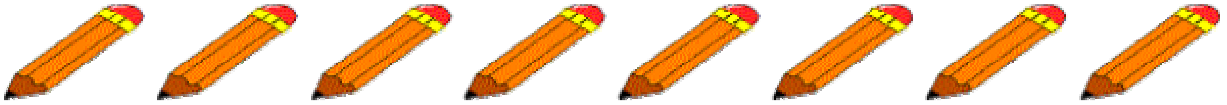


Parent Handbook



<u>What is AD/HD?</u>	<u>What Causes AD/HD</u>	<u>AD/HD Behavioral Characteristics</u>
<u>Positive Characteristics</u>	<u>Modeling Positive Behavior</u>	<u>Helping Your AD/HD Child</u>
<u>Medication</u>	<u>Where Parents Can Learn More</u>	<u>Bill of Rights for Children with AD/HD</u>

WHAT IS AD/HD?

AD/HD is short for Attention Deficit Disorder with or without hyperactivity. People who have been diagnosed with having AD/HD may experience things such as:

- finding it hard to sit still
- being easily distracted
- having a hard time taking turns or playing quietly
- difficulty following instructions
- blurting out loud in class
- talking too much
- being forgetful and/or losing things
- experiencing poor social relations

What Causes AD/HD?

AD/HD is caused by a neurological inefficiency in the area of the brain that controls impulses, aids in screening sensory input and focusing attention. This means that AD/HD:

- has a biological cause
- is not an excuse

- can be hereditary
- is no one's fault
- is a disability

Children who have AD/HD may seem to be unwilling to work, uncooperative, lazy or just plain stubborn. Learning about and understanding AD/HD are the first steps to helping children cope successfully with their disability. Parents are then able to put into place accommodations in their home to facilitate greater family success.

AD/HD Behavioral Characteristics

There are three types of behaviors that characterize the child with Attention Deficit/Hyperactivity disorder.

Distractibility

Distractibility is when a child has difficulty focusing for a period of time on something that requires mental effort. You may observe that he is easily distracted when he is doing his homework if there is other noise in the room. He may have difficulty screening out extraneous noise while focusing on what he is supposed to be doing.

Hyperactivity

Hyperactivity is when your child appears to be in constant motion. She may be tapping her feet, swinging her legs or wiggling her body. She may get up and down during meals or try to do several things at once. You might also observe her switching from one thing to the next without completing anything.

Impulsivity

Impulsivity is characteristic of children who do not stop to think before they act. They may blurt out the answer to a teacher's question before the teacher finishes asking it, or they might interrupt when someone is speaking, not meaning to be inconsiderate. An impulsive child might hit another child when he gets frustrated without considering the consequences.

Other characteristics may include poor organizational skills, low frustration levels, poor social relationships and interactions, and resistance to discipline.

Positive Characteristics

SPONTANEOUS - CREATIVE - INQUISITIVE - FORGIVING - WARM-HEARTED

RESILIENT - RISK TAKER - GREGARIOUS

RESOURCEFUL - INVENTIVE - INNOVATIVE - LOYAL - SINCERE - ENERGETIC

INTUITIVE- TRUSTING - GOOD SENSE OF HUMOR

It is often easy to focus on the negative qualities of the child with AD/HD. However, these qualities listed and many other qualities deserve prominent mention. You may see that your child is forgetful or fails to follow through with assignments and requests. You may see your child as disorganized or inattentive. However, all children have wonderful qualities if we take the time to see them. The challenge for parents is how to turn that high activity level, inquisitive mind and sensitive nature into a productive and happy person while providing the necessary structure to assure individual success.

Modeling Positive Behavior

Modeling the behavior you want to see in your child is probably the most effective way to get desired results. Parental discipline should be firm but kind, flexible but consistent.

Communication is essential. Learn to express your feelings and listen to his. Eye contact increases the meaning behind the words. An AD/HD child needs to hear positive talk about himself and it's best if it comes from you, the parent. Positive talk helps the child feel valued.

Focus on what your child does right!

Helping Your AD/HD Child

1. Provide Home Structure and Consistency

It is very important for the child with AD/HD to be able to anticipate his daily schedule. This gives him a greater sense of control over his life and helps him feel the power of managing his life. Therefore, having meals about the same time every day with play time and study time included in the schedule, the child will be more comfortable and your time together more pleasant. Consistency is very important!

2. Provide Opportunities for Self-Discipline

Frequent discussion of rules and expectations of the home is very important. Often the AD/HD child seems to "forget." Written notes posted in easily viewed spots such as the refrigerator are helpful.

