

WORKBOOK



 *Chaos Free ADHD*



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Welcome to Your Break!

Dear Parents,

We are so glad you took this step and enrolled in **Break from Chaos**.

We created **Break from Chaos** for parents that are experiencing the chaos of ADHD. The primary goal of the **Break** is to give you the time and space to slow down for your everyday life so you can assess where you are with your current ADHD management plan, determine what is working and what is not, and discover effective ways to help your child succeed and bring peace to your home.

Think of these four days as the beginning of a journey. You will begin to experience what is possible when you have the proper tools and strategies to truly help your child overcome the challenges of ADHD.

You deserve a peace that lasts for years to come. That kind of peace starts here.

We are honored to help you start this journey to becoming a chaos free family.

Mary and Laura



How Behavioral Change Happens



A parent's perspective of ADHD influences how they react to their child's challenges.

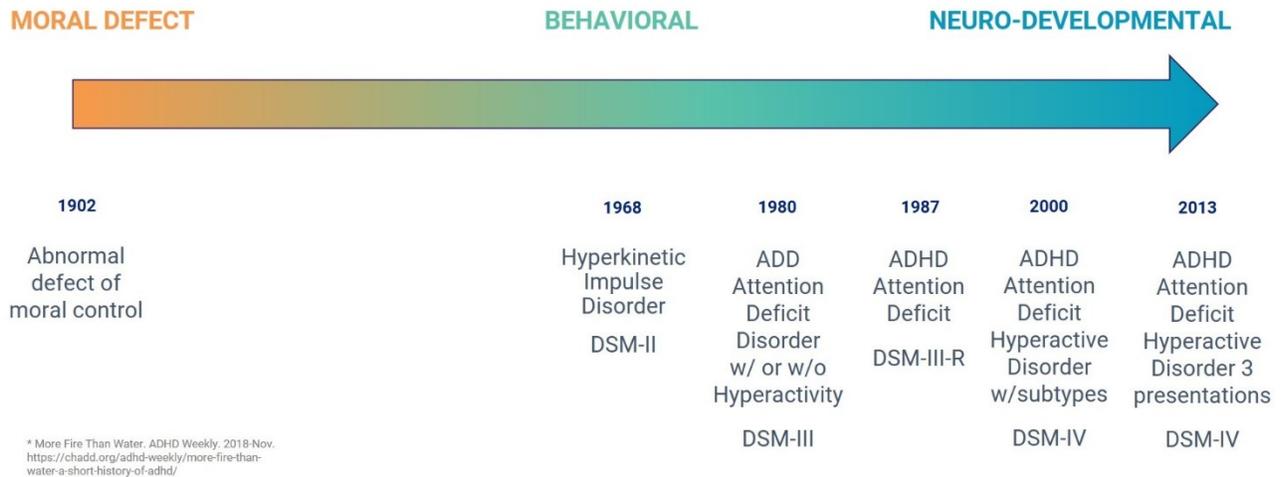
When you respond in a new way to these challenges, you will begin to see a change in the relationship with your child.

Factors impacting performance.





Evolution of Understanding of ADHD



What We Now Know About ADHD

ADHD is a neurodevelopmental condition characterized by

- Structural and chemical differences in the brain
- Delay in cognitive development
 - Executive Functions
 - Up to 25% of chronological age

The Executive Functions



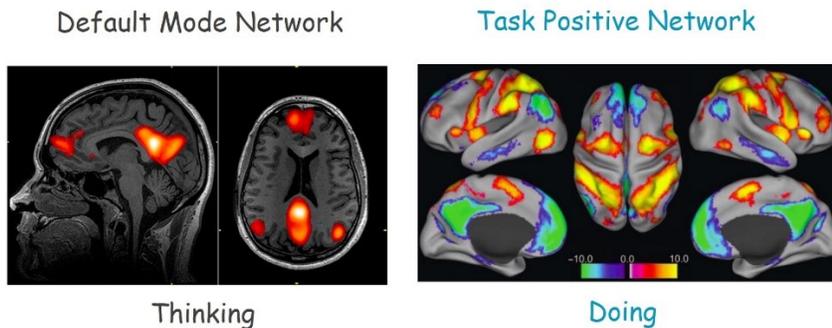
The majority of your child's performance deficits are a matter of CAN'T not won't.

