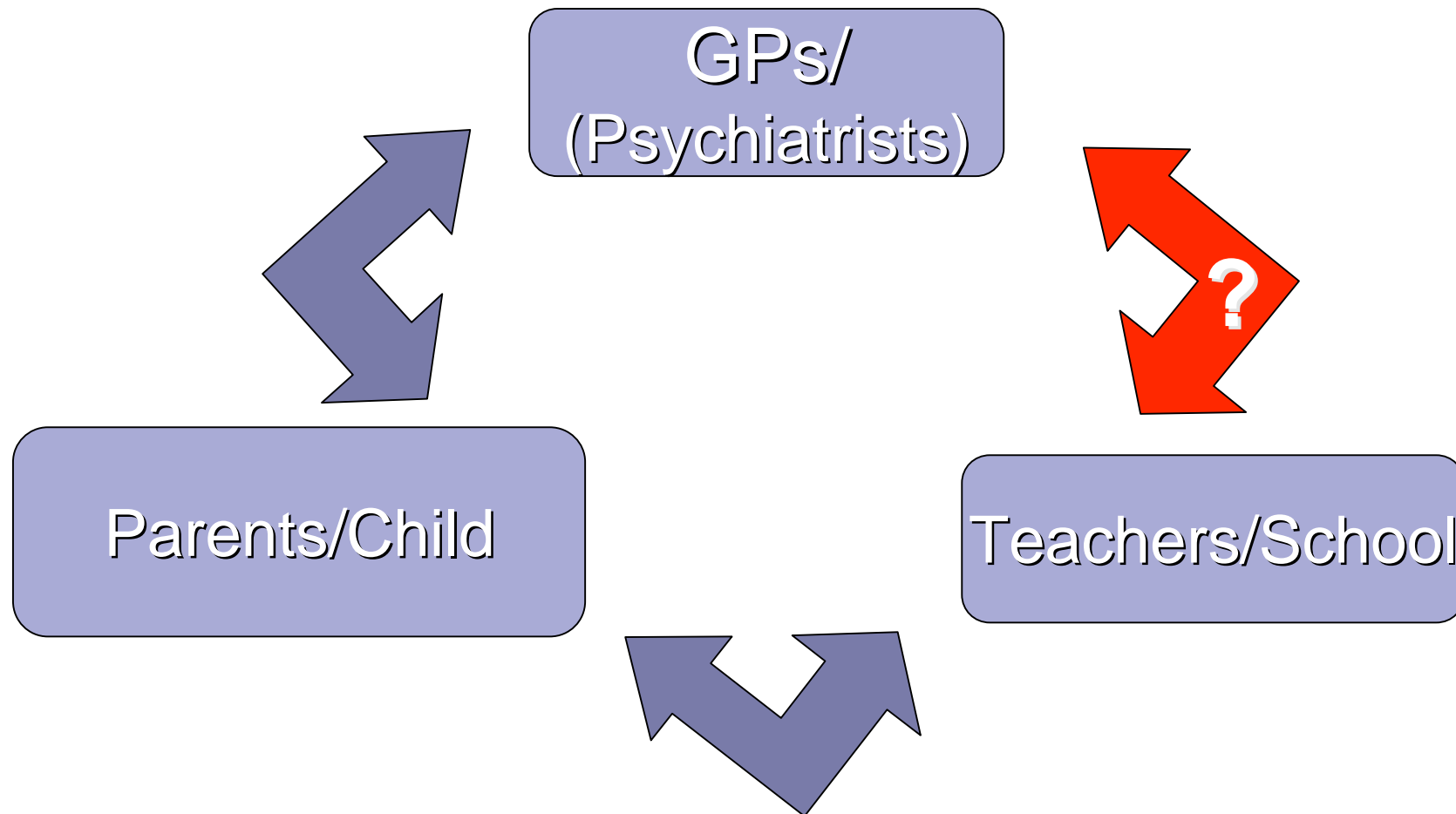
- Ask your child's teacher how things are going at school
- If you are worried about your child's behaviour at home & school, you should take him to your family doctor
- Your family doctor will need detailed information about the behaviours that worry you
- You may be referred to a team of specialists to assess your child fully
- Inform the school so that you can work together in arranging a full assessment

Coping with ADHD

What can parents and teachers do?

