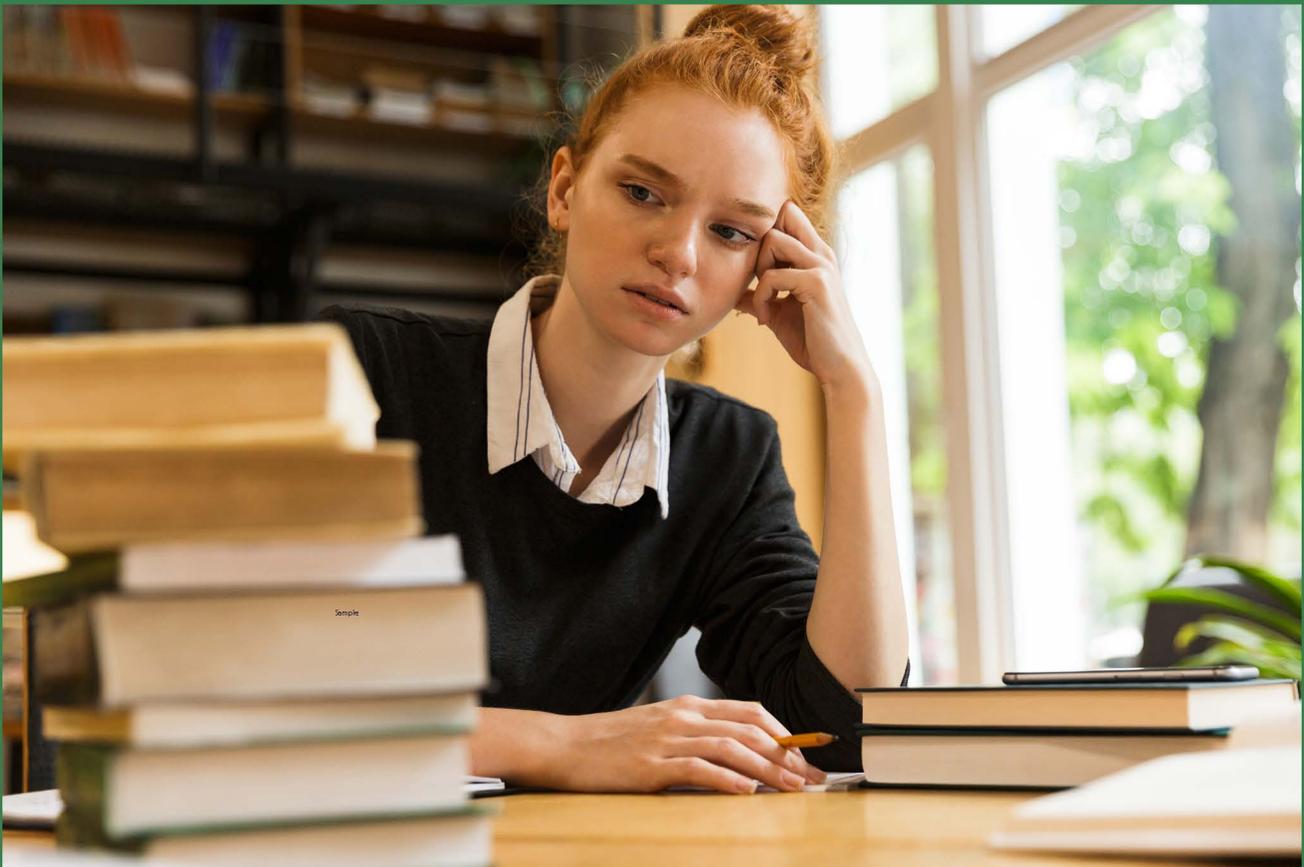


100 TOP TIPS

for parenting and supporting children
and young persons with ADHD

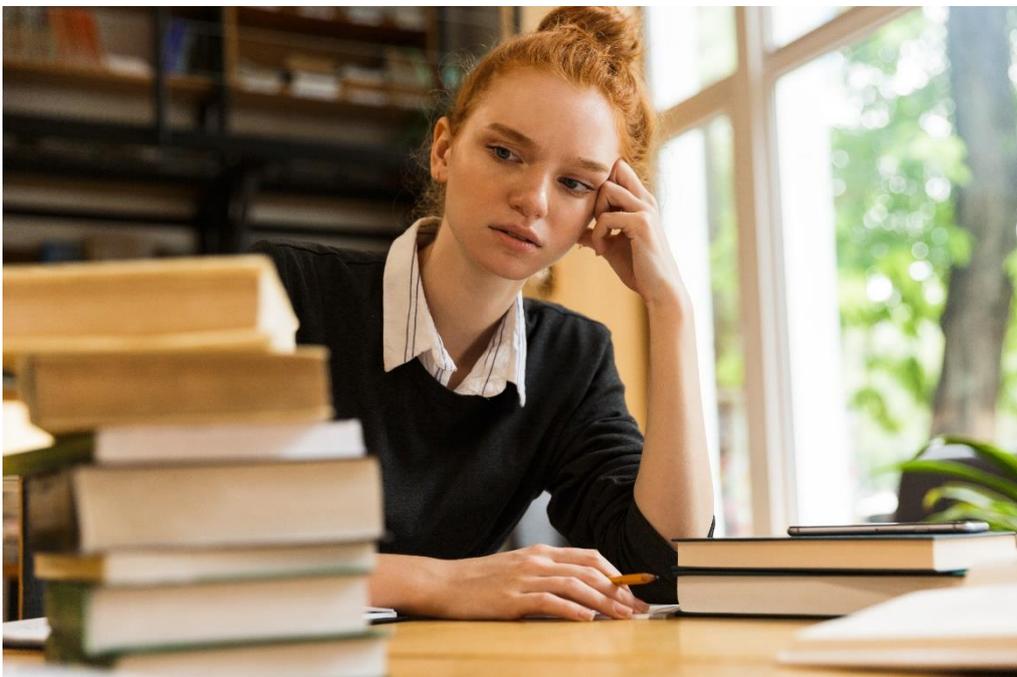


FINTAN O'REGAN

Behaviour Management Training

100 Top Tips for parenting and supporting children and young persons with ADHD

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100 Top Tips for parenting and supporting children and young persons with ADHD

Attention Deficit Hyperactivity Disorder is a term used to describe a spectrum of learning and behaviour differences.

This booklet will contain 100 top tips in 10 key issues to support parents and carers of children with ADHD.

The topics chosen are as a result of many of the key questions that parents and carers have asked in many of the training sessions that I have conducted over the years.

The issues covered are as follows:

1. 10TT for Diagnosis
2. 10TT for Impulsivity
3. 10TT for Organisation
4. 10TT for Defiance (ODD)
5. 10TT for Friendships and with peer relationships
6. 10TT for Homework
7. 10TT for Managing Medication
8. 10TT for Transition to Secondary school
9. 10TT for Computers
10. 10TT for Managing Yourself

Behaviour Management Training

Fin is one of the leading behaviour and learning specialists in the UK. He is currently an associate lecturer for Leicester University, the National Association of Special Needs, and the Institute of Education.

He is the former the Vice Chairman of UKAP and a member of the European ADHD Alliance. He has been the chairperson of the European ADHD Taskforce, and is a current member of the Special Education Consortium and the SpLD Assessment Standards Committee.