- **The Paradox of ADHD**
 - Skills are present, not consistently accessible
 - * Can memorize every Pokémon character but not 10 vocabulary words
 - * Routinely organizes art supplies but backpack is a mess
 - *This paradox is as frustrating to the person with ADHD as it is for those around them.*

List one or two of your child's paradoxes.

- **Self-Regulation deficit** (not an attention deficit).
 - Inability to regulate use of Executive Functions.

Brain Networks Affected by ADHD



Processes are carried out through the coordination of information along networks in the brain.

Default Mode Network (DMN or Thinking) This is the network our brain uses when we are thinking, daydreaming, even worrying.

Task Positive Network (TPN or Doing) This is the network our brain uses when we are actively involved in problem-solving, expressing creativity, or completing a task. Notice how many areas are lit up and working together.

Glitchy Switch

The ADHD brain has difficulty switching cleanly between these two networks. This makes it difficult for your child to:

- Start and complete tasks or pay attention.
- Control their little bodies and emotions.
- Transition from one activity to another.



What is a transition?

A transition is any event where your child

- changes from one activity to another, like getting off electronics and to eat dinner.
- moves from one location to another, like leaving your home to go to the store.
- changes the target of their attention, like putting one toy down to play with another.

Signs Your Child is Struggling with Transitions

Distraction

The child starts an unintended task on the way to starting the requested task like stopping to play with the dog on the way to cleaning their room.

The child might stop the original task at first but not engage in the new task and return to the original task. Example: You ask your child to stop playing Legos and clean the playroom. The child stops at first, begins to clean but is then drawn back to playing with the Legos again.

Resistance

Resistance is the apparent refusal to change. This is not the child saying "Oh I don't want to stop playing" as they turn off the game and make their way to the dinner table. This is the child saying "No, I do not want to stop now" as they continue to play.

Avoidance

Some children will use avoidance as a tactic to remain in their current state. They may pretend not to hear even though you are standing close by.

(Note: This is not them saying they didn't here you when you were yelling from the other room.)

Negotiation

Some children will take a more offensive approach by bargaining or *negotiating for your permission to remain in the original state. *They may ask for more time or promise to do something else for you later.

Meltdown

And finally, there is the *meltdown or tantrum where your child experiences a total *loss of emotional control.

If your child frequently responds to your requests to change activity, places, or attention with any of these behaviors, your child is struggling with transitions.

Where does your child struggle to transition?	
From _____	To _____
From _____	To _____

STRATEGY

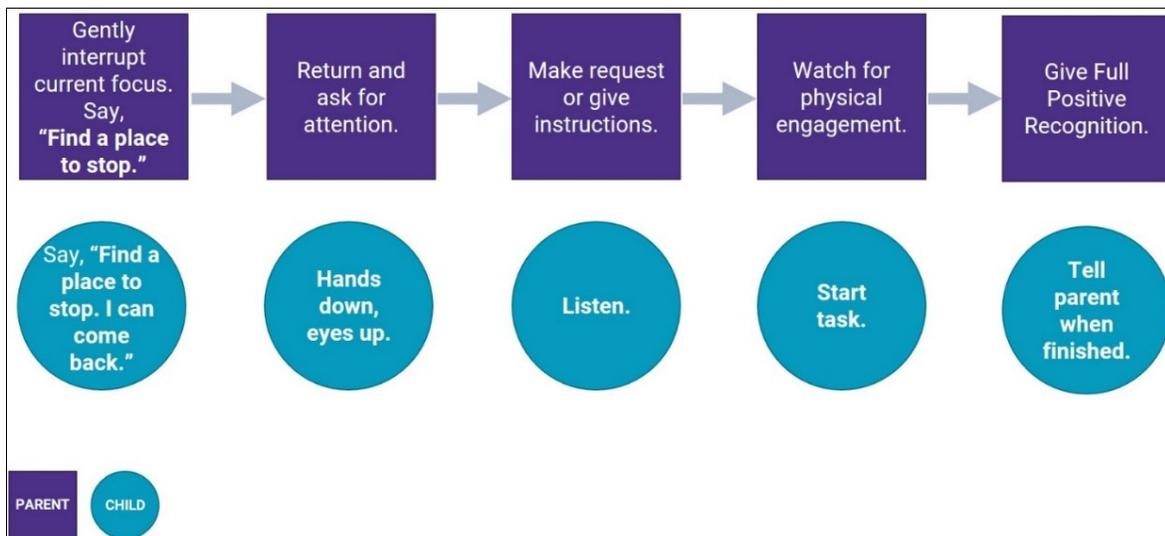
Transition Strategy

This is a strategy that helps your child’s brain calmly and smoothly transition to the next task. No yelling. No crying.