Home-School-Doctor
Communication

Cycle of Communication



Integrated Systems of Support

Child/Family Specific:

Parents

Teachers

GPs

Pediatricians

Psychiatrists
(Child)



Agencies/Systems:

Daycare

Preschool

Neighborhood
Watch

Community
Health Care

Support Networks



Coping with ADHD

- Understand ADHD
 - Show your child that you understand
 - Let them know that you are going to help him/her
 - Let them know that you care
-



What can parents & teachers do?

- Be informed about ADHD
 - ☐ Find out as much as you can about ADHD
 - ☐ Help your child understand ADHD (*Pay Attention Alex –IMH*)
- Seek help for your child
- Advocate for your child
 - ☐ Help your child begin to advocate for him/herself
- Work together (parents, teachers, doctors)
- Praise not punish
 - ☐ Ignore unwanted behavior
- Take care of yourself

Direct face-to-face communication



**First establish
eye contact;**

**then give
instructions.,**

Tips for Living & Working with Children with ADHD

- repeat/rephrase, & wait

- Have child repeat instructions:



“So, what must you do?”



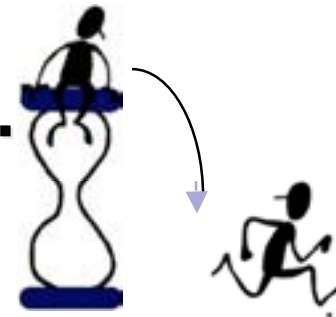
“What is the rule?”



Use direct requests



“When... Then...”



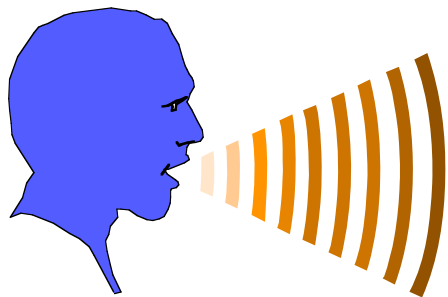


Speak short & sweet!

- Australian researchers showed that children with attention problems cannot hold and process accurately many words at a time!
 - 5-7 yr olds: no more than 7 words
 - 8-10 yr olds: no more than 9-10 words
 - 11-12 yr olds: no more than about 12 words
- So use short sentences, chunk & repeat
- Use gestures, pictures, charts to help

Teach listening skills explicitly

- Active listening: a 3-part skill
STOP what you are doing
LOOK at the speaker
BE QUIET (“quiet hands and body”)



- Take turns (one thing at a time)
Active listening
Talking
Active listening
- Teach rule: *I talk, you listen*
You talk, I listen

Help child focus & be organized

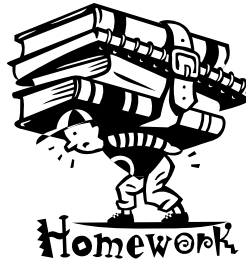


Helping students with ADHD

■ Routine

- ☐ Homework Chart

- ☐ Contact



■ Location



■ Timer / breaks



■ Back in Backpack & Backback Back



Helping students with ADHD

- Break into smaller units / shorter period
- Help get started:
Check understanding
- Help with longer-term assignments



Help with schoolwork:

- Encouragement

“I know this is hard, but I’m sure you can do it with just a little help. Let’s start with one small part”

- Segment

“Let’s start with this part. Let’s go over the directions (instructions). What is the first step?”

- Positive Feedback

“It’s great that you did X! Now let’s go on to do Y”



6 C's

Managing the dreaded homework!

- Count to 10 (Mornings versus evenings)
- Chunk it!
- Check understanding
- Circle unknown words
- Color critical words
- Count-down timer





Colour Bright – Picture Right!