He was the Headmaster of the Centre Academy School, regarded as the first specialist school within the UK for children with ADHD/ODD from 1996 -2002. Prior to that, he was a Deputy Head Teacher, the Head of the Science Department and a Science/PE teacher in London, Newcastle and Washington DC.

Fintan is an internationally acclaimed presenter and consultant in behaviour, learning and motivation working both within the Education and Health sectors. As well as providing his expertise to audiences within the UK, he has presented throughout Europe, the Middle East, the Far East, Australia, North America and New Zealand.

His publications include the; the T.E.S. award winning book Educating Children with ADHD, How to teach and Manage Children with ADHD, Surviving and Succeeding in SEN and ADHD, Impact and Intervention, Troubleshooting Challenging behaviour , Challenging Behaviours, The Small Change: Big Difference series; Inattention, Hyperactive and Disorganised and the recently published Successfully Managing ADHD.



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10 TOP TIPS FOR DIAGNOSIS

There is no single medical, physical, or other test for diagnosing ADHD. To determine if your child has ADHD, a doctor or other health professional will need to be involved, and you can expect them to use a number of different tools: a checklist of symptoms, answers to questions about past and present problems, or a medical examination to rule out other causes for symptoms.

Keep in mind that the symptoms of ADHD, such as concentration problems and hyperactivity, can be confused with other disorders and medical problems, including learning disabilities and emotional issues, which may require totally different treatments. Just because it looks like ADHD doesn't mean it is, so getting a thorough assessment and diagnosis is crucial. So with this in mind please observe the following top tips.