A few things before we start.

1. Transitions can and often do create a reaction in your child. That reaction is going to send a little shot of adrenaline coursing through their little bodies resulting in a bit of stress. It is a reflex, and it is going to happen.
2. You need to wait 90 seconds for that adrenaline to dissipate and then another 30 seconds for your child to process what is happening and act on it. So, 2 minutes is the magic number. Giving them longer than 2 minutes may sound more compassionate, but it can actually give them time to slip back into hyper focus.
3. **Under no circumstances are you to ever mention that “2-minute” number to your child.**

Transition Process



There are two parallel tracks of this process: one for the parent and one for the child.



Day 1: New Understanding of ADHD

What the parent will do:

1. Gently interrupt your child's focus by telling them to "find a place to stop".
 - You should be within 3 feet of them – do not yell from another room
 - Use a clear and directive statement.
 - Don't mention anything about time
 - Don't expect a lot of engagement from your child at this point
2. Come back in 2 minutes. Announce that you need your child's attention.
 - Do not say anything further until your child puts their hands down and eyes on you.
 - If you forget to come back in 2 minutes, START OVER.
3. When hands are down and eyes are up, give your instructions.
 - Ask the child to let you know when the task is complete.
 - ***You are not finished yet!***
4. Remain present long enough to see your child physically engage in the requested task.
5. When the child returns to tell you the task is complete, reward them with words of affirmation letting them know they were successful.

Explaining the Transition Process to Your Child

This process works better when your child knows what to do. Sit down with your child and explain this process to them.

Here is a sample dialog of what to say:

"I don't like it when I have to nag or yell to get you to do something, so I want us to try something different.

1. I am going to tell you to "Find a place to stop."
2. You are going to tell yourself, "Find a place to stop" and remind yourself that you can come back to this later.
3. Then, I will let you find that place to stop and come back to get you. (Don't say anything about time!)
4. Now, when I come back, your signal that you have stopped and are ready for me to give you instructions will be for you to put your hands in your lap and your eyes on me.
5. You will listen as I tell you what I expect you to do.

You will go do that and when you are done, you will come back and let me know you are finished."



QUICK WIN #2

Print out the larger version of the Transition Process in the Appendix and discuss it with your child. Start using this process each time you need to move your child from one activity to another? **Post your experiences in the Facebook group.**

QUICK WIN #3

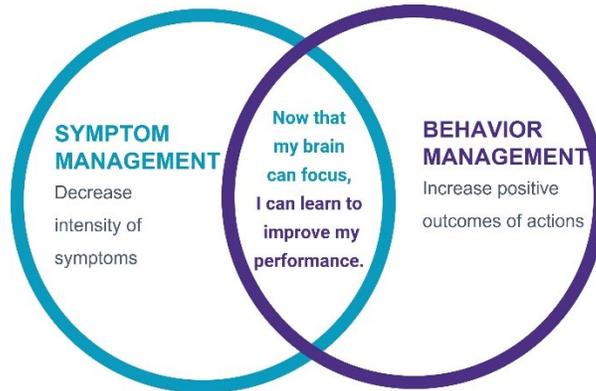
Based on what you learned about ADHD in this lesson, which of your child's challenges are you starting to view differently?



Day 2: Best Practices in ADHD Management

How Do We Get a Better Switch?

We help the brain switch cleanly using medication and behavioral management techniques.



Standard ADHD Treatment

The American Academy of Pediatrics emphasizes the combination of symptom management and behavioral interventions to achieve the best long-term outcome for those with ADHD.

Preschool Children (4-5yo) The **Parent Training** form of **Behavioral Management** should be first-line of treatment before **medication**.

Elementary age (6-11yo) The combination of **Parent Training (Behavioral Management)** and **medication** has been shown to provide the best outcome.

Adolescents (12-18yo) Use of approved **medication** preferably along with **behavioral management** interventions, like **Life Skills Coaching**.

Chemicals in the Brain Affected by ADHD (Neurotransmitters)

- **Dopamine**
 - Helps nerve cells pass information
 - Helps tune into what is important
 - Increases motivation
- **Norepinephrine**
 - Increases our arousal; wakes us up
 - Improves ability to take in information
 - Both stimulate the Executive Functions

Medication works to increase the amounts of these chemicals in our brain and to help our brains use them more efficiently.