- Color code
- Bright colored folder for permission slips, notes, etc
- One (only 1) binder with dividers
- Picture prompts (uses for the camera!)
 - ☐ Step by step
 - ☐ Post it close
 - ☐ Prompt to use
 - ☐ Check it off!

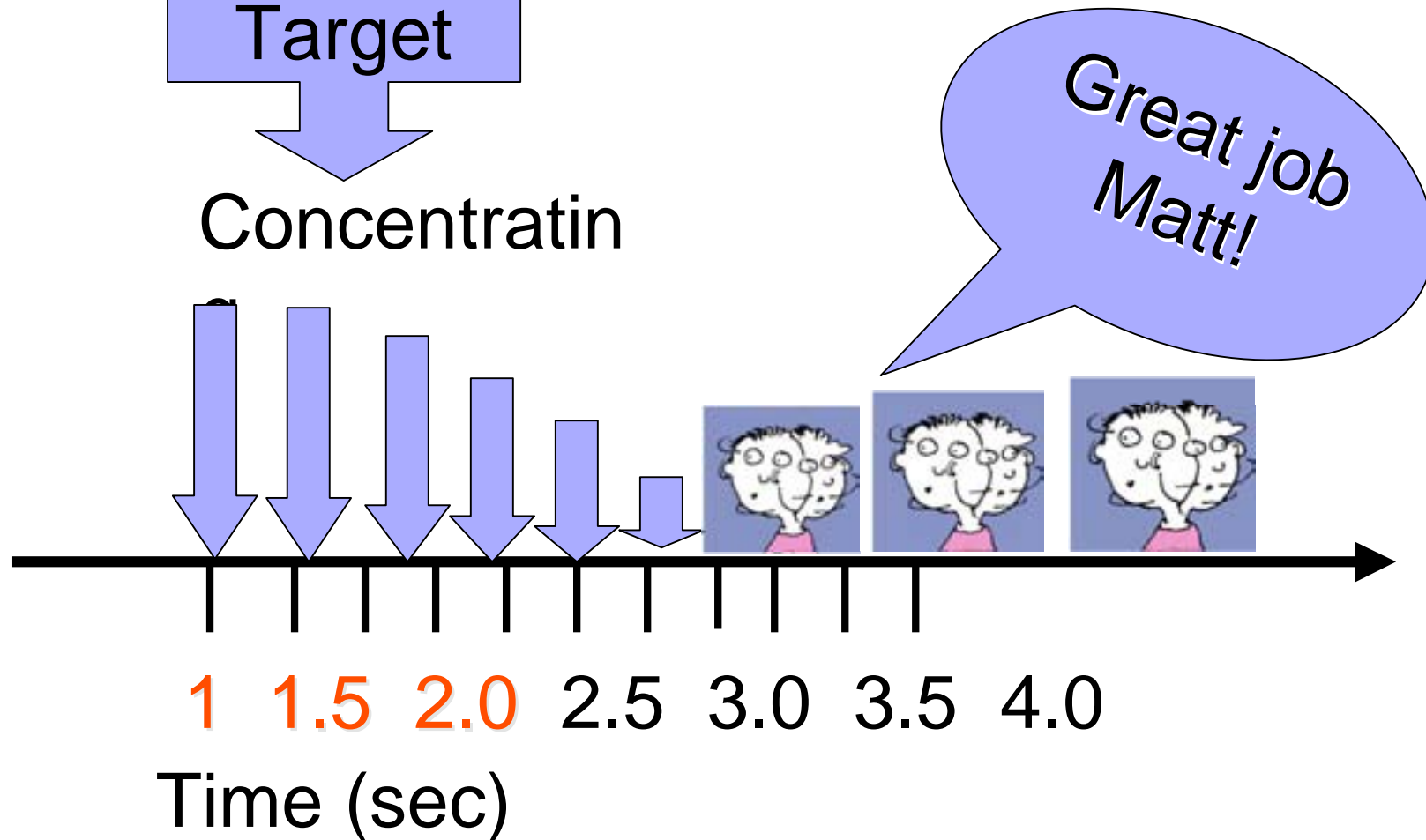


Praise – or Prompt and praise?


