

T  TSGUID 

HANDBOOK ON ADHD FOR PARENTS

Hand book addresses the following

- Being an informed parent
 - Speaking up and seeking support
Loving and nurturing your child
 - Talking about ADHD with your child
 - Emotional regulation and organization skills
 - Clear and open communication
Managing stress
 - ADHD and Teenagers
 - Sleep and ADHD
 - Diet and ADHD
 - Medication
 - SMILES Programme
-

An open letter from your child

Dear Mama and Dada: I really need your help and understanding of my problems.



1. I know I can succeed-but will need your love, support and extra help to do so.
2. I didn't choose to be this way -but I need you to accept me for who I am.
3. My ADHD doesn't define everything about me-I have many unique strengths and attitudes, and I'm your one of a kind child - but I need you to protect me and create an environment where I can thrive.



4. I can't always do everything you want me to do , and I don't want to fight over it -so please let go of some things that don't matter so much to either of us and focus on the ones that do.



5. I can't control my behavior as well as other kids -but I really need you to notice when I'm being good so I'll remember how to behave better and sometimes I just want to be with you and be appreciated.



6. I am not always aware that I am doing something wrong -help me become more aware of and monitor myself
7. I can't motivate myself to work like other kids -you can help me stick with my work and get it done by giving me more external validation, feedback, and accountability (and less yelling and talking)

8. Mom and Dad ,I am “blind to time”-so try to be patient about that; help me cope with this by making time real (physical)and breaking down big projects into small steps with me .



9. I know I'm forgetful- there are things you can do to help me remember what I'm supposed to be doing



10. Ok, so I am not very organized- I can do that better if you teach me how to organize myself and my things

11. I can't solve problems in my mind as well as others-help me get the pieces of the problem in my hands so I can solve it better



12. Being away from home and my routine can make it even harder for me to focus and remember what to do-can you plan for trips to the store and other places so I can manage all the distractions and temptations and my emotions ?



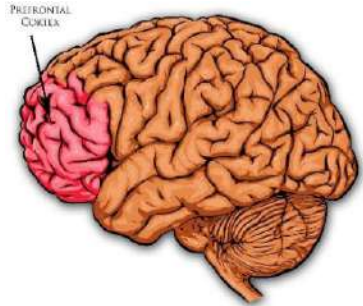
I CAN'T HANDLE MY ADHD ALONE -PLEASE LET 'S DO THIS TOGETHER

So let us understand what is ADHD

What is ADHD?

It is a neurodevelopmental condition.

Children with ADHD have slowly developing pre-frontal cortex, which is a Thinking Brain, they have a difficulty in producing the information not learning or processing, this is why they find difficulty in logical thinking , self regulation , organization skills, time management. These children's brain is 2-3 yrs slower than typically developing brain



The condition will not go away and is not just a phase. Some behaviors and issues will change as children develop and some things remain

Self-regulation would be harder in places where routines and rules are less clear or where these routines and rules are not followed consistently

Possible Causes of ADHD?

Like many other illnesses, ADHD probably results from a combination of factors.

Genetics: Inherited from our parents, genes are the "blueprints" for who we are. There are a several genes that may make people more likely to develop the disorder.



Pregnancy associated factors: Studies suggest a potential link between cigarette smoking, alcohol use during pregnancy, maternal anxiety during pregnancy and ADHD in children.



Premature birth associated with bleeding in brain has found have increased risk for ADHD



Environmental Factors: In addition, preschoolers who are exposed to high levels of lead, which can sometimes be found in paint in buildings, may have a higher risk of developing ADHD.

Brain injuries: Children who have suffered a brain injury may show some behavior like those of ADHD. This brain injury may be acquired by the child post an infection / trauma / multiple seizures.

Sugar in food: The idea that refined sugar causes ADHD or makes symptoms worse is popular, but more research disagrees with this theory. In one study, researchers gave children foods containing sugar every other day. The children who received sugar showed no different behavior or learning capabilities than those who did not received the sugar.

Food additives: Recent research indicates a possible link between consumption of certain packaged food with food additives like artificial colors or preservatives, and an increase in hyperactivity. Research is under way to confirm the findings and to learn more about how food additives may affect hyperactivity.