1. Make an appointment with a specialist. This will most often need to be a paediatrician, child psychiatrist or a clinical psychologist. As the parent, you can initiate testing for ADHD on behalf of your child. The earlier you schedule this appointment, the sooner you can get help for their ADHD.
2. Speak to your child's school. Call your child's teacher or senior teacher and speak directly and openly about your pursuit of a diagnosis. Schools will want to assist you, and the staff will want to help improve your child's life at school.
3. Give professionals the full picture. When you are asked the tough questions about your child's behaviour, be sure to answer honestly. Your complete and truthful perspective is very important to the evaluation process.
4. Keep things moving. You are your child's chief advocate, and have the will and the power to prevent delays in obtaining a diagnosis. Check in with doctors or specialists appropriately often to see where you are in the process. There will often be a long waiting list and delays but be tenacious but polite in your communication but be persistent.
5. If necessary, get a second opinion. If there is any doubt that your child has received a thorough or appropriate evaluation, you can seek another specialist's help.
6. It's normal to feel upset or intimidated by a diagnosis of ADHD. But keep in mind that getting a diagnosis can be the first step toward making life better. Once you know what you're dealing with, you can start getting treatment—and that means taking control of symptoms and feeling more confident in every area of life.
7. An ADHD diagnosis may feel like a label, but it may be more helpful to think of it as an explanation. The diagnosis explains why your child may have struggled with life skills such as paying attention, following directions, listening closely, organisation—things that seem to come easily to other people.

8. Often getting a diagnosis can be a relief. You can rest easier knowing that it wasn't laziness or a lack of intelligence standing in your or your child's way, but rather a difference that you can learn how to manage.
 9. Keep in mind that an ADHD diagnosis is not a sentence for a lifetime of suffering. Some people have only mild symptoms, while others experience more pervasive problems. But regardless of where your child is on this spectrum, there are many steps you can take to manage symptoms.
 10. Co-existing conditions with ADHD often occur. In many cases ADHD may overlap with other conditions such as Depression, Dyslexia, Oppositional Defiant Disorder and Autistic Spectrum disorder. Try not to feel intimidated or overwhelmed and look at the situation as the first step in the journey to be able to better understand and support your child.
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And also

The key to remember is that ADHD *is* treatable. Don't give up hope. With the right treatment and support, your child will be able to get the symptoms of ADHD under control and build the life that you want. It's up to you to take action to manage the symptoms of ADHD. Health professionals can help, but ultimately, the responsibility lies in your own hands. Remember a diagnosis is not the end of the process for change it is only the start. The real work now begins and they say that the longest journey starts with the first step.

10 TOP TIPS FOR IMPULSIVITY

The 3 core symptoms of ADHD are Hyperactivity, Inattention and Impulsivity. However it often appears to be Impulsivity that parents often have most difficulties with. There are no hard and fast rules for trying to support children with Impulsive reactions or magic solutions. As in most cases it is not a matter of “Inspiration but Perspiration” but the following suggestions may be worth considering.

1. Outline behavioural expectations for upcoming situations. What should non-impulsive behaviour look and sound like? What will the activity consist of? For example at the dinner table what is likely sequence of events and the timings. Maybe sketch out the sequence with timings so your child can see what is the format. Don't assume they understand what impulsivity is.
2. Work with your child to develop self-awareness about his/her impulsive behaviour and problem-solving skills. When you and your child are both in a relaxed mood, help your child get to know his/her impulsive times, how it affects him/her and others, and what alternative behaviours he/she could consider. Maybe role play situations
3. Reward him/her with a preferred activity or item, for getting through a specific time period (e.g., dinner, homework) without any impulsive behaviour that disrupts the environment or are hurtful/inconsiderate to self or others).
4. Encourage your child to observe his/her environment to notice if he sees/hears impulsive behaviours. Talk about what the individual could have done differently. Discuss the situation and alternatives.
5. Children who have more down-time/unstructured time are more likely to engage in impulsive behaviours. Help your child plan his day so to reduce boredom. Fill it with preferred activities (playing outside, video games, colouring, and music) and non-preferred activities (homework, chores, etc.). Less down time = less impulsive behaviours.
6. Exercise. Studies show that regular exercise can reduce impulsivity and hyperactivity. You may need to experiment within a range of activities or sports that work best for your child. However do not overstimulate them or put them at risk of hurting themselves or others. Although it may sound unusual maybe consider martial arts classes that can help children with ADHD exert control over their body movements in structured and ritualistic ways.
7. Consider aspects of diet and sleep hygiene that may improve mood and therefore self-control when frustrated and reduce impulsive actions.
8. To not badger or nag your child when they are frustrated about a situation in order to prevent them lashing out. Try to remain calm and focussed and deal with the issues on hand.

9. Possibly consider the option of medication if other strategies are not significantly improving matters. Medication will not cure impulsivity but it will most often allow the child to hesitate longer to allow you to support them in making different choices.
10. Accept that you will not be able to make all impulsive behaviours go away. Some individuals will have an impulsive personality and while you want to make behaviours more appropriate, you don't want to stop someone from being themselves. Everybody can be a little impulsive at times and in certain situations it can be a good thing. Just keep in mind that if it is inconsiderate, hurtful, or disrespectful to self or others it should be addressed.