Taking account of cognitive
problems in ADHD

Intended
Target

Concentration



Consequential approaches may be limited by poor working memory capacity!



More effective : Antecedent prompt plus reinforcement

- Prompt student for desired behavior
 - ☐ Model, verbal prompt
 - ☐ Verbal prompt & student repeats
 - ☐ Gradually fade to non-verbal prompt & student self-talk
- Reinforce desired behavior
 - ☐ Initially praise approximations of desired behavior; ignore unwanted behavior
 - ☐ Then hold praise until desired behavior; ignore unwanted behavior
 - ☐ Gradually delay praise to extend duration of desired behavior; ignore unwanted behavior

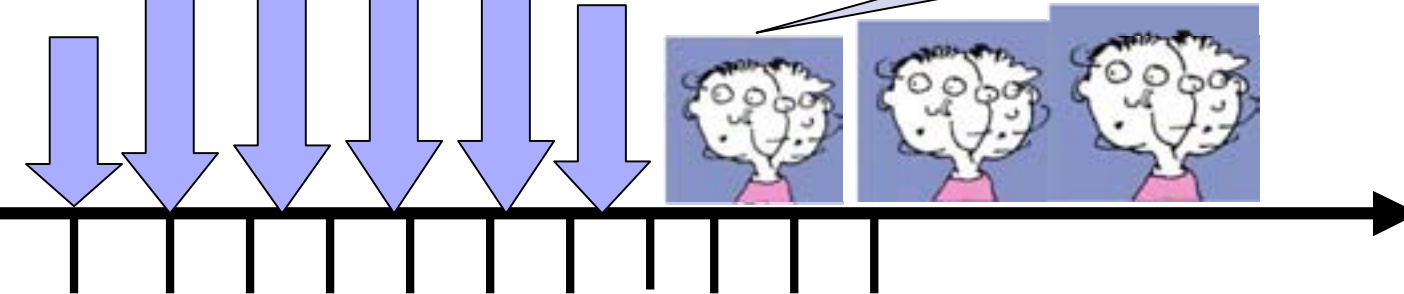
Prompt for
Target
Behavior

Concentration

g

Praise
approximations

Ignore



1 1.5 2.0 2.5 3.0 3.5 4.0
Time (sec)

Antecedent /at-point-of-performance
approaches will be more effective

Prompt for
Target
Behavior

Concentration

9

Delay praise of
target behavior

Ignore



1 2 3 4 5 6 7 8 9 10 20

Time (min)

Antecedent /at-point-of-performance
approaches will be more effective



Prompt-Praise

- Catch your child ‘being good’
- Recommend using prompt & praise several times throughout the day



Strategies for Compliance

Expectations:

- post rules
- state what you want, not what you don't want
- post chores
be specific, what, when, who, how

Giving Instructions:

- be sure you have their undivided attention
- give one instruction at a time (chunk big jobs)
- tell them what you want them to do
- not want you want them to stop-be specific
how, when, where -ask them to repeat it back to you
check on them-praise them for compliance and effort



Establish House Rules

- Decide as a family the 3 most important rules in your home
- Post-them in most well-used room
 - Use photos, pictures to help younger children
- Remind all children in family of the rules
 - Particularly before an important event, or friends coming to play
- Praise children for following the rules
- Prompt & praise desired behavior
- Ignore other unwanted behavior

A vertical photograph on the left side of the slide shows a man with tattoos on his arm holding the hand of a young child in a pink shirt. They are standing on a sandy beach with waves in the background.

Managing Children in Public:

Before you go out.

- tell them how you expect them to behave
 - review the rules
 - establish a reward and consequence
 - check their understanding and get agreement
- While You Are Out
- ☐ give frequent feedback
 - ☐ reward or consequence



Celebrate!

even for small
improvements...
build on successes