Possible ADHD Symptoms



Attention deficit hyperactivity disorder (ADHD)

Problems with Attention Regulation

- Not being able to pay attention for a period of time, especially while reading, doing paperwork or working on things that are repetitive and boring
- Being easily distracted by sounds, sights and thoughts
- Being unable to pay close attention to details, making careless mistakes
- Hyper focusing and being unable to break focus and refocus attention, especially when involved in activities that are very interesting
- Difficulty in focusing and staying focused on the important thing rather than the interesting things
- Forgetting to complete tasks even if they are common activities
- Frequently losing necessary things
- Poor listening skills
- Tuning out while being spoken to
- Difficulty staying focused while reading
- Excessive daydreaming

Problems with Hyperactivity

- Fidgeting, finger drumming, leg shaking etc.
- A feeling of internal restlessness
- A mind that races or switches focus frequently
- Unable to relax
- Talking too much or too fast
- Craving excitement and seeking out high risk activities
- Trying to do too many things at once



Problems with Impulsivity

- Acting before pausing to think
- Making impulsive decisions before thinking things through
- Spending without first considering if it is wise to do so
- Talking at the wrong time
- Interrupting others
- Speaking without thinking - blurting out things that are hurtful or rude
- Becoming easily bored
- Being reckless without considering consequences
- Quick to react to emotions in unacceptable ways
- Jumping from job to job and relationship to relationship without a plan

Problems with Executive Functioning

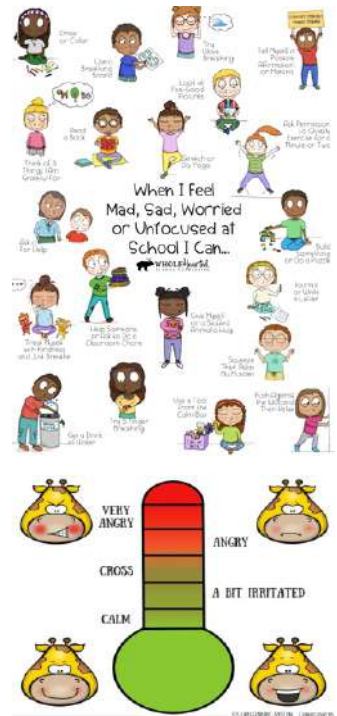
- Difficulty doing the most important tasks first
- Disorganization - messy home, office desk and car
- Procrastination - putting off doing difficult but necessary tasks

- Trouble starting and finishing projects
- Difficulty managing time - often running late and unable to complete work
- Difficulty with planning
- Unable to use past experiences and forward thinking when making decisions
- Feelings of under achievement
- Starting numerous projects but not completing them
- Depending on others to organize and handle most of the household duties.



Difficulty Regulating Emotions

- Reacting emotionally to a greater degree than others
- Emotional outbursts
- Impatience
- Irritability
- Difficulty staying motivated
- Oversensitive to criticism
- Becoming easily frustrated and unable to deal with frustration
- Mood swings - excited and happy and then annoyed and down soon after
- Anger outburst
- Anger can fade very quickly or continue longer than normal



What is the problem with my child?

When children have been found to be hyperactive / impulsive and / or inattentive in many situations (home, school, playground, market, restaurant, hospital, etc.) and most of the time, from the time they were young, they are most likely to have a condition called Attention Deficit Hyperactivity Disorder (ADHD). The symptoms should persist at least 6 months across different situation.

ADHD is a diagnosis made by neuro developmental pediatric team with standardized assessment scales. Once the diagnosis is established an individualized management plan is made.



Practical tips for helping at home

ADHD can have a huge impact on family and home life. Things may have been stressful for some time, with tensions running high.

Every family has its stresses, but ADHD can add to this because a child with ADHD is likely to be disorganized, messy, noisy and have occasional emotional outbursts.

Every child is different and every situation is different, so there's no 'one size fits all' solution or advice.

But the following ideas and approaches should help bring some calm and harmony back in life.

The secret of success is routine

Establishing a routine can help, and if you involve your child, they will feel part of the solution, not the problem.