Your child may respond to a behavior chart, where good behavior is noted. Rewards for bringing homework home with stars on his chart could win him points. When the desired number of points are earned, a small privilege, treat or prize may be given. This may be successful for a time with other things such as: getting homework done without prodding or nagging, going to bed without complaining, doing chores without being reminded, etc.

Consequences for not keeping the rules or deliberate disobedience should be clear to the child. Setting up specific consequences with your child will probably encourage him to be more compliant. Whenever children have input into rules and consequences, they feel greater ownership and are more willing to cooperate.

Nagging, coaxing or trying to persuade your child to do what you want doesn't work. Tell him once..repeat it and expect him to respond.

Respond when your child's behavior is positive. Let him know you appreciate the way he is acting. (i.e. "I really appreciate the way you picked up your toys! You are showing responsibility for your things. You've earned the privilege of 15 extra minutes of playtime! Congratulations, you're growing!")

1 Provide Home Structure and Consistency

2 Provide Opportunities for Self-Discipline

3 Provide Opportunities to Get Organized

4 Provide Opportunities for School Success

5 Provide Opportunities for Communication

6 In Partnership with Your Child's School

7 Love Your Child, Love Yourself

3. Provide Opportunities to Get Organized

Being well organized doesn't come easy to children with AD/HD. Confusion seems to reign with them, so extra time and effort is extremely important and well worth it. Anything that helps you to be organized will help your child too.

Room Organization : The old saying, "A place for everything and everything in its place," is a good way to start. Having enough space can be a problem, however, stacking boxes and containers that are easily available and not too expensive are great for helping these children. Arranging things in logical places will make more sense to the AD/HD child. Labeling has proven to be very successful and using color codes is even better. Drawers can be divided to offer space for different colored socks; separate them from underwear and make putting things away much easier. Learning to put things away is a task that must be demonstrated. Not only where to put things, but "HOW" to put things is important. This is a critical step for your child. More than one teaching session will be needed. Repetition is good! They often have difficulty processing and remembering. **DON'T GIVE UP!**

Organizing closets, drawers and any other place he will put his things will need to be taught. A special place for books, another place for supplies such as pencils, stapler, scissors, and a separate place for his notebook and homework should be clearly defined. If you are crowded for space, make use of the space under the bed. Several boxes can be put under a bed and it's a lot easier to find things and less chance of finding all their dirty clothes under there!

Schoolwork Organization: Some schools provide binders and a way to keep track of schedules, due dates and other important information. If not, purchase an inexpensive day planner to provide your own management system. The use of colors is more than adding a touch for interest, but can actually help your child remember. A blue folder could be for reading. A green folder for science. Writing the assignment in the same color ink can serve as an additional reminder. "Trapper Keepers" are useful for older children, but too much for younger ones. Be sure to go through their papers and assignments regularly (daily) to make sure he is kept up to date.

Separate completed work from incomplete. Look for personal notes from the teacher or notes that need to be signed and returned after you have read them. Going a week without checking the folder could be disastrous. A week of undone homework becomes overwhelming and discouraging. It becomes too difficult to catch up. **Stay on top of what is happening with your child!**

4. Provide Opportunities for School Success

Structure homework time. It is critical to have a consistent time set aside each day for homework. Helping your child have good study habits is essential for life!

Provide a study area. An area with good lighting, that is quiet and comfortable is best. Avoid having other distracting things like T.V. and other children near-by. Frequently needed supplies should be kept near by for easy access and will eliminate stress for your child. It might even be possible to have an "extra" set of texts at home to avoid the problem of, "I lost my book," or "I left my book at school."

The school or teacher probably has a tracking system that allows parents to monitor assignments completed and assignments due. Weekly reports work best for most children.

Teach your child keyboarding skills as soon as possible. AD/HD children often have difficulty with handwriting. This can actually interfere with learning.

When your child is tired or has been sitting for an extended period of time, avoid having him do homework. Taking a short nap or allowing extra play time will reap positive benefits.

Keep in touch with your child's teachers. Remember you are both on the same team working for the good of your child.

It's a lot easier to keep-up than to catch-up!

5. Provide Opportunities for Communication

Talk with your child about his feeling and the feelings of others often. maintain a positive attitude and let your child know you care about him.

When giving you child directions, don't assume he understands. Ask him to repeat what you said. Clarify if necessary. It's helpful to give only one direction at a time or write a list and post in where it can be easily seen.

Eye contact is a powerful tool. Not only does this help the child stay focused, but it has the ability to send unsaid messages: "I really love you," "You are important to me," "I believe you are a great kid!"

Talk slowly, especially when giving directions. Children with AD/HD pick up on everything that is going on around them. That is why it is often difficult to maintain focus. Fast talk may cause him to tune you out and tune into something which is more pleasant and easy to focus on.

Make instruction brief, concise and to the point. Have him repeat to you what he heard you say.

