

GET TO KNOW THE UNIQUE NATURE OF YOUR CHILD



by Drina Madden, M.A.,C.A.S.



YOUR CHILD

- **Take time to notice and delight in the new point of view only this child expresses**



YOUR CHILD

- **Notice the situations which delight her and/or she repeats**
- **Note the moments which he drifts away from or send her into a rage**
- **Watch what he avoids.**



YOUR CHILD

- **The moments that she avoids are often those more difficult for her to pay attention to and accomplish.**



YOUR CHILD

- **Simplify those situations so he can attend more easily**
- **Build toward increasing success and ability to manage greater difficulty**



YOUR CHILD

- **The activities he seeks out are probably easier for his brain to**
 - **Attend to**
 - **To understand**
 - **To continue to build upon.**



YOUR CHILD

- **Self-esteem is built through successful accomplishments**
- **Rejoice with her and help to stretch her strengths**



YOUR CHILD

- **Recall that your sense of frustration is a mirror of your child's own frustration in dealing with a brain that has trouble paying attention.**



ALL CHILDREN

- **Any brain that has an “open mood” is able to work better.**
- **Try to adjust their world to minimize frustrations but allows them to continue to grow and learn.**



THE BASICS OF EFFECTIVE PARENTING



BASICS

- Children must have their needs for safety, security and protection met:
 - Being physically nurtured, clean and comfortable and well rested
 - Being held, **comforted** and **loved**
unconditionally



BASICS

- They need routine, structure and consistency
 - Regular routines help them feel more safe, secure and protected



BASICS

- Basic home rules that:
 - consistently give the child a
 - sense of order that makes life at home
 - balanced
 - frees them to:
 - trust their environment
 - develop more fully



BASICS

- Rules should be few and simple
- Breaking home rules is not acceptable and will result in

“time out”

...CONSISTENTLY

(their age plus one determines the length of a time out)



BASICS

- “Time out” is an **opportunity** for:
 - the child to calm down
 - the adult to calm down
 - the child to shift gears.

NOT A PUNISHMENT



BASICS

- It gives him a chance to realize a sense of:
 - consequence for his actions
 - feel secure that the adults in his world will give him protective limits.



EXTRA CHALLENGES OF CHILDREN WITH ATTENTION DISORDERS



CHALLENGES

- Children with ADD may push the limits more consistently due to:
 - Attention problems
 - Impulsivity
 - Forgetfulness
 - Temperament



CHALLENGES

- Rules are difficult to learn, apply and are easily forgotten
 - **MUCH, patient repetition is needed**



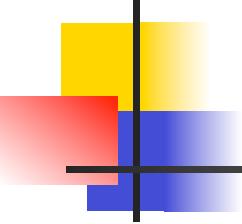
CHALLENGES

- Cues in their environment are often missed. They may:
 - Be in constant motion
 - Touch more items than other children
 - May “drift off” and miss moments throughout their day



CHALLENGES

- They may:
 - Not “hear” the whole direction they have been given
 - Miss portions of explanations
 - Not realize the sequence of events
 - Not understand what to do or say in different situations

- 
-
- They can be very impulsive. They may not:
 - Think of the consequences
 - Know the impressions their words make



EFFECTIVE PARENTING OF CHILDREN WITH ADD



BE PREDICTABLE

- **Extra care** must be taken to keep them **safe, secure and protected**
 - Childproof the environment so “No”s are limited to important situations
 - Safety locks, safe furniture, poisons,etc. out of reach
 - Keep your home simple



BE PREDICTABLE

- Maintain predictable routines as much as possible
 - Morning - washing, dressing and day's preparation
 - Mealtimes – predictable times and procedures
 - Bedtime - washing, dressing and tomorrow preparation