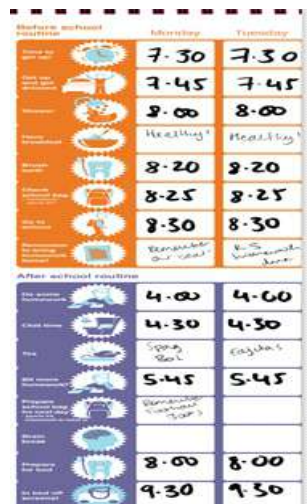
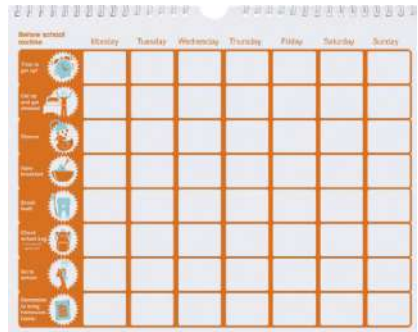
So work out (and write down) the routine with your child so they can have input (and buy in to it)

Keep it simple to start with, because once you have the basics working, you can add more

Lists are great

Children with ADHD are often very inattentive, so having written instructions are helpful.

Pictures, particularly for younger children, are worth a thousand words, so think about using pictures, photographs or drawings from magazines to show what you want done and what is expected – a 'visual calendar'.



You can stick them on a chart in the form of a checklist in the order that they need to be completed.

Put the checklist where your child can see it easily and maybe even tick the activity as it's completed.

It's also a good idea to give children time to process changes: for example, give countdown reminders (say, from 10 minutes down to take-off) before your child needs to leave the house, go to bed, stop playing on the computer/iPad/ Phone etc.

Focus on good behaviour, not bad

Praise your child's strengths and reward them to encourage further good behavior and increase their sense of self-worth.

" Always try to look for things to praise and offer appropriate rewards after sustained positive behaviors.

Negative consequences or criticism should be used far less than positive consequences in children with ADHD – it just makes them feel bad about themselves and encourages further bad behavior.



Managing 'meltdowns'

Use this eight-step method to stop your child from having an ADHD 'meltdown':



© CanStockPhoto.com - esp19362212

- 1. Keep your child balanced.** Make sure they get enough sleep, eat regular and healthy meals, and have enough 'down time' or 'me time' to reduce stress.
- 2. Pick your battles, and be clear to your child – and yourself – about your expectations.**
- 3. Follow a routine.** Children with ADHD need structure. Their behavior will be less erratic if they know what they're expected to do and

when they're expected to do it. For example, decide whether homework is done before or after dinner. Then stick to your routines as much as possible.

4. Set expectations. Before it's time for a change – such as turning off the TV and getting ready for bed or stopping a game and coming in for dinner – give your child a count-down warning. The same applies when leaving the house – remind them 10 minutes beforehand.

5. Stay calm If your child does have a 'meltdown', it may be hard for you to stay calm, especially if your child is acting up in a public place. But it won't help the situation if you're both worked up. Try to talk quietly to your child; don't shout - seeing you acting normally may help your child calm down.

6. Be understanding. If you see that your child is getting upset, ask what's wrong. Acknowledge what the child tells you and explain that you can understand their point of view. Thoughtfully repeating what the child said may help - children can find it reassuring that someone understands their concern.

7. Encourage deep breaths. Deep breathing can be relaxing and can help relieve the stress that caused the 'meltdown' in the first place.

<https://youtube.com/watch?v=Ny2H0cA46eU&feature=share>
mindfulness practice



8. Set rules for 'meltdowns'. No matter how hard you try to avoid them, angry outbursts are bound to happen. When it's over and calm is restored, you and your child should discuss what happened, and agree what to do if they get upset or angry in the future. Then, when there is an emotional outburst, carry out your agreement. Your child is likely to come out of it more quickly if they know what to expect.

Sleep Hygiene

Exercise daily and avoid trigger foods. Children should get at least an hour of physical activity each day. While exercise will help keep them physically fit, it will also help them sleep better at night. In terms of diet, avoid drinks and food containing caffeine.

Stick to a schedule. Decide ahead of time with your child what their night time routine will be, and include when to bathe, brush teeth, read, etc. Remember, children with ADHD need routines and predictability more than other children.

Set a bedtime alarm. Just as you set an alarm for waking, consider setting a bedtime alarm so children associate their bedtime with a clock or timer instead of feeling like sleep is a parental demand. Make sure the sound of the alarm is quiet and not intrusive. Eventually, your child will naturally associate the sound of their bedtime alarm with sleepiness.