And also

Try and remember impulsive actions are not premeditated which is why punitive responses to behaviour do not work well. Sanctions work more effectively for pre-mediated behaviours when an individual will stop to think and weigh up the option. For impulsivity more positive options are more likely to distract the individual towards an alternative and hopefully a better choice.

Having said that everyone is responsible for the choices they make and if negative responses are becoming frequent then consideration of medication may be one of the options to consider to allow the child with ADHD "more time" to consider their actions.

10 TOP TIPS FOR ORGANISATION

The American comedian Woody Allen once said, “90% of success is showing up on time” by this he means being organised. It needs to be said to some degree of certainty that for children within the school setting if they are not organised they will fail. Children with ADHD due to their core symptoms will often have problems with organisation so here are some tips for helping to develop some good organisational habits particularly in regards to supporting them for school.

1. Work with your child to set up a specially designated study area at home that is free of distractions. This workspace should be kept well-organised. Help your child do this by leading him or her through the steps necessary to keep the area neat and clear of unnecessary items. Know that you will need to supervise your child and help him through this process on a regular basis. Make this a part of your daily routine.
2. Provide useful supplies, such as pencils, pens, paper, ruler, paper clips, pencil sharpener, dictionary, calculator, etc. Label drawers in the study area desk or table and help your child place supplies in the designated drawer.
3. Work with your child's teacher to set up a system for getting assignments down in a notebook. This documentation will travel back and forth from school to home with your child. This assignment notebook/folder should include a calendar or planner that can be used to keep track of longer-term projects due dates and test dates. Review this calendar regularly with your child. Use the calendar to help your child break down longer projects into smaller segments. Keep in mind that you may need to be creative with your child to help him find a system that works for him/her.
4. Ask the teacher to offer support by gently reminding your child when it is time to write assignments in a notebook. This step ensures that he understands the assignments and checking to see that the assignments are written down correctly in a notebook. At the end of the school day, it is also helpful for the teacher to check to see that appropriate books, papers, and the homework notebook make it into your child's book bag.
5. If your child has difficulty with handwriting, ask the teacher about giving your child a printed hand out of daily assignments that can be included in the homework notebook. Even better if the teacher can provide hand-outs that have already had holes punched out in advance and the hand-outs can be placed directly into the file homework notebook.
6. At the end of homework time before the next school day, review homework papers and books that need to go back into his book bag for school. Supervise your child as he/she gets these items zipped inside the book bag and placed in a designated spot near the door to the house. This way the book bag can easily be found in the morning.

7. Ask the teacher about scheduling regular times for your child to organise and clean out their desk and locker at school. Be sure to schedule regular times for your child to clean out school backpack and notebooks at home, as well. Understand that your child will need supervision and help with these chores. Guiding your child through these steps and practicing these skills, again and again, is necessary in order for good habits to form.
8. Purchase a set of color-coded book covers, notebooks, and folders for each subject area. Your child can organize his work by colours. For example, he/she may choose red for Maths, yellow for English, and green for Science, etc. Share with the teacher so she (or he) can support your child in using this system, as well. He/she can even highlight hand-outs for each subject by using the corresponding colour somewhere on the page.
9. Designate areas of the desk or locker for specific items. You can even "draw out" these areas with tape to indicate where items should go — for example, notebooks, books, folders, writing utensils, etc. This will make it easier to place items back in the right spot so they can be found when needed and will provide safety and security for the child.
10. Set up a motivating reward system to positively reinforce your child as he shows improvements in developing more and more organisational skills in his/her daily life.

And also

Not having a pen on demand is not a crime against humanity and for some children with ADHD organisation can be such a struggle. Having the correct shoes on the right foot and being on time is going to be as much as they can do.

As a result support organisation and don't penalise it and don't take the attitude that "they are getting away with it" or "pulling the wool over your eyes" as the sibling can do it and "she is 3 years younger" Fairness is not giving everybody the same, its giving them what they need. In this particular case they need your patience and understanding.

10 TOP TIPS FOR DEFIANCE (ODD)

Oppositional Defiant Disorder is a term given to describe when a child displays a certain pattern of behaviours that includes losing their temper frequently, defying adults, being easily annoyed and deliberately annoying others.

The key elements displayed by children with ODD include the following characteristics:

- Argues with Adults
- Refuses and Defies
- Angry and Defensive
- Spiteful and Vindictive

Not all children with ADHD will display features of ODD but it is not uncommon and the following suggestions are starting points and will need to be constantly adapted and revised to deal with specific situations and circumstances. The key issue is managing mood and trying to diffuse and not inflame, to deescalate and not escalate. Overall the key mood to manage will be your own which will not always be easy. As a result try some of the following suggestions.