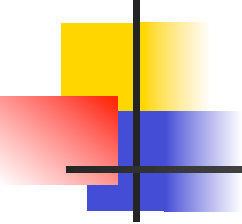
BE PREDICTABLE

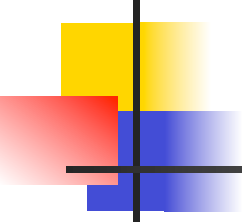
- Picture, charts, and picture sequences to help prevent “forgetting” and “leaky” memory confusion
 - To learn routines
 - To prepare for the next day in advance
 - To prepare the children for change
 - Be aware of signs that they are becoming overwhelmed

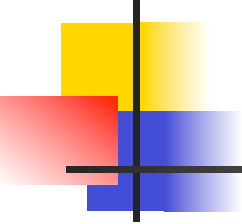


BE PREDICTABLE

- Purchase only sturdy, safe toys which allow the child to “do” as much as possible. Toys which work by themselves are quickly boring, discarded and do not help your child’s brain connections to be enhanced.

- 
-
- **Minimize electronic games and computers. Minimize TV.** They do not help build a more well rounded brain and actually interfere with healthy brain functioning if they consume too much of the child's time. Young children need to touch, hold, do, talk, etc

- 
-
- Expose them to **child appropriate, real life experiences.**
 - Guard their self-esteem through continued successes and a sense of being understood

- 
-
- **Create exceedingly clear rules** which are followed through **consistently** by all caregivers
 - **Keep rules simple and specific.** Too many rules create confusion because there are too many to remember



BE PREDICTABLE

- **Keep your words simple.** Too many words cause loss of effectiveness
- **Make sure consequences are presented in advance so the child can choose**
- **Be sure that the consequences are reasonable and fit the situation**



BE PREDICTABLE

- **Follow broken rules with immediate consequences**
 - Rules that are not expected to be followed, continue to be rules that the child will test
 - Eventually, they become meaningless
 - The child begins to doubt your word



BE PREDICTABLE

- **DO NOT BECOME ANGRY.**
 - The child had a choice (if he was able to pay attention and remember what is acceptable or not).
 - Anger confuses the situation and changes it from learning of consequences and rules into a punishment. .



BE PREDICTABLE

- **Real “time out”**
 - Aggression is an automatic “3”
 - Minor offenses build up to “3”
 - “3” means “time out”
 - No toys
 - No attention



SOCIAL SITUATIONS

- **Help her to handle social situations**
 - 1:1 or smaller groups are usually better
 - Teach social rules
 - Use gentle, non-embarrassing cues to assist her



SOCIAL SITUATIONS

- Conversation may go in one ear and out the other. Emotional cues may be very difficult to read
 - Visual sequences help your child understand what really happened
 - Discuss his feelings and the feelings of the other person



SOCIAL SITUATIONS

- Prepare for play situations
 - Carefully choosing guests with your child
 - Limit the visiting time to a manageable amount
 - Carefully plan the activities in advance. Your child will be comfortable
 - sharing his toys
 - allowing the other child to choose



SOCIAL SITUATIONS

- Include food preparation as part of the playtime.
 - Simple, pleasurable, experiential brain building
 - Structures and passes the time
- Slowly increase
 - Time
 - complexity of the activities
 - amount of children included in the playtime



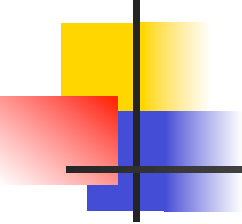
MEDICATION

Medication can have an extremely positive effect on children with ADD, allowing their brain to more fully develop and assisting their self-esteem.



MEDICATION

- Locate and consistently follow through with a quality, experienced neuropsychologist and neurologist or psychiatrist who can give you advice
- Use it carefully, consistently and keep in touch with your doctor so the medication can be monitored.



Children who have ADD are some of the most interesting children you may ever meet.



LOVE

Their unpredictability is part of their

charm

... and source of

frustration.



LOVE

Let them know

you love them as they are

though you

may not always like what they' ve done.



LOVE

Give them the support they need to:

- Make sense of their world and
- Become the best they can be