



Surrey Positive Parenting Service

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www.barnardos.org.uk/surrey-positive-parenting

CAMHS NHS referrals please send to

rx.x.positiveparentingsurrey@nhs.net

Other professional referrals please call

CAMHS One Stop 0300 222 5755

We are available **Monday-Friday, 9am-5pm**
and will get back to you **within 24 hours**
if you leave a message.

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Surrey Positive Parenting Service

Parent Factor in ADHD

Information for parents and carers

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Mindsight Surrey
CAMHS Service



Aims of the Parent Factor in ADHD

Barnardo's aim to support parents like you who have children diagnosed with ADHD. This support, advice, and skills building group helps to empower parents over seven weeks to:

- Gain confidence and skills when living with a child with ADHD
- Consider what it is like to be a child living with ADHD
- Explore how positive parenting is beneficial to the family as a whole
- Discuss strategies for effective behaviour management
- Have the opportunity to meet with other parents
- Look at different forms of communication



Support package

The support we offer is delivered over seven 2 hour sessions which include discussions, videos and presentations; we also use a variety of support materials. We deliver skills building groups daytime, afternoon and evening to suit your needs.

During each session refreshments will be provided.

Aims of the sessions

Session 1 Introduction to the support package and an opportunity to learn and share information about ADHD.

Session 2 To enable you to think about all the challenges involved in being a parent, and then about the additional challenges there are when children are diagnosed with ADHD.

Session 3 To look at different parenting styles. To give you top tips on how to manage difficult situations.

Session 4 To discuss the importance of good communication, both talking and listening.

Session 5 To explore how important feelings are and to show how these can impact on behaviour.

Session 6 To provide you with relevant and understandable information about the education system and your rights within it.

Session 7 To help you think about the different ways people get attention, and how the response they receive can influence the way they get attention in the future. Evaluate the group experience and celebrate achievements.

How Parent Factor in ADHD has helped other parents

The course has given me some **great advice and tips** on how to manage at home.

I now **understand what it's like for my child** to have ADHD.



What is ADHD?

ADHD stands for Attention Deficit Hyperactivity Disorder.

ADHD is a medical condition.

The core symptoms of ADHD are:

- Inattention/distractibility (poor sustained attention to tasks)
- Hyperactivity (excessive activity and physical restlessness)
- Impulsivity (poor impulse control).

Many symptoms of ADHD occur from time to time in all children. However, in children with ADHD they occur very frequently and to a degree that is abnormal for the age and stage of development of the child.

There is also now research from the US, which suggests that children with ADHD are also affected by difficulties in other areas, which can be loosely clustered together into six areas:

- Organising what they need to do, deciding what needs to be done in what order and getting down to doing it.

- Focusing on what they need to do, keeping their attention focused for the length of the task and sometimes changing their attention to something new.
- Being able to decide when they need to stay awake or go to sleep and spending a reasonable amount of time on a task.
- Managing emotions and frustration levels.
- Being able to do one thing while remembering something else and also recalling information from the past that might help with the task.
- Knowing when to do or not do something.

Most people diagnosed with ADHD report significant difficulty in at least some part of each of these six areas.

What causes ADHD?

ADHD is a neurobiological disorder. It is thought it is caused by the lack of, or under activity of, the chemicals dopamine and noradrenaline in the frontal lobe of the brain. These chemicals help ensure that messages sent to the brain are then carried to the right areas along nerve pathways. Because children with ADHD don't have enough of these chemicals, messages don't get to the right places to tell the children what they need to do. There is now considerable evidence collected to suggest there is a strong genetic link to the cause of ADHD.

Characteristics of ADHD

Inattention

The characteristics for inattention include a child who:

- often does not seem to listen when spoken to directly
- often fails to give close attention to details, or makes careless mistakes in activities
- often has difficulty sustaining attention in tasks or during play activities
- often does not follow through on instructions and fails to finish things
- often has difficulty organising tasks and activities
- often avoids, dislikes or is reluctant to engage in tasks which require sustained mental effort
- often loses things necessary for activities
- is often easily distracted by extraneous stimuli
- is often forgetful in daily activities.

