



National
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Ask the Expert Webinar Chat Series

Presented by the
National Resource Center on ADHD



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www.Help4ADHD.org
(800) 233-4050
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Ask the Expert

Helping Professionals Understand the
Social & Emotional ASPECTS of ADHD



Jerome J. Schultz, PhD

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would like to talk with a Health Information Specialist**

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that meet the interests of the ADHD
community!





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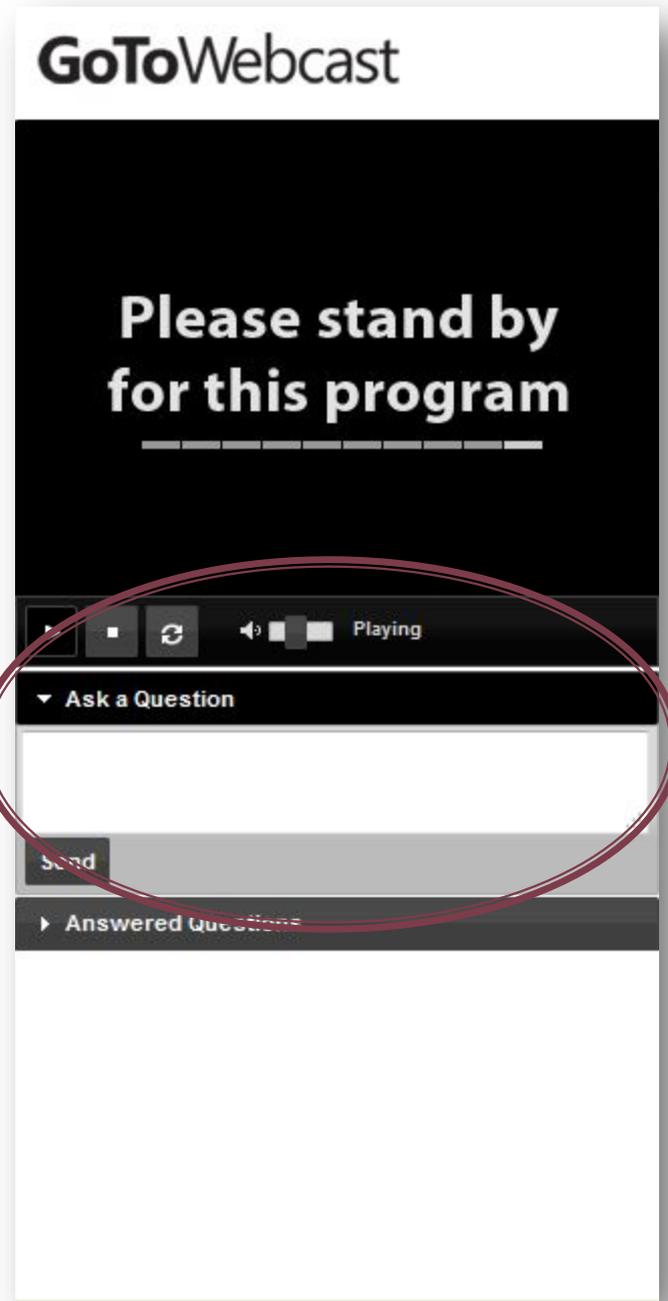
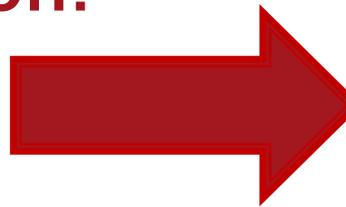
Helping Professionals Understand the Social & Emotional ASPECTS of ADHD



Jerome J. Schultz, PhD
Clinical Neuropsychologist
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To Ask A Question:





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The Impact of ADHD on Social–Emotional Functioning

What to KNOW...