Day 2: Best Practices in ADHD Management

Stimulants

These medications stimulate the production of dopamine and norepinephrine in the brain.

There are two types of stimulants

- Amphetamines
- Methylphenidates

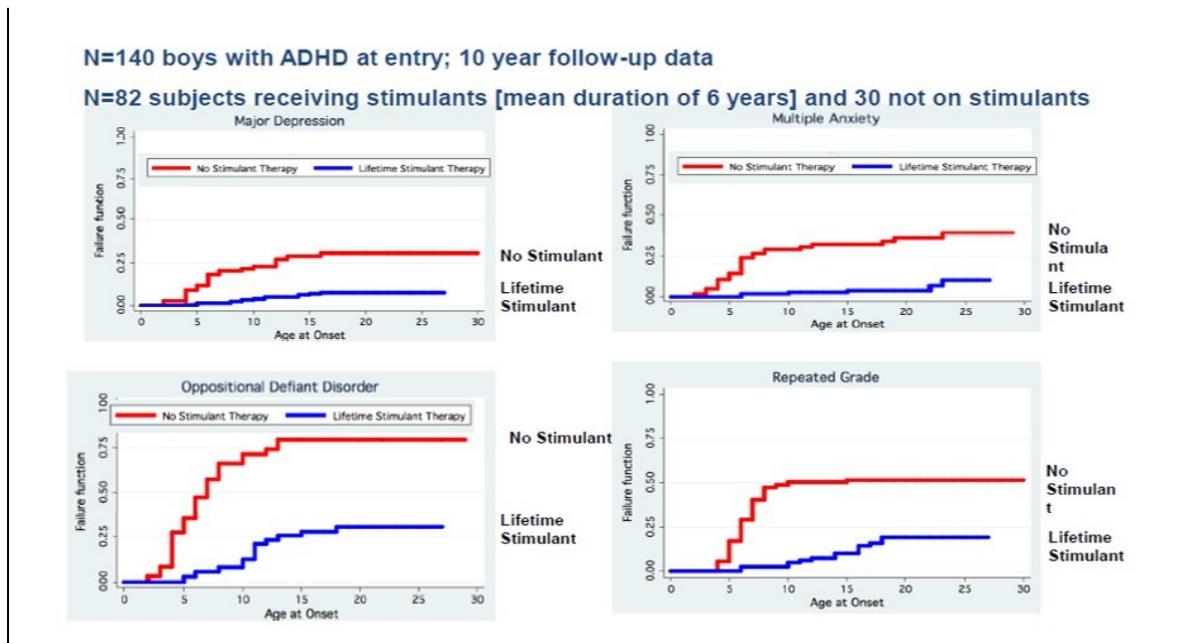
Amphetamines have been used to control ADHD type symptoms since 1937 and methylphenidate used since 1954. These are two of the most studied medications in the world.

These work so well that practically every stimulant medication used for ADHD today is a variation or formulation of these two compounds.

These medications have a variety of delivery systems:

- Pills
- pills that can be opened and sprinkled
- pills that can be chewed
- liquids
- transdermal patch
- Delayed release - taken at night to be active upon waking

Long-term Benefits of Stimulant Medication





Day 2: Best Practices in ADHD Management

Stimulant-like (Non-stimulants)

These medications were developed as anti-depressants but can also raise dopamine and norepinephrine levels.

The downside is that they are not as effective as stimulants.