1. Have clear expectations of behaviour targets and agreed rewards and consequences. This should be agreed prior to any incidents and when both you and your child have been in a relaxed mood and have agreed expectations and outcomes for compliance/noncompliance.
2. It takes two people to have an argument so do not be drawn into one and try to “nudge and not nag” Children with traits of ODD are masters at arguing so deny them the opportunity by resisting the temptation to get into a slanging match.
3. Make sure they are clear that they are responsible for their actions no matter “that she started it”, “I’m tired” etc.... Children need to understand that they own their behaviour and if they hit their sister they own the hit. They are responsible for their own actions despite what they may say or feel was the provocation.
4. Be consistent in your approach and handle disruptions with a response that includes no emotion and not too much talking. Consider non-aggressive body language i.e. no finger wagging and offer the child an escape hatch somewhere in the house to calm down.
5. Catch them doing it right. Praise to correction of behaviour in a 4:1 ratio. It is easy to criticise children with traits of ODD and before you know it they will believe that they are the best at doing the worst things. Show and tell them that they can be the best at doing the best things and do it in at the very least a 4: 1 ratio.

6. Sometimes look for the draw. Very Defiant Children are into power. Let them save face by providing them with 2 options where either one is ok with you. This may also include them having the final word as long as it's not an aggressive or inappropriate response.
7. Know that your job is to set boundaries but the child's job is to test them but that discipline means being prepared to make unpopular decisions. As a parent you need to act the role as a benign dictator. However be aware that if you are inconsistent then the child will notice and will challenge your commitment to keeping the boundaries
8. Use assertiveness as opposed to aggressiveness and eliminate sarcasm and other forms of put downs. Remember this is all about managing mood and trying not to infuse but to diffuse.
9. Don't ask "Why?" ask "What?" "What should you be doing now?" and use either/or and When/Then "Lewis either put the phone in your pocket or on the kitchen table while we are eating dinner" ". "Sheena when you have put the dishes in the dishwasher then you can go and watch TV"
10. If they don't listen to you, who may have their ear? Everybody listens to someone so who within the family or your network has influence with them. They say that "the village raises the child". It is often the case that they may take exactly the same response that you are saying from someone else, but just not you on this occasion. Don't take it personally, who is best placed to get the message across. It's not about you it's about them.

And also

Surviving and hopefully succeeding with children who exhibit ODD traits is all about managing mood, your mood, their mood and the mood of the others. It sounds simple but it isn't. Mood can determine anger and aggression but it is also the key component of determining happiness.

Managing your own mood and often the mood of the others i.e. siblings, partners and peers will be the key elements in terms of supporting the mood of your child.

10 TOP TIPS FOR FRIENDSHIPS AND PEER RELATIONSHIPS

Friendships and relationships with other children can often be one of the key areas for concern for children with ADHD. This can often be one of the most heart breaking areas for parents when their children are not included in group activities or invited to parties or other occasions.

You can't make children be friends with one another and children with ADHD can often find the rules of engagement difficult. As a result, the following suggestions are for you to discuss with your child. Explain to your child that these following tips might be useful to think about to help to make or keep friends.

1. Don't butt into conversations but try and wait your turn. Try and watch and listen to how some of other kids do this especially when meeting somebody new.
2. Join a club or activity that you are good at and also enjoy, in order to meet other people who will have a similar interest to you.
3. Ask your teacher in class time to sit you in areas that do not have a lot of distractions such as near windows or doors so that you will be able to concentrate in the same way as the other children.
4. If some of the other kids try to wind you up if they know you have ADHD don't lash out but try and walk away, they are only trying to get you into trouble. If they persist talk to your form teacher.
5. Make sure you and your friends agree where and what time to meet before and after school and at lunch and break times on a daily basis.
6. Try to be as organised as you can in terms of your uniform and equipment so as not to draw attention to yourself and have the other kids try to tease you or make you feel small.
7. Don't buy or sell items such as computer games in school even to friends as often if things break or don't work people can fall out quite quickly.
8. Don't be lead into doing things that you don't feel are right such as risky behaviour just to stay in the crowd. It's not worth it and if you get in trouble you could get excluded from school.
9. If kids tease you because they find out you are on medication for your ADHD then you may want to explain that the medication helps drive the same chemicals to work more efficiently as in their brain. Point out someone who has glasses and say sometimes eyes need help to see, so sometimes brains need help to concentrate.

10. Remember your true friends will like you for who you are, not who you not, so don't be afraid to be yourself, you are a great person.

And also

Although these are tips for you the parent and carer to discuss with your child there be any and many reasons why children make or don't make friends. One truism is that many children with ADHD find it difficult to get on with children of their own age but they do get on with older or younger children. This is likely due to the developmental nature of the key traits of the condition. As a result this may be something worth exploring in terms of clubs and activities.