- ADHD is a bio–psycho–social condition that can affect health, emotions and relationships.
- The earlier and more accurate the diagnosis and the earlier the intervention, the better the outcome.
- Cumulative toxicity: The negative stuff builds up over time.
- The good news: ADHD is an asset for many people.
 - Important to take a strength–based approach
- The 3 characteristics of ADHD (and the impact on life) change with age.
 - Impulsivity
 - Hyperactivity
 - Inattentiveness
- Self–concept is defined by the reactions of others to actions of one.
- ADHD–related factors that impact emotions:
 - frustration, disorganization, intrusive acts, bossiness, turn–taking, sharing, difficulty interpreting social cues, “predictable unpredictability,” humiliation, embarrassment.

- The emotional level of some kids with ADHD may be delayed (related to brain maturation).
 - Co-existing conditions
 - LD, Anxiety, depression, bipolar disorder
 - Difficult, BUT VERY IMPORTANT to differentially dx (Q: Is ADHD a primary symptom, or is it secondary to another condition or conditions?)
 - Too often, no one teaches kids about their ADHD and how to deal with it.
 - Teachers and other professionals may be under- or mis-educated about ADHD.
 - A combination of therapy and medication may help to accelerate progress.
- 

--Parenting & life at home--

Things to consider in your work with families

- Fatigue and frustration of parents & siblings: impact on child
- More than one person with ADHD in the family?
- Alignment of parents, grandparents re: ADHD
- Impact of ADHD on family life
 - Time
 - Money
 - Intimacy
 - Feeling Alone
- The JOY that a family experiences when ADHD is effectively managed.

WHAT Professionals can *Say and DO*

- **Do:** Educate your clients about ADHD. They have to understand the condition and how it impacts them.
- **Say:** “This condition may cause you to be different from some other kids, but it’s up to us -- you, your family, and me—whether it’s a *disability*.”
- **Do:** Be Active! Provide *explicit* instruction to your client with ADHD and the parents about how to navigate their world.
- **Say:** “You may have to work harder and smarter than other kids to have the kind of life you deserve and want. I’m here to help you do that.”
- **Do:** Work with parents and teachers about the importance of providing kids with the opportunity to *Save Face, Repair* and *Rebuild* broken relationships and objects.
- **Do:** Be a PR agent for your client. Find the child’s assets and keep them in the forefront of people’s minds—including the child’s!
- **Say:** Things like: “I believe in you.” “I like the way you’re thinking about this.” and “You WILL make mistakes. The key to your success is how you handle them.”

Professionals should:

- Educate family and other professionals about ADHD and its impact.
 - Keep learning about new developments and strategies yourself.
- 

Other things to do...

- Consider the benefits of recommending that a child attend after school programs or summer camps that deal with ADHD in a frank and positive manner.
- If a family has sought out your help, make sure that you are well-prepared to provide concrete and “best-practices” assistance to them and their kids. Be a specialist in ADHD!
- Understand the relationship of therapy and medication. Understand the desired effects and side-effects of medication, and the importance of treating co-morbid conditions.
- Respect parents wishes re: meds, but keep them informed about potential benefits. Work actively and often with members of the treatment team (prescriber, teacher, parent, child) to maximize the impact of treatment.
- Work out of your box: Encourage working as a team: Teacher, Therapist, Parent and Child. **This leads to a better outcomes.**
- Help identify differences the perceptions of teachers, kids and parents and help them to come to common agreement. Keep the process moving ahead.

And...

- Remember and reinforce The 3 Cs: **Competence** and **Confidence** lead to a greater sense of **Control**. This is the best way to manage the stress that can make a brain work less efficiently.
- If, despite the very best efforts of very good school, and despite your very best efforts as a mental health professional, things are not getting better in **SIX MONTHS—DO SOMETHING DIFFERENT!**
- **The Bottom Line(s):**
 - Having ADHD should not mean that a child has to live in sadness and misery.
 - A child's mental health is too precious to leave to hope and chance.
 - Besides the parents, **YOU** may be the most important person in this child's life.

Have Questions or comments?

- ▶ Let's talk...





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Ask the Expert Getting Organized with ADHD

Wednesday, April 29, 2015, 3 p.m.

Register Now at
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This is a presentation of the



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