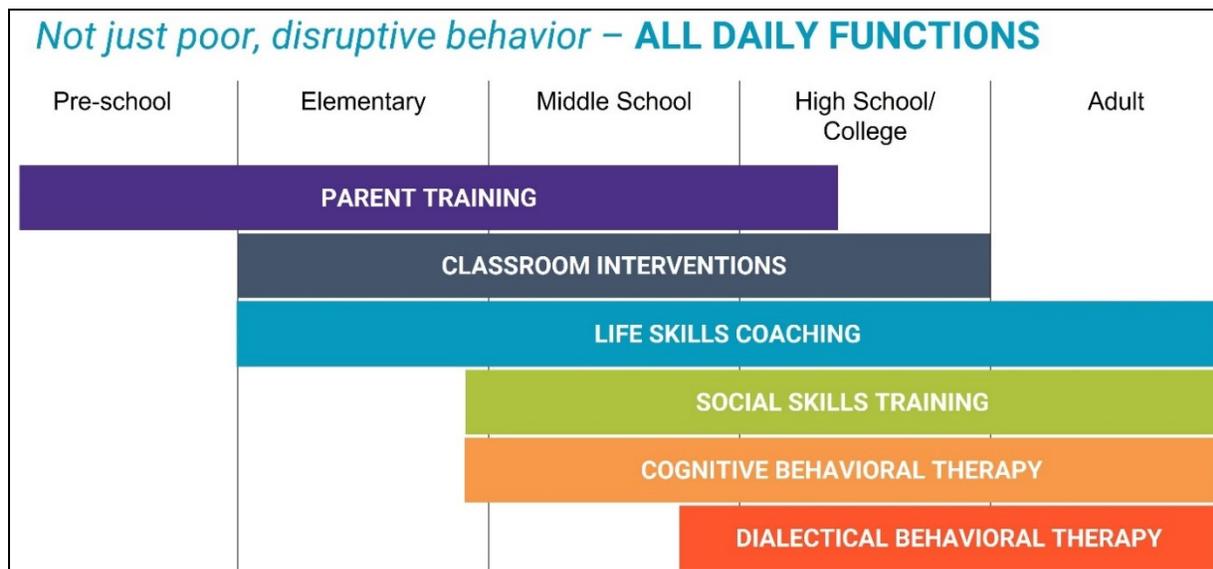
Other Medications Used

Then there are these other medications, the most popular being the Alpha 2 Agonists like Clonidine and Guanfacine.

These were developed as blood pressure medications and work mostly to calm agitation and aggression, emotional sensitivity. They can be used alone or with a stimulant.

Pills don't teach skills. Medication is meant to be used in tandem with Behavior Management.

Behavior Management Components



Parent Training

- ADHD Knowledge
- Positive Communication/Reinforcement
- Positive Discipline/Accountability
- Techniques to overcome Executive Function deficits
- Collaborative Problem solving
- Comprehensive ADHD Management approach



Day 2: Best Practices in ADHD Management

Classroom Interventions

- Individual Education Plans (IEP)
- Accommodations (504 Plans)

Learning Disabilities

More than 40% of those with ADHD also have a learning disability.

- Dyslexia - reading
- Dyscalculia - math
- Dysgraphia - writing
- Dyspraxia – motor skills problems
- Dysphasia/Aphasia – language problems
- Auditory Processing Disorder
- Visual Processing Disorder

Life Skills Coaching

- Personal Goal focused interventions
- Identification of strengths
- Strategies to overcome Executive Function deficits
- Self-Care strategies

Social Skills Training

- Initiating conversations
- Appropriate eye contact and personal space boundaries
- Reading facial expressions and body language
- Assertiveness (self-advocacy)
- Empathy

Cognitive Behavioral Therapy

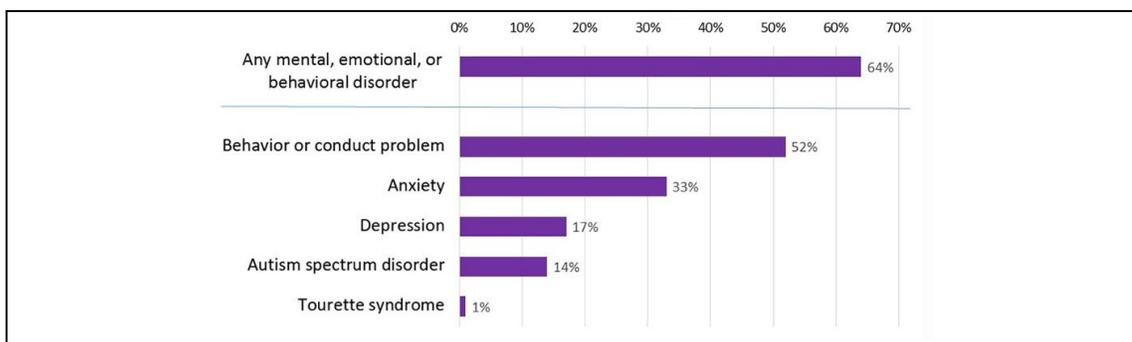
- Focuses on how thoughts, feelings and behaviors influence each other.
- Change thoughts to change behavior.

