

# Why Interventions Fail: Applying the Science of Behavior Change for Students and Adults with ADHD

Michael Delman, CEO, Beyond BookSmart  
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# Agenda

1. Understanding change: the limits to action-oriented solutions
2. The Transtheoretical Model: determining readiness to change
3. Facilitating change: using approaches that match the stage of change

# Executive Function Skills

Executive Function skills help are self-management skills that allow us to be effective. These skills include the ability to:

- Manage our emotions
- Focus our attention
- Plan and prioritize
- Organize ourselves and manage time well
- Reflect on our efficacy



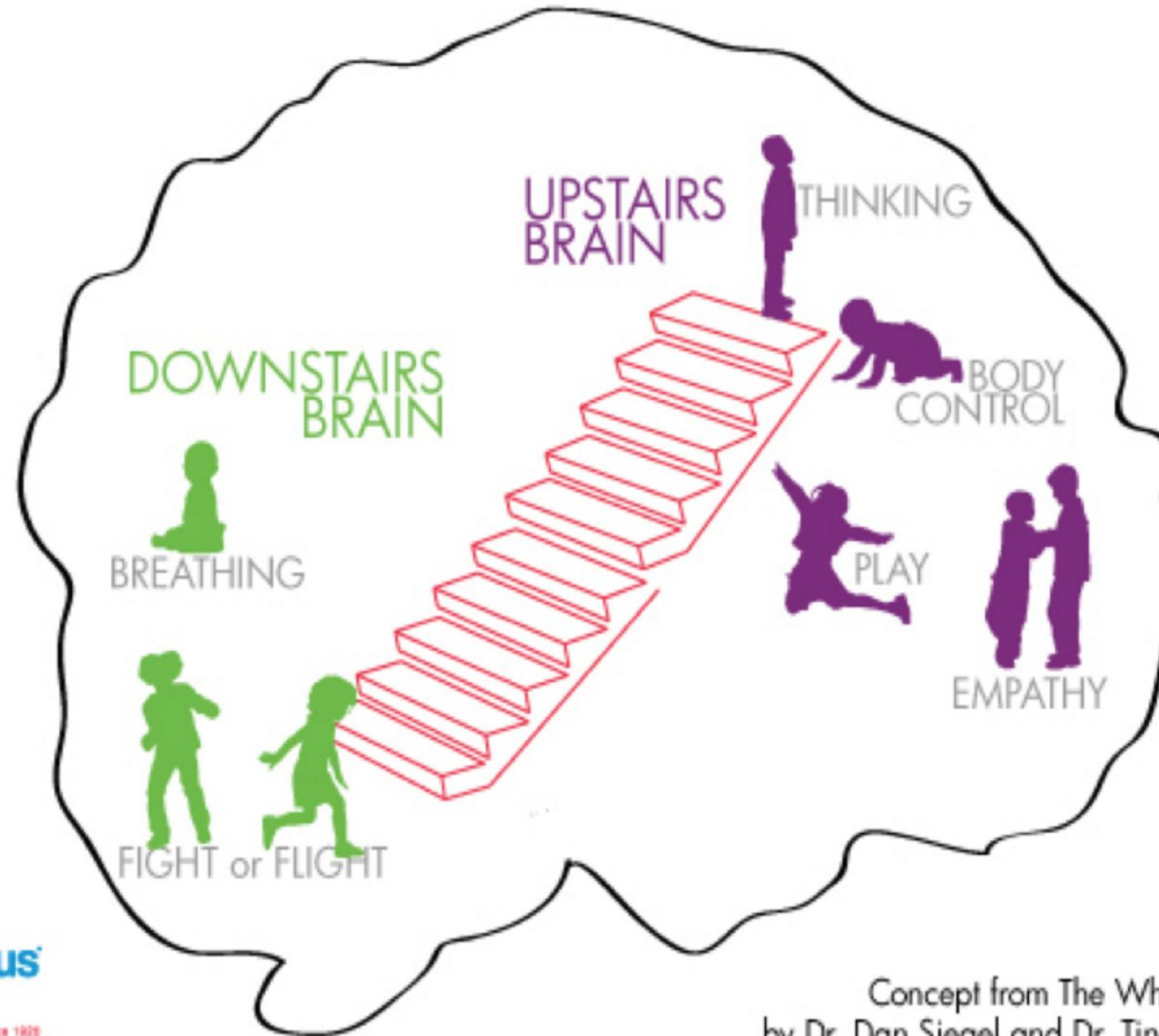
# Intellectual versus emotional opposition

