



melmed center

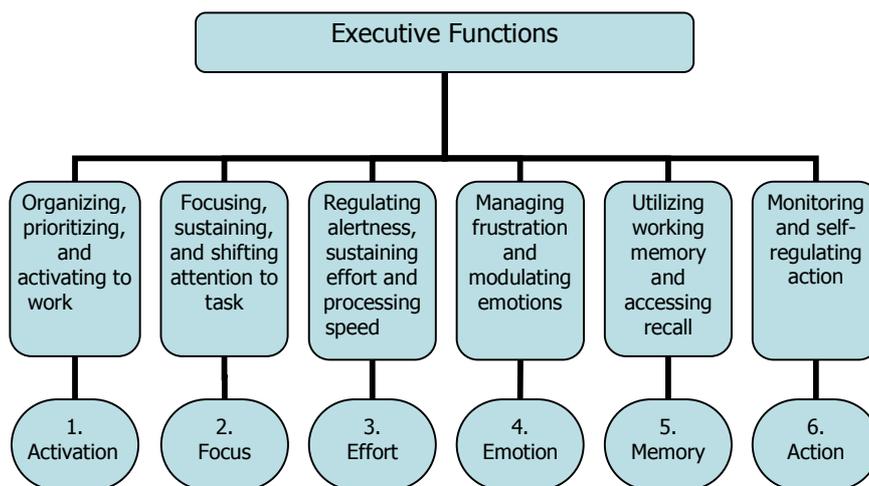
ADHD

Talking Points

What is it?

Three major groups of symptoms make up this disorder; inattention, hyperactivity and impulsivity. Individuals with ADHD have difficulty sustaining attention at home, at school or in the work-place. These symptoms are usually present before the age of seven years, must be present in more than two settings and there must be evidence of impairment in those settings as well.

Challenges are evident with tasks involving executive or secretarial functions. These include the following.



Children and adults with ADHD might have diminished rule governed behaviors, diminished sensitivity to motivators, and increased variability in task performance.

Other Disorders Associated With ADHD

- Oppositional disorders
- Learning disorders
- Anxiety and depression
- Sensory processing disorders
- Auditory processing disorder
- Bipolar disorder
- Sleep disorders
- Tourette Syndrome

- Lead poisoning
- Low self-esteem
- Social interaction challenges
- Substance abuse
- Hyperthyroidism

Management

A comprehensive management program is essential. We include below important areas to address.

Self Esteem Interventions – Demystifying ADHD and its Challenges

- Reframe ADHD in a positive way
 - Emphasize differences rather than deviances
 - The individual with ADHD needs opportunities to develop areas of strength outside of studies or work in order to enhance self-esteem and motivation.
- Seek counseling
 - **Psychologists** at the Melmed Center have experience in treating ADHD and co-occurring disorders. Support can be vital as daily stressors impact family well being.
 - Contact your insurance to obtain a list of counselors that are covered. Fax the list to the Melmed Center at 480-443-4018.
- Self awareness and Social Skill Programs help individuals figure out how to take charge of their bodies and how to make and keep friends.
 - Our **Focus** group is for children in Grades 3 - 8, with ADHD. It addresses self-control, problem solving, anger management, self-esteem and stress management.
 - **Taming the Tornado** is a treatment program for children Kindergarten -2nd grade. It focuses on dealing with emotions such as frustration, anger and jealousy which all often result in acting out and aggressive behavior. Children who are reactive and impulsive learn the tools needed for emotional regulation and self-esteem through stories, hands-on activities and games.
 - **Girl Talk** is an activity oriented social skills group for 2nd-5th grade girls, combining art, drama, and games to help girls communicate, problem solve, monitor moods, improve decision making and to develop social sportsmanship.
 - **Adult ADHD Support**

Basic Home Behavior Management (from Sharon Weiss and Karen Miller)

- When Behavior Is Appropriate, Praise It.
 - Make SPECIFIC POSITIVE COMMENTS. Focus on the many small, positive behaviors that your child exhibits. When you enter a room, ask yourself, "What is going right?" . For example, notice when your child responds to a direction the first time you say it. This will help the child to notice the exact behavior(s) that you want them to demonstrate. If a task has been partially completed, comment positively on the completed part first. Increase the amount of non-verbal praise. Give lots of warm smiles, pats and thumbs up. Your attention is something your child needs, use it at the right time. Provide extra praise for behaviors you want to increase. When you notice things that a child does right, it breaks the cycle of negative redirection (nagging) and makes them feel better about themselves and about you.