Physical activity-



Exercise can prime the brain for learning. Allow children to engage in supervised play time for 1-2 hours daily after they return from school.

After the play time, make your child do their homework followed by self-study.

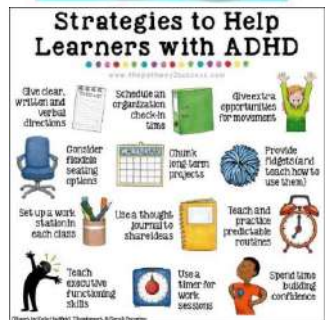
FOOD-

Provide child a diet that has adequate calories of the right food items for good mental and physical health. Diet should include- proteins, high quality calories, food containing omega 3 fatty acids, water. Ensure a balanced diet.



Strategies to use in the classroom

- Seat them next to a child who is kind and motivated to study.
- Seat them close to teacher.
- Reduce the language demands when teaching.
- Use problem based learning.
- Review the classroom schedule frequently.
- Maximize attention frequent break 10 -3minutes system.
- Watch for them being off task.
- Use multi-sensory approach.



General tips for life that can also help at school

- Encourage creativity in your child as an outlet for impulsiveness.
- Identify the strengths and start building on it.
- Set your child up to make progress on something that matters to them. This builds confidence and motivation.
- Create a predictable schedule at school and at home. An important part of that schedule is getting enough sleep. Get your children into bed early, whenever possible.
- Give warnings about upcoming transitions from one activity to another.

- Big tasks become much easier when broken down into small steps – especially homework.
- Monitor your child's progress and give feedback often. Give positive feedback when it is deserved and keep looking for positives to reinforce not negatives.
- Sit side by side with your child rather than in front of them. Quite often children with ADHD don't like talking directly face-to-face. Car journeys are sometimes a good way to connect with your children, but spending time together, anywhere, is very important.
- Above all, look for positive reinforcement at every opportunity. If they have more praise your child will work towards being better. Remember that negative responses rarely work well.

Rewards

Rewards can be used for modifying or reducing misbehaviors and encouraging positive behaviors

Rewards that are selected by the child are usually the most powerful. A variety of reward possibilities help to keep the child motivated over a longer period of time.

ADHD children like immediate Rewards as reinforcement, they do not get motivated with delayed rewards.



Types of rewards-

1. Non material or social rewards- includes affection, praise and attention.
2. Material rewards- includes toys, candy, snacks etc.



"My child is a teenager, what do I need to consider?"

During puberty and adolescence, children's brains undergo a period of rapid growth as their bodies transition into adulthood.

You may be wondering why your teenager with ADHD isn't 'acting their age'.

Remember that young people with ADHD can have a developmental delay in emotional maturity.



This means that they need more support to organise themselves, to think about the consequences of their words or actions and to regulate their emotions.

Teenagers with ADHD can display low tolerance and become easily frustrated or upset. This delayed maturity will also affect their friendships, which are very important to all teenagers.

Teenagers with ADHD may also experience low self-esteem, low self-confidence, rejection sensitivity, anxiety and low mood. They may experience these more frequently and more intensely than their peers.

This may be the reason which makes them more prone for substance abuse, crimes. parents need to be aware of these long term consequences if the condition is not managed well

Encourage open and honest communication with your teenager.

"How can I help my teenager with this?"

Be consistent. Set out clear expectations and boundaries. These are important to achieving a calm and happy home environment. Reward positive and appropriate behaviour

with privileges, whilst dissuading negative or disruptive behaviours with consequences.

Reassure your teenager that you are there to help them work through difficulties and let them know that you believe that they can succeed. Explore your teenager's interests with them and help to identify their strengths to open up opportunities for your teenager to experience success.

Stay positive. Remember that ADHD can also create new opportunities, such as creativity, high energy levels and the ability to hyper-focus on tasks that they enjoy. Your teenager is maturing and may, with your support and guidance, develop the ability to articulate their symptoms and needs more clearly. This will then help you to better understand and meet their needs.

Medication for ADHD

ADHD can be treated using medication or non-medical therapy, but a combination of both is often best.

Medications are started only by the medical professionals based on the sign and symptoms and comorbidities of the child. A continuous follow up is required to monitor the dosage and side effects of the medication.

