

Ask the Expert Webinar Viewing Guides

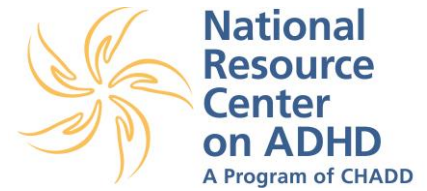
Are you interested in creating more engagement and dialogue during your support group meetings? This webinar viewing guide will allow you to use existing webinars from CHADD to help your attendees learn, discuss, and apply information about ADHD to their lives.

The Ask the Expert webinar series hosts leading experts in the field of ADHD to provide information to help support children and adults living with ADHD, their families, educators and healthcare professionals. The webinar series is available as part of the CHADD's National Resource Center (NRC), which is funded by the U.S. Centers for Disease Control and Prevention. Free new webinars are hosted monthly and an archive of past webinars is available on the NRC's YouTube page, Help for ADHD (<http://www.youtube.com/HelpForADHD>).

Each webinar includes a 15-30 minutes presentation followed by audience questions and answers. Using this video viewing guide will allow you to use the expert's presentation to promote discussion and give meeting attendees the opportunity to better apply the tips, tools and resources to their lives.

About the video guides

1. Video background information
2. How to incorporate a webinar into a meeting
3. Coordinator version of the discussion questions
4. Attendee worksheets with discussion questions
5. Video Q & A reference
6. Additional Resources



Video Background Information

Video Title: Getting Through to Your Teenager with ADHD

YouTube Link: <https://youtu.be/f3qtUfltt38>

Main Audience: Parents of teens with ADHD

Start Time: 1:13 **End Time:** 30:25

Video Summary

The teenage years are tricky for parent-child relationships. As a parent or caregiver you want to maintain a strong bond and teach good decision-making skills. You may find that previous parenting strategies are not as effective for teens. As with any relationship, communication is key. Learn how to make adjustments to your communication so that you not only are getting through to your teenagers, but helping them thrive and be prepared for independence after leaving your nest.

About the experts, Elaine Taylor-Klaus and Diane Dempster

Elaine Taylor-Klaus, CPCC, PCC and Diane Dempster, MHSA, CPC, PCC, are certified professional coaches, community educators, and advocates for families living with ADHD. They have six complex kids between their two families and are passionate about helping parents reduce the stress of raising children with ADHD. Experts in the fields of coaching and ADHD, they are the co-founders of ImpactADHD.com, a global resource offering training, coaching and guidance for parents.

How to incorporate the webinar into a meeting

Pre-meeting planning:

1. Review the presentation portion of the video “Getting Through to your Teenager with ADHD”
2. Review the “Video Q&A reference.” Optional: listen to the responses provided by the presenter
3. Read through the “Discussion Questions for “Getting Through to Your Teenager with ADHD” and become familiar with the “Coordinator version”
4. Print copies of the “Discussion Questions for “Getting Through to Your Teenager with ADHD” attendee version of the guide
5. Print any relevant resources you plan to discuss during your meeting

Day of the meeting:

1. Set up A/V equipment to view the video
2. Open up the video and set it to the start time
3. Pre-pass out or have attendee worksheet available for attendees to pick up as they walk in
4. Follow the “coordinator version: discussion questions”

After the meeting:

1. Send video link via email
2. Send follow-up resources via email

Materials Needed:

- Coordinator version of “Getting Through to your Teenager with ADHD” video guide
- Copies of attendee version of discussion questions printed out for all attendees
- Laptop, screen, projector, and speakers to show the YouTube video
- Access to YouTube to play the video or the video pre-downloaded and saved
- Additional resources (optional)
- Pens (optional)

Coordinator Version: Discussion Questions

Discussion question #1 (video time reference 2 to 3min):

Elaine and Diane say all parents really want to hear from their teens is “Thank you” and all teens really want to hear from their parents is “I’m sorry.”

- a. Do you agree, why?
 - b. Disagree, why?
1. **Start** the video and watch up until minute 3.
 2. **Pause** video at 3 min.
 3. **Ask** attendees about discussion question #1
 4. **Give** attendees time to think about their response and if they want to write it down.
 5. **Ask** if anyone wants to share their thoughts.

Getting Started

- Give a brief summary of the video and read the short bio of the presenters
- Instruct attendees that you’ll be discussing each of the questions on their guide. You’ll be pausing the video so they don’t have to necessarily write down answers while watching.
- Start the video
- Follow the instructions in the discussion guide to pause the video after each question and prompt attendees to respond

Discussion question #2 (video time reference 5 to 7:20min):

What do you struggle with? List 3-5 main things.

1. **Restart** the video and watch up until minute 7:20.
2. **Pause** the video at 7:20 min.
3. **Give** attendees time to write down 3-5 things they struggle with.
4. **Ask** if anyone wants to share and take 3-4 responses.
5. **Tell** them you’ll be coming back to these struggles later.

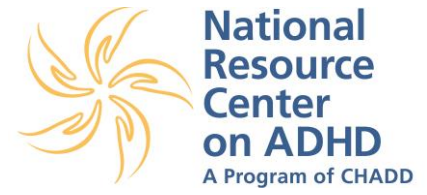
Discussion question #3 (video time reference 11:53 to 14:53min):

When the presenters are talking about staying calm they say:

“When we get too focused on the **task** and let go of the **relationship** it begins to create a **divide** between us and our kids.”