Hyperactivity

These characteristics describe a child who:

- often fidgets with hands or feet or squirms in their seat
- often leaves their seat in a situation where remaining seated is expected e.g. the classroom
- often runs around or climbs excessively in inappropriate situations
- often has difficulty playing/engaging in leisure activities quietly
- is often 'on the go' or acts as if 'driven by a motor'
- often talks excessively.

Impulsivity

A child who:

- often blurts out answers to questions before they have been completed
- often has difficulty waiting in lines/waiting in turn
- often interrupts or intrudes on others.

For a child to be diagnosed with ADHD it has to be shown:

- that they have six of the inattentive characteristics and a combination of six of the hyperactive and impulsive characteristics
- that these characteristics are present in more than one setting, e.g. school and home
- that the characteristics were present before the age of seven
- that the characteristics are not caused by something else.


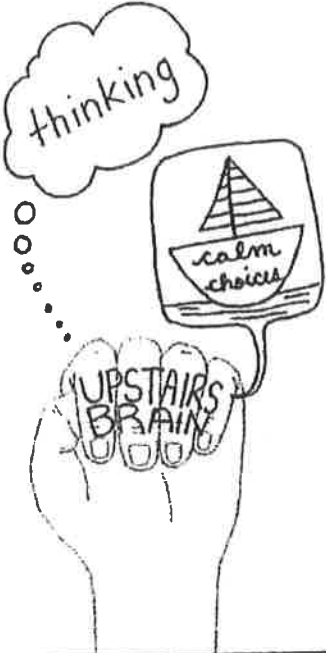

Diagnosis and treatment



Parents are usually the first to recognise that there is something seriously wrong with their child's behaviour, but Attention Deficit Hyperactivity Disorder (ADHD) can only be diagnosed by a specialist, usually a child psychiatrist or paediatrician. The route for diagnosis is via family GP and referral to a specialist, where a comprehensive assessment is carried out often in the context of a team of professionals from other disciplines e.g. psychology, nursing social work and occupational therapy. Careful assessment is important not only in terms of planning effective treatment, but also because ADHD is a complex condition which often overlaps with or can be mistaken for other conditions, such as:

- Autistic Spectrum Condition (Autism and Asperger's syndrome)
- Obsessive-Compulsive Disorder (OCD)
- Tourette's Syndrome
- Conduct Disorder
- Oppositional Defiant Disorder (ODD)
- Anxiety disorders
- Emotional problems.

WHOLE-BRAIN KIDS: Teach Your Kids About Their Downstairs and Upstairs Brain

YOUR DOWNSTAIRS BRAIN AND YOUR UPSTAIRS BRAIN

		
<p>MAKE A FIST WITH YOUR HAND. THIS IS WHAT WE CALL A HAND MODEL OF YOUR BRAIN. REMEMBER HOW YOU HAVE A LEFT SIDE AND A RIGHT SIDE TO YOUR BRAIN? WELL, YOU ALSO HAVE AN UPSTAIRS AND A DOWNSTAIRS PART OF YOUR BRAIN.</p>	<p>THE UPSTAIRS BRAIN IS WHERE YOU MAKE GOOD DECISIONS AND DO THE RIGHT THING, EVEN WHEN YOU ARE FEELING REALLY UPSET.</p>	<p>NOW LIFT YOUR FINGERS A LITTLE BIT. SEE WHERE YOUR THUMB IS? THAT'S PART OF YOUR DOWNSTAIRS BRAIN, AND IT'S WHERE YOUR REALLY BIG FEELINGS COME FROM. IT LETS YOU CARE ABOUT OTHER PEOPLE AND FEEL LOVE. IT ALSO LETS YOU FEEL UPSET, LIKE WHEN YOU'RE MAD OR FRUSTRATED.</p>