Why our kids don't always take our brilliant advice  
... and why we don't even follow our own

# Folks don't care how much you know ... until they know how much you care.

The limits to change through persuasion





# Examples of potentially useless tools

Quizlet - today

**Flashcards: 3.2 - Carbs, Lipids, and Proteins**

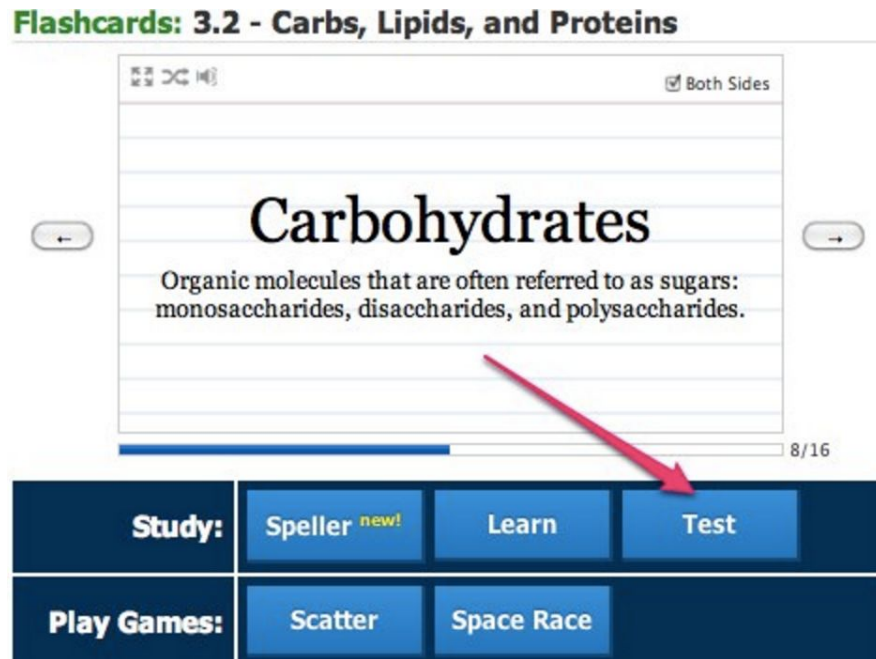
Both Sides

**Carbohydrates**

Organic molecules that are often referred to as sugars: monosaccharides, disaccharides, and polysaccharides.

8/16

<b>Study:</b>	Speller <small>new!</small>	Learn	Test
<b>Play Games:</b>	Scatter	Space Race	



30/30 - tomorrow

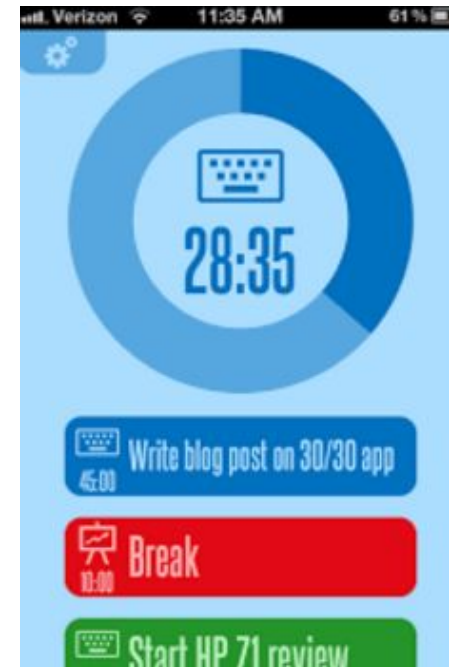
Verizon 11:35 AM 61%

28:35

Write blog post on 30/30 app  
4:00

Break  
10:00

Start HP 71 review





# Stages of change

Why our kids don't always take our brilliant advice  
... and why we don't even follow our own