There are two main types of medication licensed for the treatment of ADHD:

Stimulants work by increasing activity in the brain, particularly in areas that play a part in controlling attention and behavior. These are the most commonly used form of medication and come in short, and long acting formulations.

Non-stimulants work in a different way. These often take more time to work, but have a longer duration of effect



Monitor side effects

Stimulants S/E –

Decreased appetite

Poor growth

Dizziness

Insomnia / nightmares

Mood lability

The image shows a 'Medication Tracker' form. At the top, it says 'Medication Tracker' and has fields for 'Date:' and 'Name:'. Below this is a grid with columns labeled 'Medication', 'Dose', 'Time', 'Side', and 'Comments'. The first row has a red background with a gear icon. The second row has a yellow background with a gear icon. The third row has a green background with a gear icon. The fourth row has a blue background with a gear icon. The fifth row has a green background with a gear icon. At the bottom right, there is a logo for 'TOTSGUID' and some text: '© 2018 TOTSGUID', 'www.totsguid.com', and 'info@totsguid.com'.

Nonstimulants S/E-

Gastro-intestinal symptoms

Headache

Sedation

Elevated blood pressure or heart rate

Above are the few common side effects to watch out

Tip - It is very important to have regular follow up of children who are on medication. to look into efficacy and side effects of medication, since it may be required for long duration of time

Parental well being

When a child is diagnosed with ADHD, the parents often forget about their own wellbeing. But it is vital for you to look after yourself properly, as this will not only help you manage, but also benefit your child and the rest of their family.

A helpful first step is for you to acknowledge the pressures that come with dealing with a child with ADHD.

Joining parent groups may sound daunting but it can be a 'lifeline' – learning from the experience of others who are in a similar situation is an enormous help, and many people who

do this have ended up with life-long Friends. This doesn't imply bad parenting on your part. It's simply a way of optimizing your parenting skills to meet the above-average needs of your child – so grab the help when it is offered.

One such supportive group is called 'power of acceptance'

can contact the admin BN Vijayanthi - 9972136065



Programme for Pre-schoolers at Risk of ADHD

Children between age of 3-6 years may show traits of ADHD like increased motor activity, excessive talking and behavioral issues etc. In that age group medication are not the first line of management, but working on building skills is important.

Keeping this in mind, a team of experts in the field of Developmental Pediatrics, Psychology, Special education & Occupational therapy from Centre for Child Development & Disabilities and Sangamitra have developed this online program to empower the parents to lay foundation in socio-emotional and executive functions.

This program can be accessed on TOTSGUIDE.com

Executed by-

Parents at home - using, simple fun activities and worksheets as opportunities for teaching & learning.

Young children learn by experiential and sensory methods. We have made this learning process interesting by introducing learning through play methods as only a happy brain learns!

SMILES PROGRAM

What is SMILES neurodevelopmental profile?

This neurodevelopmental profile is composed of the child's abilities across these integrated streams of

Social cognition, **M**otor planning, **I**ntellectual development, **L**earning academics, **E**mootional and **S**ensory skills

Why take up SMILES?

A child's "balance sheet" of Neuro development is an excellent marker of his or her readiness to succeed in school and later in life.

At least 15% of school children have impairments of neuro developmental functions. But there are a lot more with small, limiting dysfunctions who can "fall through the crack" if not picked up and their learning goes unfulfilled. These children have performance anxiety, depression or both.

Most importantly they lose motivation to learn.

Social cognition

Social skill deficits prevent us from functioning to our best ability. Unless emotions are controlled and managed well, a child cannot have healthy relationship and he/she make responsible decisions

Turn taking and following rules in games, being aware of their emotions will help the child to understand others better and develop the most needed skill of life- empathy!



Executive functioning - Organization skills

Problem solving skills and activities directed toward the goal helps us to accomplish tasks

We need self-control, regulation, organizing for the activity to complete any task whether it is play or academic learning.

Thus organizing skills becomes very important prerequisite for any child to master learning

Executive Functioning- Memory

An active working memory enables us to remember while we are following instructions, playing a rule based game, while we are reading and computing mathematics problems. Thus children experiencing problem in working memory face problems in many facets of learning



Poor memory leads to difficulty in recalling connected facts and reliance on rote learning

Consolidation in long term memory requires linking information, classifying, patterning and sequencing skills

All of this has been incorporated in our activities to improve your child's working memory & make your child smarter!