10 TOP TIPS FOR HOMEWORK

There is a fairly established statistic that it takes a child with ADHD 3 times as long to do the same assignment in the home environment in comparison with the school setting.

With this in mind it is recommended that the following options should be considered for children with ADHD with regards to homework.

1. Can homework be reduced or differentiated to that which is essential. Is the homework really necessary and if so can the amount or style be adapted for the child with ADHD. Perhaps more emphasis on one sentence answers than essays in English or multiple choice answers for Maths.
2. Can bonus points be provided for doing more? In some cases it will be necessary to have extended assignments. In this case can the school provide extra incentives for a child with ADHD to complete the task as this arrangement can help to provide additional focus.
3. Could there be ways of reducing writing requirements i.e. dictation onto tape recorder or computer use. Writing tends to a difficult skill for many children with ADHD. As a result, providing another option for getting thoughts onto a hard copy will be necessary. As a result, encourage the use of technology to assist the homework process.
4. Can students stay at school to finish homework or complete it during the day? Based on the above statistic it may be more productive to have the child complete homework tasks at school where there will be more structure and less distractions.
5. Can parents be allowed to be a 'parent secretary' for students with handwriting difficulties? In some cases technology will not be appropriate and so if writing is a problem then look to use the parent as a scribe to write down the thoughts of the child but obviously not to do the work for them.
6. Develop a place in the home that is distraction free. This does mean therefore that bedrooms are always the best place to study. Depending on the rooms available it is advisable to have a place without clutter and free from people passing through.
7. In contrast to point 6 can you create proactive distractions if distraction free is not available? This may mean a child can listen to music on their headphones in order to filter out other distractions.
8. Allow movement options. Children with ADHD will require structured movement when studying so providing breaks and hand manipulatives such as "tangles" or doddle pads will be necessary. The obvious danger is too much use of these options could diminish the homework outcome so some degree of supervision will be necessary.

9. Consider food and drink options. This does not mean just hydration for the child but what time of the evening is best for the child to complete homework. Possibly it is better to have a snack prior to homework and the main meal after, however this will depend on the patterns of each family.
10. Communication of the due dates and of the specific homework assignments is crucial between school, the child and the home. How is this going to take place and by which form of means. Electronic or other? All parties need to be clear on this issue.

And also

Homework is supposed to support curriculum objectives during the school day and in my opinion as a former teacher and a Head teacher we should try to take the burden of homework away from Parents and Carers if it is problematic. For a family with a child with ADHD trying to manage a range of issues on a school night, to inforce homework on a reluctant child is a bridge too far. As a result alternative options should be considered.

10 TOP TIPS FOR MANAGING MEDICATION

ADHD is regarded as a medical and neurobiological condition. As a result one of the options available to support the symptoms is medication. Many children with ADHD do not need to take medication, however if this is something that you want to consider then here are some suggestions regarding this issue.

1. Learn about the prescribed medication. Find out everything you can about the ADHD medication your child is taking, including potential side effects, how often to take it, special warnings, and other substances that should be avoided.
2. Be patient. Finding the right medication and dose is a trial-and-error process. It will take some experimenting, as well as open, honest communication with your doctor.
3. Start small. It's always best to start with a low dose and work up from there. The goal is to find the lowest possible dose that relieves your child's symptoms.
4. Monitor the drug's effects. Pay close attention to the effect the medication is having on your child's emotions and behaviour. Keep track of any side effects and monitor how well the medication is working to reduce symptoms.
5. Taper off slowly. If your child wants to stop taking medication, call the doctor for guidance on gradually decreasing the dose. Abruptly stopping medication can lead to unpleasant withdrawal symptoms such as irritability, fatigue, depression, and headaches.
6. Don't believe everything you read. Some reports on medication regarding ADHD are just are not accurate so be sure to get information from professionals who know what they are talking about.
7. Ask about the options. There are a range of medications available for the treatment of ADHD symptoms. Some are stimulants and some are non-stimulants, be informed of all of the options available.
8. Do not be influenced by people who have negative views on medication. That is not to say do not do your own research but unfortunately some people will take a view that medication should never be considered. Do what you think is best for your child.
9. Try and involve your child in the process. Obviously this will depend on the age and stage of the child but it is a good idea to explain to them why they may need to take the medication to help support them at home and at school.
10. You are in control of the situation. If medication is not right for your child then consider alternatives as you are the guardian of your child. Also medication is not a cure," if you couldn't play the guitar before you took the medication you won't be able to play it afterwards, but it may help somebody to teach your child how to play the guitar".

And also

To clarify the last point medication may allow the child the additional focus or will reduce specific impulsive traits so that child can access the directions provided to them by the adult in the learning of how to play the guitar.

