



National
Resource
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on ADHD
A Program of CHADD

Ask the Expert

Webcast Chat Series

Presented by the
National Resource Center on ADHD



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A Program of CHADD

www.Help4ADHD.org
(800) 233-4050
Help4ADHD@CHADD.org

Ask the Expert
**Young ADDulthood:
Preparing Late Teens for
The Road Ahead**

Wes Crenshaw, PhD, ABPP



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



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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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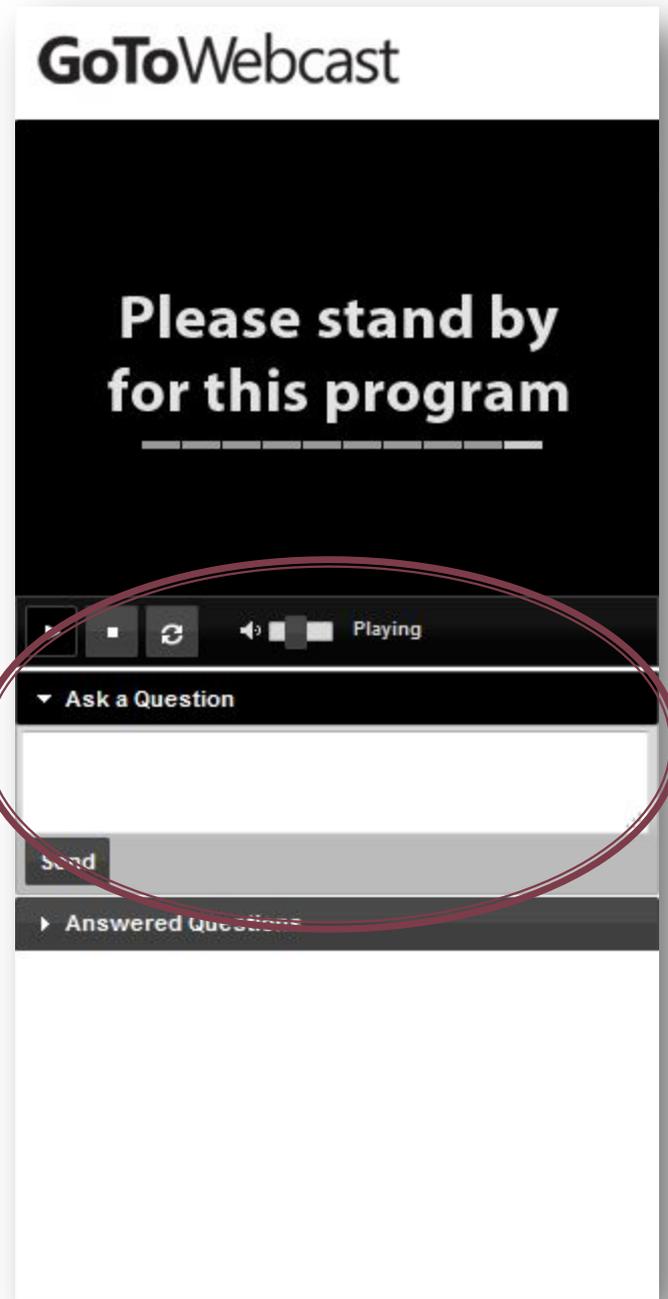
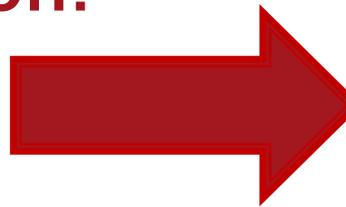
Ask the Expert Young ADDulthood: Preparing Late Teens for The Road Ahead

Wes Crenshaw, PhD, ABPP



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To Ask A Question:





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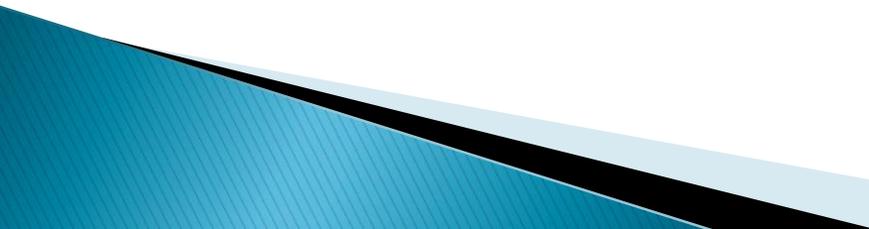
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In looking ahead to adulthood, late teens with ADHD fall into roughly **three** categories, each with its own set of benefits and challenges...