# The Transtheoretical Model (TTM)

from Pro-Change®

- Uses the **Stages of Change** to integrate the most powerful principles and processes of change from leading theories of counseling and behavior change;
- Is based on principles developed from over 35 years of scientific research, intervention development, and scores of empirical studies;
- Applies the results of research funded by over \$80 million worth of grants and conducted with over 150,000 research participants; and is currently in use by professionals around the world.

# The Transtheoretical Model of Change - Dr. James Prochaska



# Assessing the stage

Precontemplation

- I can't/I won't do this!

Contemplation

- I might do it.

Preparation

- I definitely will try!

Action

- I'm doing it! I'm into it.

Maintenance

- I'm still doing it.

# Examples of approaches for all stages

## Stage of Change

- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Graduation

## Corresponding Approaches

- Empathy, normalization
- Decisional Balance Sheet
- Experiment: change just one thing
- Frequent check-ins
- Frame lapses as normal
- Pay it forward

# Assessment examples

- The Syn-tax Situation
- A Trivial Pursuit
- Maine Man
- Assignment Book Blues
- Defeatist Perfectionists

# Approach like a coach

Supporting our kids, changing ourselves

# I DO, WE DO, YOU DO

<b>I DO</b>	<b>WE DO</b>	<b>YOU DO</b> <i>(I watch)</i>	<b>YOU DO</b>
<ul style="list-style-type: none"><li>• Direct Instruction</li><li>• Model</li><li>• Think Aloud</li></ul>	<ul style="list-style-type: none"><li>• Interactive</li><li>• Checks, Prompts, Cues</li></ul>	<ul style="list-style-type: none"><li>• Provide Feedback</li></ul>	<ul style="list-style-type: none"><li>• Student Assumes Full Responsibility</li></ul>

Image from CISD Center for Teaching and Learning



# Overview to Approaches

Mindset	Name of Approach	How to Use
PC9	Coach the coach	Find something the student likes, such as video games. Invite student to teach you. "Can you teach that to me?"
PC10	"I show" modeling	Using a think aloud, narrate the process. "Well, I'm not sure where to start, but it might be good to get a bigger picture."
PC11	Build on strengths	Ask, "Tell me about your strengths. How are you involved in that. Example: If he/she can see a target and work towards it, that's actually super relevant. Success can be generalized."

# Strategy 1: Knocking before entering

- **What:** Seeking permission/timing to broach topic
- **Why:** Respects autonomy
- **When:** Absence of urgency
- **Impact:** Opens conversational doors
- **What NOT to do:** Play the authority card

# Strategy 2: Normalize

- **What:** Frame challenge/frustration as understandable
- **Why:** Removes stigma
- **When:** Person feels overwhelmed or embarrassed
- **Impact:** Willingness to face the situation
- **What NOT to do:** Over-identify, pretend to understand perfectly, or otherwise come off as condescending



# Strategy 3: Decisional Balance Sheet

- **What:** Four stage process of weighing pros and cons
- **Why:** Accepts resistance
- **When:** When person is ambivalent
- **How:** Prompting questions
- **Impact:** Shift from default setting to conscious choice
- **What NOT to do:** Announce the “right” answer