Executive Functioning- Time management

Application of time skills and prioritization is very important for daily living, Very crucial for multistep inputs

Poor time management leads to delay and inefficient work

Our program helps to enable sequencing, prioritization & time management skills

Visual perception skills

Most data -shape, size, position enters our minds through eyes!

Spatial data helps us to refine motor skills.

Our program uses visualization and imagery to enhance visual learning



Attention

The most common neuro developmental problem affecting many children. It involves being alert, focused and not responding to distractions. This process evolves from young age to adulthood



A 3 years old will have an attention span of 10 minutes to 20 minutes in 5 years old. A child nervous system maturation and real life experiences have an impact on the precision of

these skills. Our activities help in increasing the child's attention in a developmentally appropriate manner

Fine motor skills

Good fine motor skills promote good hand writing. Writing also demands rapid and precise motor coordination

Without good fine motor skills there is substantial academic under achievement.

We have used a wide range of academic (pattern writing) and non-academic (lacing, cutting, finger activities, art & craft) activities to develop fine motor skills.

Our activities help in increasing productivity at home (brushing, eating, dressing) and also at school (writing)!

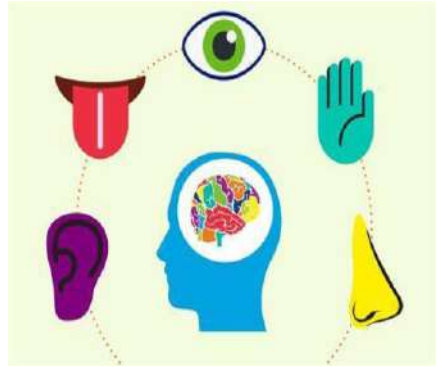


Sensory Processing & discrimination skills

Most of us would be familiar with five of the senses - smell, touch, taste, hearing and seeing

There are two other senses that are very important. The sense of movement and body awareness

Sensory integration helps in organizing sensory information by the brain. Any irregularity in this integration will make a child over or under active.



Our activities help in making sense of sensory integration!

Reading & comprehension skills

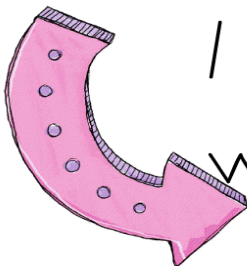
Only after we read to learn can we learn to read!

A child understands the letter sound relationship, without this knowledge reading becomes an arduous task.

Only after a child learns to read can he understand what he is reading (comprehension), which is crucial in higher grades.

Through these activities we plan to lay a firm foundation for the child to learn and enjoy reading.

COMPREHENSION



I understand
what I read.

Maths

Math's is complex! It needs to be dealt with one step at a time. Basic mathematical concepts (concept of measurements, number recognition, grouping and classification, place value, computation skills) serve as the first step to comprehend the analytical world.

Our program is structured to lay foundation of these early math's concepts.



Motor Planning & co ordination



Performing an action sequence (can be dance, jumping, playing hopscotch, sports) requires co-ordination&, motor planning

Without precise motor planning & coordination, child might be clumsy in daily activities & sports and may have poor handwriting

Our activities are directed towards improving motor planning and coordination through fun & play

Who benefits the most?

Children with Neurodevelopmental concerns (attention deficit hyperactivity disorder, learning disability). These children have concerns in the various areas mentioned above.

Children with normal development. This serves an excellent stimulators program.

How does the program work?

Child will be assessed on these domains by simple online assessment Child functioning in these skills will be graded as normal to areas of concern (ranging from mild to severe)

Based on child's concerns, age appropriate stimulatory activities in particular sub domain (Five activities in each sub domain) will be provided

Each activity will have detailed description, materials needed (which can be downloaded or available at home), and the technique to be used.

Complied By

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e-book version of
this handbook can be
downloaded from
www.totsguide.com

Authors view

It was during our fellowship, when we came across ADHD parents, we felt that parents deserve to have awareness, understanding of ADHD and therefore decreasing the stigma, by providing up-to-date scientific information on ADHD. Under the guidance and leadership of our Mentor Dr. Nandini Mundkur we developed this handbook

We hope this handbook helps parents, teachers and larger community to help understand the children with ADHD better.



For further information on SMILES program Email to
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