Medication remains controversial but is a choice that each family may consider in supporting children with ADHD. If you believe the symptoms are as a result of neurobiological differences then considering medication to support individuals would appear to be a viable option. If you believe the symptoms are the result of a poor diet, computer games or a range of environmental factors then I understand why some people would have a different opinion.

10 TOP TIPS FOR TRANSITION TO SECONDARY SCHOOL

One of the most important decisions that a parent of a child with ADHD will undertake will be to have carefully chosen the most suitable Secondary School which can offer the level of understanding and support required.

It is a big jump from Primary to Secondary school for all students but especially for those with ADHD with the range of variables that come with the Secondary School experience.

Examples include the potential of independent travel and the organisational skills required to negotiate up to 10 different classes on potentially a two week timetable

The Choice of School that parents will make should be both informed and also pragmatic and some of the issues that parents will need to consider are the following:

1. The attitude of the Head and Senior Management team of the school with regards to ADHD. Is the school committed to inclusive practice and have they had training with regards to supporting children with the condition.
2. How will the school support organisational issues and do they have a policy of differentiation of class work and supporting longer term assignments.
3. Does the school have adaptive plans to support issues of Homework
4. How will the school plan to support students with ADHD in non-structured time including breaks, lunches and field trips
5. What is the level of pastoral and behaviour management support
6. How will and how often will the school communicate with parents i.e. on a daily, weekly, monthly basis on learning and behaviour issues. Will this be by email, phone, text or face to face meetings
7. Who does the parent contact if they have information they wish to pass on
8. What is the school's attitude to potentially working with outside agencies on behalf of the child with ADHD
9. What are the arrangements if the child needs to take Medication
10. Who should the parent contact if they have concerns if their child is being bullied by other students?

And also

One last tip and probably the most important for parents to consider is that don't think that you are lucky to have found a school for your child. Think instead that the school is lucky to have your child.

10 TOP TIPS FOR THE USE OF COMPUTERS

There are reasons why children with ADHD enjoy computers and many parents puzzle why when children who appear to have poor attention skills can sit on a computer or Xbox for hours on end. However a computer is just one activity that a child may have access to and if the computer is being used too much or is causing problems in terms of not being to do anything else then these may be useful tips to consider. Also please note that although we are talking about computers the same principles apply to other devices such as I pads, Tablets, Smart phones etc....

1. The computer is not a negative option. The fact is we might need to learn why it is that a computer or screen can hold attention. One of the reasons may be that children with ADHD respond well to an individualised or 1-1 setting. In addition as attention is focused on the screen this blocks out other distracting factors.
2. Computers offer a Multi-sensory experience: Finally after possibly hours of mayhem suddenly eyes, ears and busy fingers are all engaged in one spot in relative calm. Computers are stimulating and appear to engage the senses for children with ADHD who often appear easily bored.
3. Computers are non-threatening and impersonal: You could argue that some children with ADHD find machines easier to work with than humans because they don't yell or tell you to go to bed when you don't want to. Obviously as the parent there will be times that your child is not going to agree with you. The key is how you do it and by learning to take a step by step computer like approach yourself in terms of your communication techniques you may get a better response.
4. Computers offer a variety of presentation and the child can control the pace. So often children with ADHD find that they are out of step with the demands of life. However with a computer they feel in control of tasks or options provided. This can lead to enormous self-worth and confidence in their ability to achieve outcomes. This example of being successful can be translated into other areas if careful monitoring of the amount of time on the computer or Xbox can be managed.
5. Computers offer a rapid assessment and are fun. Children with ADHD need instant feedback and once again computers offer this approach. It is no good telling your child with ADHD if they tidy their room every day they can have their pocket money at the end of the week. This timeframe that will never register with a mind that lives in the present. You need to have a system of reinforcement that is more instant and by the way having an untidy room is not a crime against humanity.
6. Monitor your child's computer choices. Although we have outlined the benefits there are some costs as well as computers can be used not just for games but also for UTube, Facebook and other sites. As a parent, it is important that your child is aware that you have a responsibility to monitor the choices they are making and the time they are spending on the computer. They need to know that this is non-negotiable.

7. Tips for general use. Make sure they act thoughtfully in cyberspace – comments and photos can stay online forever and texts can be forwarded widely. Advise them not to give out personal details such as mobile number, address or email online to people they do not know.
8. Issues of cyber bullying. Unfortunately the issue of cyber bullying may be something to prepare for and if this case there are a number of actions to take for example know which websites your children visit and help them find the 'report abuse' or 'block sender' options so they can feel in control, Tell your children not to reply to unpleasant messages and urge them to keep evidence – not to delete bullying texts, emails or posts on social networking sites. Finally encourage them to talk to you if they are cyber bullied and you decide then what action to take.
9. Don't overreact. One very important tip to take on board is that if your child is being cyber bullied is to immediately take the computer or smart phone away from them. Though your motivation may be to protect them if it happens again they will be likely not tell you if they believe you will take the device away. The most important issue is to keep the dialogue open.
10. You are in charge of the remote control. In the past it may have been about who controls what is watched on the TV however we are now in a new world of many other devices. The key is that there is a time to turn the computer off. If there are problems with this then turn off the power source, turn off the Wi-Fi and at bedtime smartphones could be recharged downstairs and not upstairs if this a distraction that will interfere with sleep. You are in charge of when devices are turned off.

