



Ask the Expert Webinar Chat Series

Presented by the
National Resource Center on ADHD

Ask the Expert:

Helping Parents and Kids Understand the
Social & Emotional ASPECTS of ADHD

What to Know, What to Say, and What to DO



Jerome J. Schultz, Ph.D.,
Clinical Neuropsychologist,
Harvard Medical School

**A recording of today's webinar will be available
in two business days at www.Help4ADHD.org**



**If you are having difficulties with asking questions or
would like to talk with a Health Information Specialist**

**Call the
National Resource Center on ADHD**

(800) 233-4050



**National
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A Program of CHADD

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- ▶ Send us your feedback about today's webinar! Following the webinar, a survey will appear on your screen. Please take a moment to complete this survey.
 - ▶ Thank you for helping us plan future webinars that meet the interests of the ADHD community!
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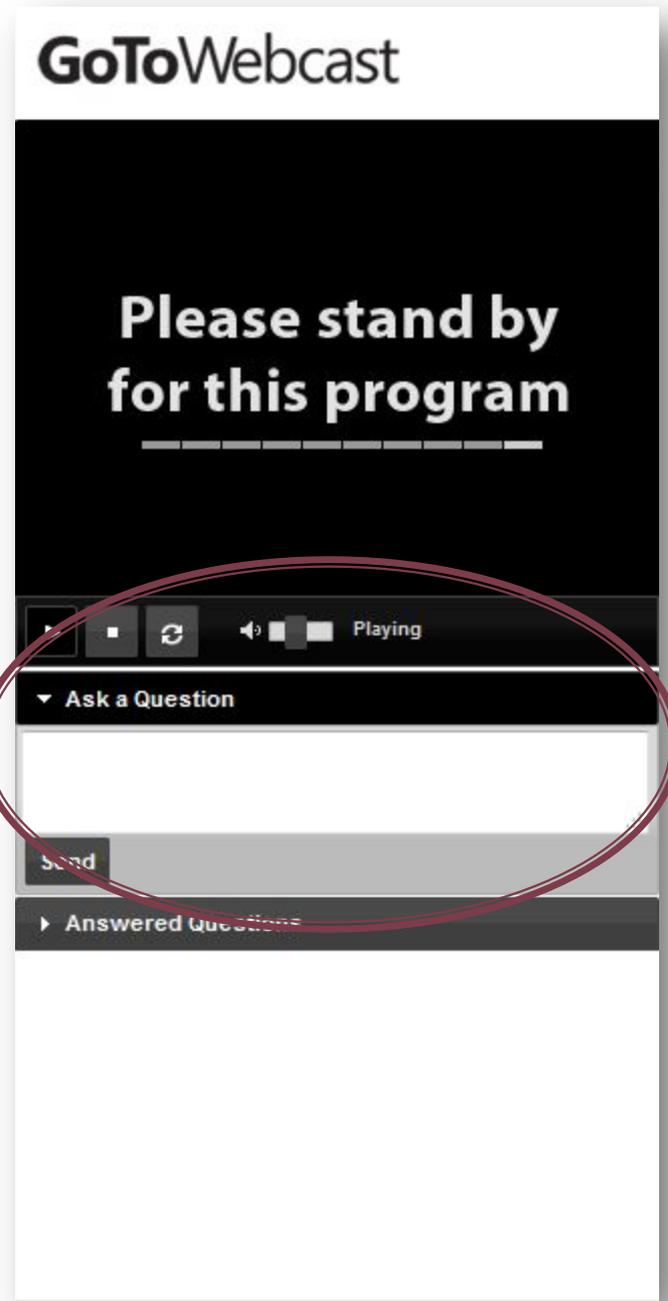
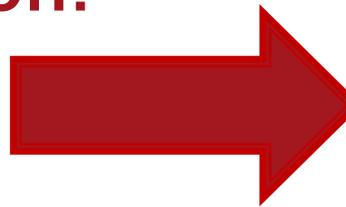
What to Know, What to Say, and What to DO



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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 to differentially dx (Q: is ADHD a primary symptom, or is it secondary to other condition(s)?)
 - 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. Keep an open (and educated) mind about medication. Be skeptical about “miracle fixes”
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Parenting & life at home

Things to consider...