	
<p>THERE'S NOTHING WRONG WITH FEELING UPSET. THAT'S NORMAL, ESPECIALLY WHEN YOUR UPSTAIRS BRAIN HELPS YOU CALM DOWN. FOR EXAMPLE, CLOSE YOUR FINGERS AGAIN. SEE HOW THE UPSTAIRS THINKING PART OF YOUR BRAIN IS TOUCHING YOUR THUMB, SO IT CAN HELP YOUR DOWNSTAIRS BRAIN EXPRESS YOUR FEELINGS CALMLY?</p>	<p>SOMETIMES WHEN WE GET REALLY UPSET, WE CAN FLIP OUR LID. RAISE YOUR FINGERS LIKE THIS. SEE HOW YOUR UPSTAIRS BRAIN IS NO LONGER TOUCHING YOUR DOWNSTAIRS BRAIN? THAT MEANS IT CAN'T HELP IT STAY CALM.</p>

Siegel and Bryson 'The Whole-Brain Child'
 2012

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Self-esteem and ADHD

Self-esteem is about self-value. It is about how we see ourselves and our personal achievements and our sense of worth.

Self-esteem is important because it helps children and young people feel proud of who they are and what they do.

Self-esteem gives children and young people the power to believe in their abilities and the courage to try new things. It helps them develop respect for themselves, which in turn leads to being respected by other people.

How is self-esteem affected by ADHD?

Self-esteem in children and young people is shaped by:

- How they think
- What they expect of themselves
- How other people (family, friends, and teachers) think and feel about them.

Many children and young people with ADHD have problems in school and with teachers and sometimes have difficulties at home. They find it difficult to make and keep friends.

People often do not understand their behaviour and judge them because of it. They disrupt situations, often gaining punishments, so they may find it easier not to bother trying to fit in or do work at school.

All this means children and young people with ADHD often feel bad about themselves. They might think they are stupid, naughty, bad or a failure. Not surprisingly, their self-esteem takes a battering and they find it hard to think anything positive or good about themselves.

Birthday parties and social events are a natural part of growing up, but other parents may not want to invite a child/young person who is labelled as having bad behaviour. Again, this can lead to a child/young person with ADHD being excluded.

Exclusion only adds to their negative feelings and reinforces the idea that they are naughty.

The problem of exclusion

Hyperactive, disruptive behaviour can be a key factor of ADHD.

Children and young people with ADHD cannot help behaving in this way, but teachers trying to cope with a disruptive child/young person may deal with it by excluding them from the classroom.

Things children/young people with ADHD say about how it feels:

- I am always in trouble
- I always get accused of not trying when I do try
- People call me lazy
- I don't see things the way others do
- I don't understand how they think and feel
- People ignore me
- People dislike me
- People laugh at me
- I always forget things
- I get angry
- I get miserable.

Practice sheet

Giving an "I" statement



I feel (say how you feel)

When (describe the situation and avoid using 'you')

Because (state your need that is not being met and why it matters)

What I'd like is (describe what would help you to meet your need)

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choices and consequences practice sheet

PRACTICE SHEET • PRACTICE SHEET • PRACTICE SHEET • PRACTICE SHEET

GIVING CHOICES AND CONSEQUENCES



_____ you have a choice.

(child's name)

You can either _____

(positive behaviour choice)

or you can _____

(negative behaviour choice)

If you choose _____

(positive behaviour)

then _____

(positive consequence)

If you choose _____

(negative behaviour)

then _____

(negative consequence)

It's up to you – it's your choice.

Link to clips:

<http://www.bing.com/videos/search?q=adhd+simulator&view=detail&mid=D25CE1AFAC2304091CFDD25CE>

ADHD simulator

<https://www.youtube.com/watch?v=5GBMS7WPFs>

How do you know that you have ADHD?

<https://youtu.be/suEjXwnxaYY>

ADHD Circuit