Reading aloud to your child on a regular basis and discussing the events in the story will give you a good idea of his comprehension and ability to listen for details and understanding.

Spend time doing activities and projects together and talk about them as you are doing them and after they are done. Focus on the positive things that took place.

Make certain your child knows you enjoy being with him and that you value him as a person just because he "is".

Give positive praise statements as often as possible such as: "I can tell you worked hard on this project, just look at the details you put into it. Your ability to stay with a project to completion is really expanding."

My Words and Actions Say: "I Love You!"

6. In Partnership with Your Child's School

Open and honest talk with your child's teacher will alleviate concerns, worries and problems.

Be positive when approaching his teacher. Let the teacher know that you are supportive and want to be involved in helping your child find success in school.

Discuss your child's strengths and positive attributes yet alert the teacher about his difficulties as well.

Be kind...teachers are human and do make mistakes. If you have a problem with how things are going, talk with the teacher about your concerns without becoming angry, upset or defensive. REMAIN CALM!

Problems that seem unsolvable may need a third party. A school counselor, the principal or another teacher that is working with your child may help. Don't harbor ill feelings or be afraid to request changes because what is happening may be harmful to your child.

If possible, request teachers that are firm, fair and loving, consistent but flexible. Teacher that have a awareness of the needs of children with disabilities are a good choice.

Working Together = Success

7. Love Your Child, Love Yourself - Forgive Your Child, Forgive Yourself

The most important ally your child can have is YOU! Try to understand him, but remember you cannot always be a perfect parent. At times you will make mistakes. Apologize and go on. Don't "beat-up" on yourself.

Your child will make mistakes. Remember, he has a disability! Forgive him because he cannot always be in control of what he does. However, don't let that become an excuse either.

Pat yourself on the back every day. Do the best you can and every day in every way you and your child will get a little better!

Where Parents Can Learn More

Lots of information is available. These are items found by our teachers to be helpful:

Key: Books and Videos for Parents of Small Children (C) and Adolescents (A)

Why Won't My Child Pay Attention? (C & A)

By Sam Goldstein, Ph.D. and Michael Goldstein, M.D.

1-2-3 Magic (C & A)

Video and/or book by Thomas W. Phelan, Ph.D

Available through ADD Warehouse, public libraries & A.D.D. Plus

All About Attention Deficit Disorder (C & A)

By Thomas W. Phelan, Ph.D

Available through local book stores, ADD Warehouse and A.D.D. Plus

Teenagers with ADD (A)

A Parents Guide by Chris A. Ziegler Dendy, M.S

Available through ADD Warehouse, Barnes & Noble

Surviving Your Adolescents (A)

By Thomas W. Phelan, Ph.D

Available through ADD Warehouse, local book stores and A.D.D. Plus

The Utah Attention Deficit Disorder Guide (C & A)

Published by the Utah State Office of Education

Call the Utah State Office of Education, Special Education Dept. (538-7700)

How to Help Your Child Succeed in School

A video by Sandra Rief

Order from Educational Resource Specialists (1-800-682-3528)

BOOKS FOR CHILDREN:

Putting on the Brakes (8-14 yrs)

By Patricia Quinn, M.D. & Judith Stern

Available through A.D.D. Plus and ADD Warehouse

Learning to Slow Down and Pay Attention (6-11 yrs)

By Kathleen Nadeau, Ph.D. & Ellen Dixon, Ph.D.

Available through A.D.D. Plus and ADD Warehouse

[These Resources are all available in the CH.A.D.D. Lending Library]

[To Order call: ADD Warehouse at 1-800-ADD-WARE (800-233-9273) or

A.D.D.Plus at 1-800-VIP-A-ADD(800-847-1233)Use order#UT-CH-03]

These are classes found by our teachers to be helpful

- **Primary Children's Medical Center/Learning Problems Clinic**

Parent Skills Training (7 1/2 hr classes) Instructor: Jean Bramble, R.N., M.S.

For more information call Carolyn at (801)588-3570

- **Jordan Family Education Center**

Cost: Free, Call (801)565-7442 to register or inquire on class schedule

- **Granite School District**

Attention Deficit Disorder Parenting Class (6, 2 hr. classes)

Instructor: John Seaman, Ph.D. and Kathy Keller, Ph.D.

Cost: \$16 per person or \$24 per couple

Offered three times a year - Fall, Winter and Spring

Call (801)268-8560 for class schedule

- **Utah Parent Center**

Parent's role in the IEP Process

(1, 2 hr. class) offered the second Thursday of each month, but you must call a reserve a class slot

Cost: Free, Call (801)272-1051 for schedule

- **CH.A.D.D. Chapter Meetings**

Refer to CH.A.D.D. Chapter Information