Dialectical Behavioral Therapy

- Helps people cope with extreme or unstable emotions and harmful behaviors.
- Focuses on emotional regulation, self-acceptance, and relationships with others.

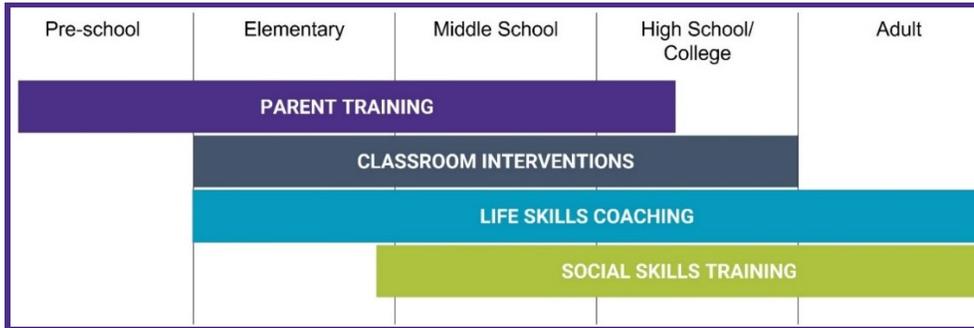
Common Conditions Co-Existing with ADHD

More than 2/3 of individuals with ADHD will have at least one co-existing condition.





Chaos Free ADHD provides direct support for these elements of Behavior Management.



Therapy vs Coaching



Risks of Poorly Managed ADHD

School Performance

- 3x more likely to be held back
- More intelligent than grades represent
- More frequent behavioral incidents

Self-Medicating Behaviors

- Over-use of caffeine, smoking, vaping
- Illicit drugs, alcohol, diverted medication
- Cutting

Risky Behavior

- Sex, gambling, stealing
- Unsafe, adrenaline seeking behaviors

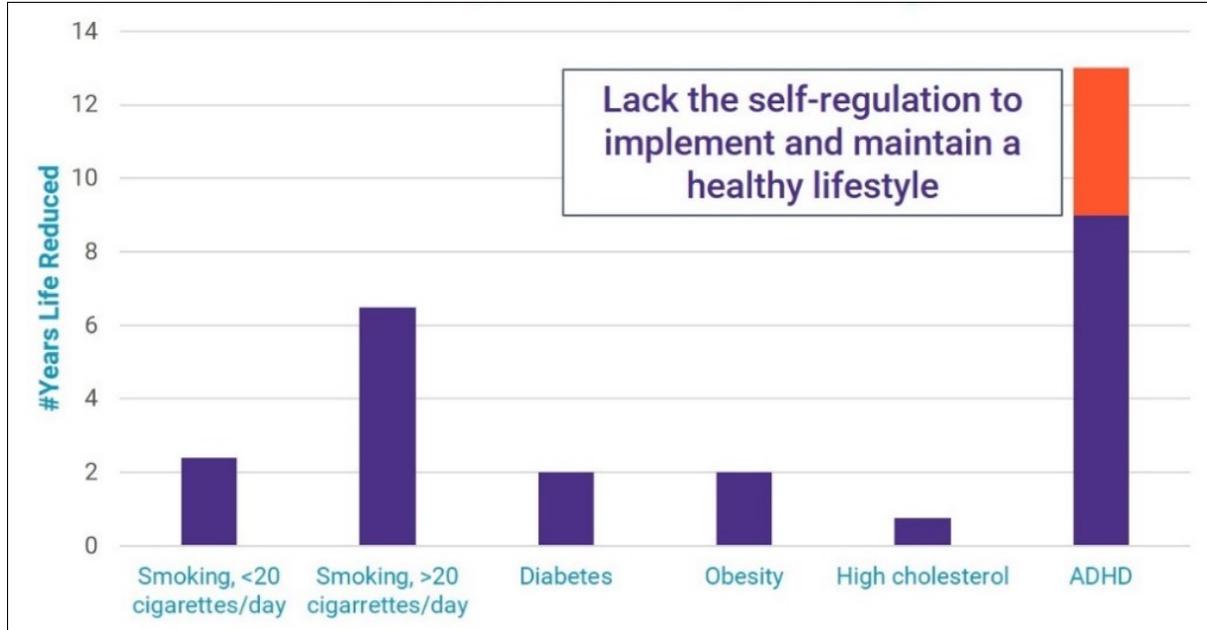


Day 2: Best Practices in ADHD Management



Day 2: Best Practices in ADHD Management

ADHD Impacts Life Expectancy



"ADHD is the most treatable disorder in psychiatry, bar none."
— Russell Barkley, Ph.D.