# Decisional Balance Sheet

<p>PROS of Same (3 hr plan)</p> <p>Portfolio piece Product to show off <b>More fun!</b> See my capacity, push envelope Good reputation at school <b>Could improve my grade</b> Like to ge the best - pride</p>	<p>CONS of Same (3 hr plan)</p> <p>More traveling to film More time planning Less time for other things <b>Potential to be late</b> Potential to get overwhelmed and skip it Potential to lower grade Hyperfocus could mean neglecting other priorities Worse reputation if late (or not turned in)</p>
<p>CONS of Change (1 hr plan)</p> <p>Not super high quality Lower grade Teacher disappointed Can't show it off Boring <b>Going through the motions</b> Might blow it off out of boredom</p>	<p>PROS of Change (1 hr plan)</p> <p>Done quickly <b>Less stress</b> Not stuck, can focus on higher priorities</p>

**REALIZATION:** Binary thinking for stuff I don't like - either "fun it up" or "blow it off." A third option is "get it done."

**ACTION PLAN:** Aim for 3 hour plan on Thursday. If can't, then settle for 1 hour.

**RESULT:** Spent 2 hours and enjoyed the process without undue stress.

# Strategy 4: Empower

- **What:** explicitly letting the person know their decision, not yours
- **Why:** Goal is relative independence
- **When:** In response to complaints
- **How:** Acknowledge complaint, knock, ask what they think can be done
- **Impact:** Sense of personal responsibility
- **What NOT to do:** Guilt – it backfires



# Strategy 5: Model

- **What:** Demonstrating or thinking aloud
- **Why:** Low key guidance, makes steps to mastery transparent
- **When:** When they've acknowledged they're stuck & you've knocked.
- **Impact:** Keys to success now apparent, increase in motivation
- **What NOT to do:** "See how much faster and better my way was?"



# Where there's a Way ... *There's a Will*



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# Example of DKDK: study guide before & after

## Cell Test Study Guide

Write your answers on another sheet of paper.

1. Sketch a plant or animal cell. Label the nucleus, cell membrane, and cytoplasm.
2. Define eukaryotic and prokaryotic cells.
3. Define unicellular and multicellular.
4. List the three parts to the Cell Theory.
5. Where is DNA located?
6. Give one example of a prokaryotic organism.
7. Give three unique examples of eukaryotic organisms.
8. What is the definition of an organelle?
9. Define the following organelles:
  - a. Nucleus
  - b. Cell wall
  - c. Cell membrane
  - d. Cytoplasm
  - e. Ribosome
  - f. Endoplasmic reticulum
  - g. Golgi apparatus
  - h. Lysosome
  - i. Vacuole
  - j. Chloroplast
  - k. Mitochondria
  - l. DNA
10. Describe 2 ways that plant cells are different than animal cells.

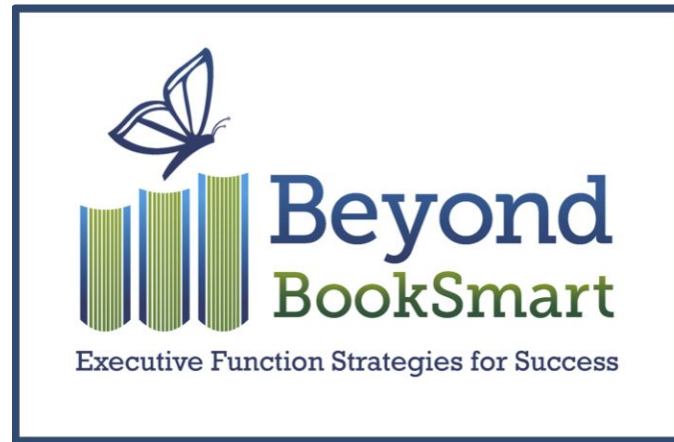
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# Summary

- Knowledge  $\neq$  change
- Approach facilitates change
- Readiness to change makes tools relevant



## Executive Function Coaching

Helping students and adults effectively meet today's challenges with tools that last a lifetime.

*Questions?*

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