And also

Contrary to what we may read in the press Computers and Smartphones have not reduced the attention span, at least there is no evidence to support this. However they are a part of everyday life and are likely to be used to an even greater degree in the future. The good news is that the ADHD brain appears to relate well to use of this medium so perhaps we should consider this as an advantage for future employment options.

10 TOP TIPS FOR MANAGING YOURSELF

If you are sitting in a plane beside your child and waiting for take-off you will have been asked to listen to one of the cabin crew telling you about the safety procedures. One of those messages will be about if you need to use the yellow oxygen masks during the flight. In such situations, you as the parent may be tempted to help put the mask on your child before yourself but the advice is the opposite as you should put the mask on yourself first.

Why? The reason is simple, because the advice is that if you are breathing properly then you will be better able to help your child. The same principle applies in supporting your child with ADHD. As a result, the most important person to manage is you so try and observe the following.

1. Stay calm. If you the parent is out of control, you run the risk of the child's anger to escalate and chances of a non-productive outcome. Arguing with your child won't get you anywhere. Take homework time, for instance—an activity that can feel like a tug-of-war. Arguing simply creates “a diversion that delays homework even longer, “Diffuse, don't engage.” For example “Say, ‘I understand this is no fun for you,’ followed by silence, positive expectancy and maybe a touch on the shoulder. The wrong option here would be saying, ‘Stop complaining. You're dawdling over nothing.’”
2. Set limits on your own behaviour. If you're inclined to be a worried, rescuing parent, remind yourself that the more you do for your child, the less he or she may do for themselves The key is to “Support, but don't get into the driver's seat.”
3. Set structure—but make it pressure-free. At home structure may involve options like “star charts for young children and calendars and planners for older ones. Have clear rules and sensible routines, especially at mealtimes and bedtimes.” Structure helps reduce disorganisation and distractibility. Pressure-free structure includes “not using threats or unreasonable deadlines and punishments that contribute to hostility, fear or drama.
4. Use reasonable consequences for rule-breaking. In most cases I would suggest parents asking their child what the consequences should be if he or she breaks a rule. This helps children create commitments that they can actually own. In addition, create and consistently enforce positive consequences for positive behaviours and negative consequences for negative behaviours. This helps your child “recognise that positive behaviours result in positive consequences, and negative behaviours result in negative ones.”
5. Expect rule-breaking, and don't take it personally. It is going to happen that your child is going to occasionally break the rules. However when your child breaks the rules, react in a non-personalised way and don't or groan or yell, ‘I can't believe you did that again! Why do you do this to me?’ Be respectful, consistent, and matter-of-fact as in you the child have made the choice not to follow the rule and as a result you are aware of the consequences.

6. Avoid trying to dominate a headstrong child. You may have to accept that some children will protest and talk back. Although the parent must set a limit, understand that some children will need at least some way to express their frustration, while you may still enforce reasonable standards and rules.
7. Understand that your child isn't misbehaving on purpose. Parents of children with ADHD often subconsciously make assumptions about why their child is misbehaving. In fact, children with ADHD are very goal-directed and do what they do with the hope of obtaining an outcome they seek. This usually pertains to something they want to do or get, or something they are trying to avoid like chores, homework or bed time.
8. Be persistent. Children with ADHD may require more trials and exposure to consistent consequences in order to learn from that experience. Trying a technique one or two times with no results doesn't mean that it's completely ineffective. You just might have to keep trying.
9. Tackle one issue at a time. Every concern can't be fixed at once so it's important to prioritise what situations seem most important, and start with those, temporarily letting go of the less important problems.
10. Educate yourself about ADHD and attention. Knowing how ADHD symptoms affect your child is essential. You might think that your child is being stubborn or behaving a certain way on purpose, but these actions may be symptoms of ADHD. The other important part is educating yourself about attention and learning when your child is at his or her peak of productivity.

And also

You need to look after you to look after them. In order to do this consider how best to protect your mood and thereafter patience thresholds. Exercise is a good method of supporting mind, body and soul. Consider how to best manage your moods effectively and remember if they shout at you, it's usually not about you, it's about them, you just happen to be standing in the way.

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Publications to date

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