- 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 comes from effectively managing ADHD!!!

WHAT Parents can *Say* and *DO*

- **Do:** Educate your kids about ADHD. They have to understand the condition and how it impacts them.
- **Say:** “This condition may cause you to be different, but it’s up to us whether it’s a disability.”
- **Do:** Provide explicit instruction about how to navigate their world as a kid with ADHD.
- **Say:** “You have to work harder and smarter than other kids to have the kind of life you deserve and want. We’re all here to help you do that.”
- **Do:** Make sure kids have the opportunity to *Save Face, Repair* and *Rebuild* broken relationships and objects
- **Do:** Be a PR agent for your son or daughter.
 - **Say:** “I love you.” ... *A LOT!*

PARENTS and Kids CAN:

- Educate others about ADHD and it's impact.
- Keep learning about new developments and strategies.

A few great resources:

- www.chadd.org
- www.understood.org
- www.Ldaamerica.org
- www.insideADHD.org
- www.impactADHD.org
- www.kidsinthehouse.com

Other things to do...

- Consider having your child attend after school programs or summer camps that deal with ADHD in a frank and positive manner.
- If family and teacher support is not enough, find a therapist to work with your child—one who has a proven track record with kids with ADHD.
- Work as a team: Teacher, Therapist, Parent and Child. This leads to a better outcome. Work out your differences and keep moving ahead.
- The 3 C's: **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 the very best school, and the efforts of a great therapist, your child continues to be down in the dumps, consider a special school or program for kids with ADHD.
- **The Bottom Line:**

Your child's mental health is too precious to leave to hope and chance.



Have Questions or comments?

- ▶ Let's talk...



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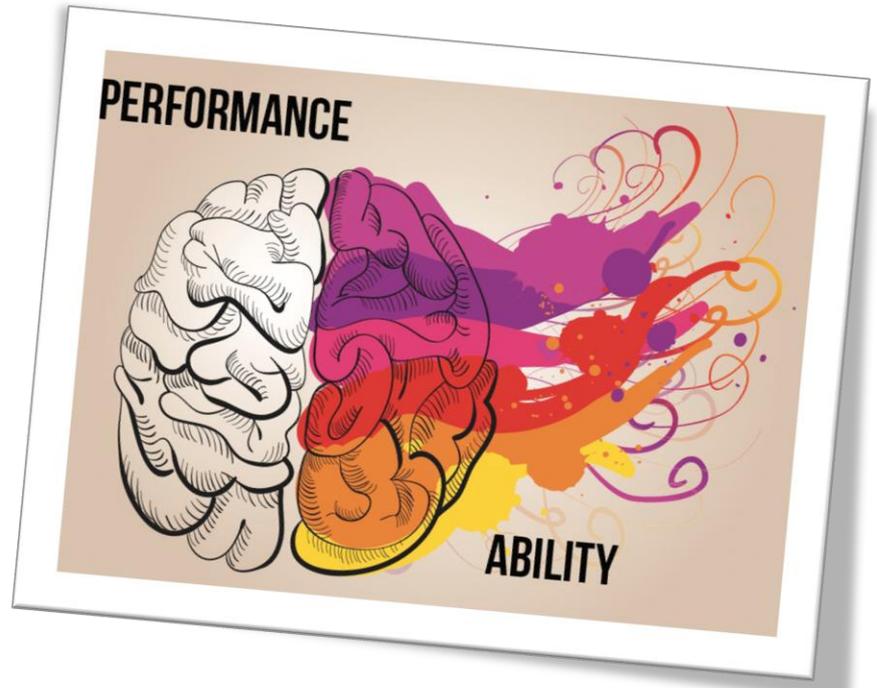


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Ask the Expert: Overcoming Academic Obstacles: From Procrastination to Perfectionism

Wednesday, Feb. 4, 3 p.m.

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This is a presentation of the



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