- State The Rules
 - All children need and want boundaries and limits. State your rules in positive terms- "Keep your hands and feet to yourself." Keep rules short and to the point. Have a few reasonable rules. Be consistent in enforcing them. Call attention to rules when the child is following them. Don't wait until the child has violated them.
 - K.I.S.S. (Keep it Short and Simple)
- Make The World Predictable
 - Develop routines and prepare a daily schedule. Homework, television, school, play, baths and meals should all be written in. Scheduling helps children (and adults) to gauge time, organize activities, and to prioritize. Schedules provide a visual cue of when things will happen and imply an agreement of when it is time to stop one activity and move on to the next. This decreases arguing. Reinforce adherence to the schedule. Timers help decrease nagging and reminding.
- When Behavior Is Inappropriate, IGNORE It.
 - For a child, negative attention is better than no attention at all. Attention reinforces behavior. Before you look at, speak to, or touch a child ask yourself, "Do I want the behavior my child is now engaging in to increase?" If not, ignore it! Turn your attention to other matters or other children (siblings) who are behaving appropriately. If the behavior is not dangerous or destructive, ignore it. When you refuse to give attention to undesirable behavior, a child must do something else to get your attention. Quickly give positive attention to more appropriate behaviors. Be aware that when you begin to ignore a problem behavior, it may first increase rather than decrease. Stay on the course.
 - If there is no audience, the show will close

School Management

- **ADHD and Educational Coaching** (information available at the front desk)
 - Study Skills, Self-Advocacy Skills, Time Management can be taught. We provide Life Skills coaching and Academic coaching. This helps children and adults manage responsibilities, take new perspectives, increase self awareness, and manage transitions with relationships and careers. **Ricki Light**, Educational Specialist and **Dee Crane** ADHD Life Skills Coach help with this at the Melmed Center
- **Accommodations at home and school**
 - There are two main laws protecting students with disabilities-including those with ADHD; IDEA- Individuals with Disabilities Education Act and Section 504 of the rehabilitation Act of 1973
 - How does a parent access services under IDEA? Parents or school personnel may refer a child by requesting an evaluation to determine eligibility for special education and related services. It is best to put this request in writing. Within a limited time frame, the school's multidisciplinary evaluation team, addressing all areas of the child's difficulties, develops an assessment plan.
 - After parents or guardians consent to the assessment plan, the child receives a comprehensive evaluation by the multidisciplinary team of school professionals. A parent has the right to seek an independent evaluation

- After the evaluation, an individualized education plan (IEP) meeting is scheduled with the team, including parents, teacher(s), special education providers, the school psychologist and/or educational evaluator, a school system representative, and the student (as appropriate).
- How does a parent access services under section 504? Parents or school personnel may refer a child by requesting an evaluation to determine eligibility for special education and related services. It is best to put this request in writing. If the school determines that the child's ADHD does significantly limit his or her learning, the child would be eligible for a 504 plan designating reasonable accommodations in the educational program along with related aids and services, if deemed necessary (e.g., counseling, assistive technology)
- If you need help, **Ricki Light, MEd**, Director of Education at the Melmed Center can provide guidance in navigating this complex arena. She will assist you with IEP meetings, 504 accommodations and Student Success Team meetings and recommend strategies, modifications and accommodations for the classroom