Early Intervention +  = **Success, Peace**

The good news is that with early interventions of effective management plans, we can teach children and adults, to manage their ADHD effectively and literally save their lives.



Day 2: Best Practices in ADHD Management

QUICK WIN #2 (continued)

Practice using the Transition Process with your child.

Post your experiences in the Facebook group.

QUICK WIN #4

Discuss with your co-parent:

What symptom or behavioral management methods would you like to learn more about or add to your child's current treatment plan?



Day 3: Becoming a "Coaching" Parent

Keys to Becoming a Coaching Parent

- **Know the GAME (ADHD)**
 - Chronic and persistent
 - Fact based perspective
 - REALITY of ADHD
 - Multimodal Management Plan
- **Know the PLAYER (child)**
 - Current level of independence or performance
 - Balanced perspective of Strengths & Challenges
- **Know the value of COLLABORATION**
 - Always put the PARENT/CHILD relationship first
 - Teach more, consequence less
 - Collaborate where possible
- **Know your STAFF**
 - Doctor
 - School
 - ADHD/EF Coach
 - Extend Family
 - Activity Leads
- **Know the meaning of VICTORY**
 - Winning is defined by improvement
 - Gradual reduction of support ONLY after consistent demonstration of ability
- **Know how to TEACH**

How Humans Learn

We do not learn by simply being told what to do. We need to experience what we learn.

Learning Period

Taking in information on how to perform the task. Examples would be

- Expectations
- Techniques
- Facts
- Strategies



Performance Period

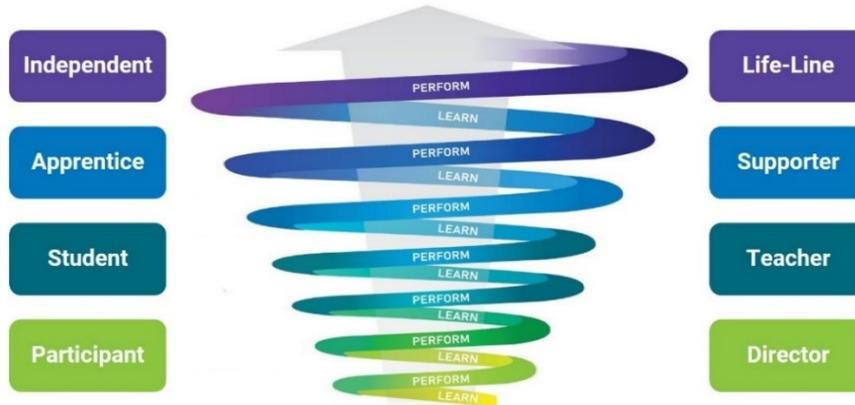
We complete the learning cycle by demonstrating our ability to act on that information. This is also called practice!



Day 3: Becoming a "Coaching" Parent

Stages of Learning (Progressive Independence)

As we learn new skills, our learning cycle becomes an ever-widening learning spiral that moves us toward confident independence in that skill.



As a coaching parent, you need to be able to assess where your child is in that learning spiral, so you can determine what level of support they need and the next step in their growth.

When a child does not know a certain process, the parent takes on a **DIRECTOR** role making all decisions about how and when the process is to be performed. The child is mostly just a **PARTICIPANT** in the process. Remember directing is not teaching.

The Director parent often looks for clues the child is ready to learn or trying to perform some parts of the process on their own. At this point the parent becomes a **TEACHER** and focuses on teaching the child how to perform the steps in the process instead of just doing everything for them. Now the child becomes a **STUDENT**.

The Teacher parent remains present to let the child practice under their supervision. In the beginning, the teaching parent should expect to provide a lot of prompts to help the child complete the process successfully.

When the child begins to show consistent competence in performing all of the steps in the process, the parent begins to step back and act as a **SUPPORTER**. The Supporter parent may still have to remind the child to start the process and monitor completion, but the child is now an **APPRENTICE**, capable of performing each step of the skill on their own.