- a. Can you think about a time when you lost your calm? What was the result?
 - b. What about a time when you were able to keep cool?
1. **Restart** the video and watch up until minute 14:53
 2. **Pause** video at 14:53 min.
 3. **Review** the blanks to the statement above.
 4. **Give** attendees times to think about their response and if they want to write it down.
 5. **Ask** if anyone wants to share their thoughts.

Highlighted words are the answers for the fill-in-the-blanks on the attendee worksheet.



Discussion question #4 (video time reference 14:56 to 24:43min):

ACE: The three step process for communicating with teens:

Acknowledge their experience
Connect with **Compassion**
Explore solutions together

Remember, stay in a place of **curiosity** rather than **judgement**.

- Using one of the struggles you listed in question two, what are some statements you can say to your teen to acknowledge their experience?
- Using the same struggle, how can you connect with compassion to your teen about this situation?
- Work with a partner to brainstorm 3-5 solutions to both of your struggles.

If you have a small group you could brainstorm solutions all together. To get the discussion started you can use these examples.

Example 1 Cell phone use: It's perfectly normal for you to be going through this; I know it's hard to put your cell phone down when all your friends are texting you...

Example 2 Forgetting things: I have a hard time remembering things sometimes; Yesterday, I was really frustrated when I forgot to...

- Restart** the video and watch up until minute 24:43.
- Pause** the video at 24:43 min.
- Review** the blanks to the statements above.
- Give** attendees time to think about their response to questions "a" and "b" on their own.
- Ask** attendees to partner with someone else, share their struggle and brainstorm solutions.
- Ask** if any partner groups want to share their thoughts.

Discussion question #5 (video time reference 28:05 to 29:45min):

- What did you focus on, or pay most attention to, today?
- What's your clarity or take-away?
- What is one realistic action step that you want to take from here?
- How can you set yourself up for success with this action?

- Restart** the video and watch up until minute 29:45
- Pause** the video at 29:45 min.
- Give** attendees time to think about all of the wrap-up questions.
- Ask** if anyone wants to share their answers to questions "c" and "d".



Discussion Questions for “Getting Through to Your Teenager with ADHD”

1. Elaine and Diane say all parents really want to hear from their teens is “Thank you” and all teens really want to hear from their parents is “I’m sorry.”

a. Do you agree, why?

b. Disagree, why?

2. What do you struggle with? List 3-5 main things.

3. When the presenters are talking about staying calm they say:

“When we get too focused on the _____ and let go of the _____ it begins to create a _____ between us and our kids.”

a. Can you think about a time when you lost your calm? What was the result?

b. What about a time when you were able to keep cool? What was the result?

4. ACE: The three step process for communicating with teens:

_____ their experience
Connect with _____
_____ solutions together

Remember, stay in a place of _____ rather than _____.

- a. Using one of the struggles you listed in question two, what are some statements you can say to your teen to acknowledge their experience?

- b. Using the same struggle, how can you connect with compassion to your teen about this situation?

- c. Work with a partner to brainstorm 3-5 solutions.

5. Wrap-up

- a. What did you focus on, or pay most attention to, today?
- b. What’s your clarity or take-away?
- c. What is one realistic action step that you want to take from here?
- d. How can you set yourself up for success with this action?



Video Q & A Reference

Questions answered by the experts after the end of their presentation.

- 1.** How can I not walk on egg shells around my teenager who gets angry or upset when I bring up something that he should or shouldn't do? (Time: 30:30 – 34:10)
- 2.** What are some tips to help your teen deescalate? (Time: 34:10 – 37:50)
- 3.** How can you motivate your teen to do things, such as chores, exercise, doing homework, etc.? (Time: 37:50 – 43:15)
- 4.** What about managing boundaries? How do you know when you should continue to help your teen and when you might be providing too much support? (Time: 43:15 – 48:30)
- 5.** How can parents deal with their teens lying to cover up behaviors, such as losing things, forgetting homework, etc.? (Time: 48:30 – 52:35)
- 6.** How can you help support and motivate your teen as they grow older and begin to transition to adulthood, including going to college? (Time: 52:35 – 56:36)
- 7.** If you have a teenager who is showing defiant behaviors, such as swearing to get attention at school, how can you address those behaviors? Are consequences one of the ways? (Time: 56:36 – 59:00)
- 8.** How do you know if it's your child's ADHD or if it's typical teenager behavior? (Time: 59:00 – 1:02:10)

Quick Tip

While you are watching the video and going through the discussion questions, if a participant asks a question that the expert answered in the video you can show that particular question and answer using this reference.



Additional Resources

Resources mentioned in the video

1. Impact ADHD
<http://impactadhd.com/>

CHADD Resources

1. CHADD Resource Directory
<http://www.chadd.org/Support/Directory.aspx?state=1111111>
2. CHADD Parent to Parent Program
<http://www.chadd.org/Training-Events/Parent-to-Parent-Program.aspx>
3. Parent a Child with ADHD Fact Sheet
<http://www.chadd.org/Portals/0/Content/CHADD/NRC/Factsheets/parenting2015.pdf>
4. Psychosocial Treatment for Children and Adolescents with ADHD
<http://www.chadd.org/Portals/0/Content/CHADD/NRC/Factsheets/Psychosocial%20Treatments%20for%20Children%20with%20ADHD.pdf>
5. National Resource on ADHD: A Program of CHADD Teens and Young Adults Webpage
<http://www.chadd.org/Understanding-ADHD/For-Parents-Caregivers/Teens.aspx>