



## Parent to Parent: Family Training on ADHD

### Content and Objectives eLearning



Designed by parents for parents, this training program is developed by certified Parent to Parent teachers. Their experience and perspective are provided to educate parents on ADHD. Comprehensive training and extensive resources are provided to participants.

| Session:   | Class members will:   |
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| <b>Introduction to ADHD</b><br>(2 hrs.)              | <ul style="list-style-type: none"> <li>• Describe how ADHD is defined in the DSM-5 (book used by doctors in diagnosing psychological conditions)</li> <li>• Understand common myths and facts about children with ADHD</li> <li>• Learn the attention process</li> <li>• Describe executive functions of the brain</li> <li>• Analyze ADHD factors to think about when diagnosing and managing ADHD</li> <li>• Compare other disorders that mimic ADHD</li> <li>• Describe common co-occurring disorders with ADHD</li> <li>• Explain diagnosing ADHD, including diagnosing the inattentive, predominately hyperactive/impulsive and combined presentations</li> <li>• List problems that may be experienced by untreated ADHD</li> <li>• Discuss ADHD with your child or teen with ADHD</li> </ul>   |
| <b>Probable Causes and Assessment</b><br>(2 hrs.)    | <ul style="list-style-type: none"> <li>• Describe the differences in the brain of a child with ADHD and without ADHD</li> <li>• Understand the two significant differences in the brain when someone has ADHD</li> <li>• Learn about the lag in maturity of a child with ADHD</li> <li>• Describe how genetics is one of the causes of ADHD</li> <li>• List the environmental factors that are associated with ADHD</li> <li>• Analyze the ADHD evaluation timeline</li> <li>• Compare the different types of assessments used in ADHD evaluations</li> <li>• Describe the different types of professionals who can perform a comprehensive assessment</li> <li>• Explain how to choose the right professional</li> <li>• List what a comprehensive assessment should include</li> <li>• Discuss ADHD with your child or teen with ADHD</li> </ul>  |
| <b>Comprehensive Treatment of ADHD</b><br>(2.5 hrs.) | <ul style="list-style-type: none"> <li>• Define multimodal treatment</li> <li>• List the components a multimodal treatment approach for ADHD might include</li> <li>• Explain the importance of ongoing treatment for ADHD</li> <li>• Describe health professional recommendations for treatment of children with ADHD</li> <li>• List how medication can help with ADHD symptoms</li> <li>• Describe what medication doesn't do</li> <li>• List the two main categories of medication for ADHD</li> <li>• Explain the difference between short- and long- acting medications</li> <li>• Describe the goal of medication for ADHD</li> <li>• Explain how you would monitor medication</li> <li>• Identify the answers to commonly asked questions about ADHD medication</li> <li>• Describe how psychosocial treatment can help with ADHD</li> <li>• List four types of psychosocial treatment</li> <li>• Describe the goal of behavior therapy</li> <li>• Explain what topics might be learned during parent training</li> <li>• Describe how social skills training might occur</li> <li>• Explain the difference between complementary and alternative treatment</li> <li>• Describe how to assess complementary and alternative treatments for ADHD</li> <li>• List several complementary and/or alternative treatments for ADHD</li> </ul> |

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| <p><b>Strategies for Creating an ADHD-Friendly Home Environment</b><br/>(3 hrs.)</p> | <ul style="list-style-type: none"> <li>• Describe the challenges that children with ADHD have with self-control (self-regulation)</li> <li>• Understand the common behavior deficits that are related to ADHD</li> <li>• Learn about the common language disorders that co-occur with ADHD</li> <li>• Describe how challenges with executive functioning are related to "inner language"</li> <li>• Explain why structure and routine are important for children with ADHD</li> <li>• Compare the different types of environments that result in chaos and stress for families</li> <li>• Analyze how a parent's ADHD affects the home environment</li> <li>• Describe the feelings and reactions that a sibling may experience</li> <li>• Describe how ADHD affects the parents' relationship and why they disagree</li> <li>• Explain proactive and reactive strategies</li> <li>• Describe behavior management strategies</li> <li>• Understand communication strategies</li> <li>• Learn about structure and routines</li> <li>• Describe organization tips and strategies</li> <li>• Explain parenting strategies when the parent has ADHD</li> <li>• List parenting and behavior strategies to use for siblings without ADHD</li> <li>• Analyze parent cooperation strategies</li> </ul>   |
| <p><b>Supporting Your Child at School</b><br/>(2.5 hrs.)</p>                         | <ul style="list-style-type: none"> <li>• Identify how ADHD affects learning</li> <li>• Describe challenges children with ADHD experience at school</li> <li>• Explain how to develop good home-school communication</li> <li>• Customize a home-school communication tracker</li> <li>• Describe the difference between accommodations and interventions</li> <li>• List different accommodations for each challenge children with ADHD may experience at school</li> <li>• List the steps to take when a child with ADHD is having difficulty at school</li> <li>• Explain the importance of submitting all requests in writing and keeping records of all communication</li> <li>• Describe an academic evaluation</li> <li>• Identify what to include in a request for an evaluation</li> <li>• Explain what happens after a request for an evaluation is submitted</li> <li>• Communicate the answers to frequently asked questions about academic evaluations</li> <li>• Define Section 504 of the Rehabilitation Act of 1973</li> <li>• Explain eligibility requirements for Section 504</li> <li>• Describe what Section 504 provides</li> <li>• Define Individuals with Disabilities Education Act</li> <li>• Explain eligibility requirements for IDEA</li> <li>• Describe what IDEA provides</li> <li>• Explain the re-evaluation requirements for Section 504 and IDEA</li> <li>• Describe the special procedures related to discipline under Section 504 and IDEA</li> </ul> |