Accommodations for Individuals with ADHD

Areas of Difficulty	Possible Accommodations
Organization	
Doesn't do homework	Incentive system Supervised study hall After school homework sessions in school
Loses homework/possessions or Doesn't hand in homework	Daily check-ins (home/school) - monitoring system Organizational aids (checklist/ reminders/ routines) Use a day planner, at the end of the day make sure assignments are recorded and materials needed are in backpack
Disorganized	Monitoring system (e.g., daily notebook check)
Messy work/ poor handwriting	Computer access Dictate responses
Difficulty organizing thoughts	Assistance with prewriting activities (e.g., brainstorming, mind mapping, outlining) Writing ideas on post-its, rearranging to outline.
Bringing materials to/from school	Case manager to monitor Set of books to keep at home
Planning and time management	Planning periods built into the student's day. Instruction may follow a sequence such as: <ul style="list-style-type: none"> • Define skill to be learned • Model skills • Have student engage in verbal rehearsal • Guided practice • Independent practice with follow-up • Allow extra time on tests • Provide study skills or study hall class
Following Directions	

Verbal	Repeat directions individually
Written	Highlight directions for student/have student highlight
Problems with Test-Taking	
Can't finish within time limits	Allow extra time Break testing into several sessions
Writing problems	Oral exams Reduce demands/allow extra time
Distracted during testing	Let student take test in quiet room

Complementary treatments

- The most important dietary intervention is eating well and that starts with a good breakfast, preferably high in protein
- We recommend the limitation of excess sugar, dyes, MSG, and chocolate for at least a trial period along with encouraging organic fruits and vegetables
- Supplements such as multivitamins, minerals including zinc, calcium, magnesium, and omega 3 fatty acids might be helpful. Ask us more!
- Massage therapy, relaxation training, meditation, and music therapy, herbs and supplements.

Medication Treatment

- Medication, behavioral intervention or a combination thereof are evidenced-based treatments utilized as an initial strategy
- Some ADHD symptoms may improve over time, regardless of treatment
- Behavioral modifications and dietary changes may be helpful

Stimulant and Non-stimulant Medications

- These medications are associated with risks
- They should not be used by patients with structural heart problems or pre-existing heart conditions (high blood pressure, heart failure, heart rhythm disturbances, or congenital heart disease)
- They have been rarely associated with sudden death, stroke, and heart attack in individuals with a history of heart disease.
- Their use in children with Tic Disorders is cautioned.
- They might worsen behavior and thought disturbance in patients with a pre-existing psychotic disorder
- They might also slightly increase the risk for auditory hallucinations, paranoia, and manic behavior
- They might slow growth and weight gain in children
- Side effects include
 - Sleeplessness, although some report *improved* sleep patterns
 - Tics or jerky, disordered movements occur in about 9% of children.
 - Irritability, stomach pain, headache, depression, and low blood pressure
 - Side effects are mostly reversible when the dose is lowered or the medication is discontinued

Neurofeedback

Though not considered evidenced based, neurofeedback is a promising approach. Small studies have reported significant improvement in inattention, impulsivity, and response time.

Bibliotherapy

Bibliotherapy or learning from books is helpful. Knowledge is a powerful therapeutic tool. We recommend the following books which are available on our website

- The ADD/ADHD Checklist by Sandra F. Rief
- Understanding Girls with ADHD by Patricia O. Quinn
- How To Reach And Teach Children with ADD/ADHD by Sanra F. Rief
- Putting on the Brakes by Patricia O. Quinn
- Understanding Women with ADHD by Patricia O. Quinn
- A Bird's-Eye View of Life with ADD and ADHD by Chris Zeigler Dendy
- Teaching Teens with ADD and ADHD by Chris Zeigler Dendy
- 10 Simple Solutions to Adult ADD by Stephanie Moulton Sarkis
- Smart but Scattered by Peg Dawson
- The Difficult Child by Stanley Turecki
- Reaching and Teaching the Child with ADHD by Sandra F. Rief
- Teenagers with ADD by Chris Dendy

Resources/ Websites

- www.aap.org American Academy of Pediatrics
- www.dbp.org Society for Developmental and Behavioral Pediatrics
- www.nasponline.org National Association of School Psychologists
- www.nimh.nih.gov National Institute of Mental Health
- www.chadd.org Children and Adults with Attention-Deficit Disorder
- www.add.org Attention Deficit Disorder Association
- www.psych.org American Psychiatric Association
- www.aacap.org American Academy of Child and Adolescent Psychiatry
- www.nclid.org National Center for Learning Disabilities
- www.lidaamerica.org Learning Disabilities of America
- www.apa.org American Psychological Association