*...optimistic, terrified,
and lost*



For Optimistic teens...

...with an over-developed sense of freedom and under-developed skills of independence, leaving home at 18 may be disastrous

For Terrified teens...

... satisfied with their situation but fearful of their own shortcomings, independence held dear by others is often denied

*For the **Lost** teens...*

... confused and overwhelmed by their current situation and potential future, they often avoid plan-making, instead finding ways to live off the support of dating partners and parents

Regardless of which category
a teen fits into, there is one
solution:

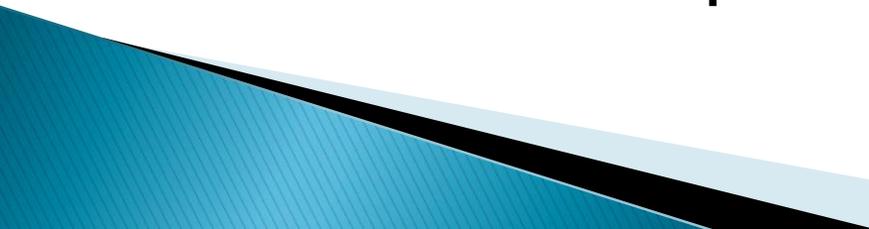
Hope.

Hope is not optimism...

...and it has two elements:

- ◆ Willpower: *How we think about our goals*
- ◆ Waypower: *Our mental plan to obtain our goals*

For a more hopeful perspective...

- ◆ Brainstorm
 - ◆ Determine if the goal is attainable
 - ◆ Do a cost–benefit analysis
 - ◆ Make all choices authentic
 - ◆ Don't overcomplicate
 - ◆ Banish “try” & “want”
 - ◆ Find your limits
 - ◆ Stretch your limits
 - ◆ Pace
 - ◆ Don't alter life when altered
 - ◆ Document Success
- 

Brainstorm

- ◆ Hook your teen up with a mentor and let that person make suggestions and offer feedback and critique.
- ◆ With exceptions, this is not a job for the parent

Is the Goal Attainable?

- ◆ Help teens set an achievable goal while striving for higher aspirations in their spare time.
- ◆ Not video game designer, winner of *The Voice*, etc.

Cost–Benefit Analysis

- ◆ Write out the pros and cons
- ◆ Assign each criterion a weight e.g. -3 for a con or $+5$ for a pro

Authentic Choice

- ◆ Real choice requires at least two valid options, both of which deserve serious consideration.
- ◆ Going to college because one simply doesn't know what else to do is not authentic choice

Don't Overcomplicate

- ◆ Teens, especially optimistic ones, often create choices that don't exist
- ◆ Most decisions can be reduced down to a series of binary, yes/no choices.

Banish “Try” and “Want”

“Do or do not. There is no try.”

-Master Yoda

- ◆ For people with ADD, stories that start with “try” and “want” usually end with “didn’t.”

Find Your Limits

- ◆ NEVER teach teens that they can do anything they set their minds to—that's nonsense
- ◆ Only when you know your limits can you...

... *Stretch Them*

- ◆ Help teens maximize what they're able to achieve by pushing a *little* farther than they think they can.

Pace

- ◆ If teens try to make all their decisions at once, they'll get overwhelmed
- ◆ Identify achievable short-term objectives and be willing to take time-limited breaks

Don't Alter Life While Altered

Substance abuse does not
promote good choices

Document Your Success

Everyone needs a reward in order to stay encouraged, especially people with ADD.



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Ask the Expert

Culturally-adapted ADHD treatment for children from Spanish-speaking Families

Wednesday, May 20, 2015, 3 p.m.

Register Now at
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This is a presentation of the



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