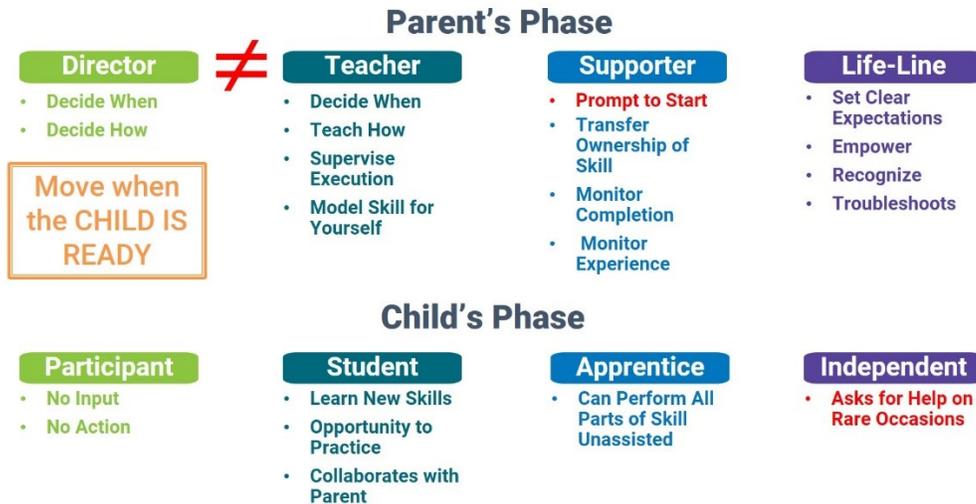
The child becomes an Apprentice only when the child can consistently perform all the steps in the process. The Supporter parent may still have to prompt the child to start the process or check for proper completion of the process



Day 3: Becoming a "Coaching" Parent

The child is considered **Independent** for this process only when they can self-start and perform all steps of the skill completely. The only involvement of the parent in this stage is to act a **LIFELINE**, offering advice or assistance to overcome unusual circumstances.

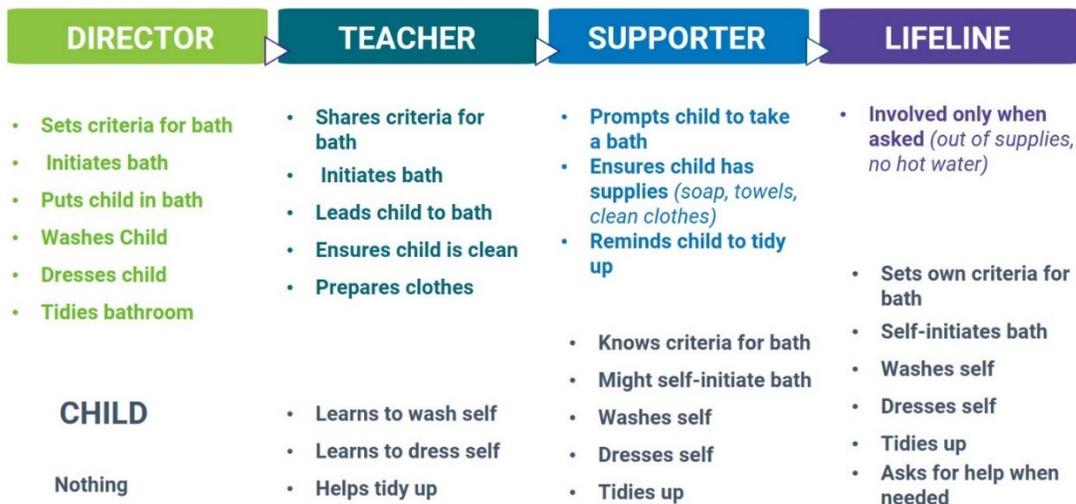
Progressive Independence Phases Explained



Directing is not the same as Teaching

Supporter parents still have to prompt the Apprentice child to start the process. Independent children rarely ask for assistance.

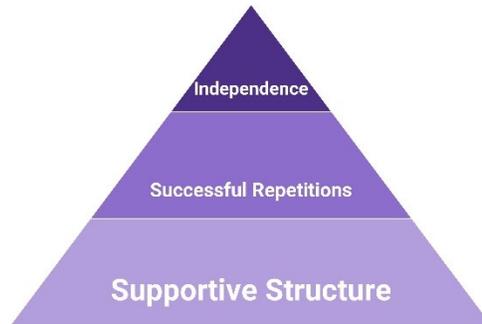
Example: Progressive Independence Phases for Learning to Take a Bath



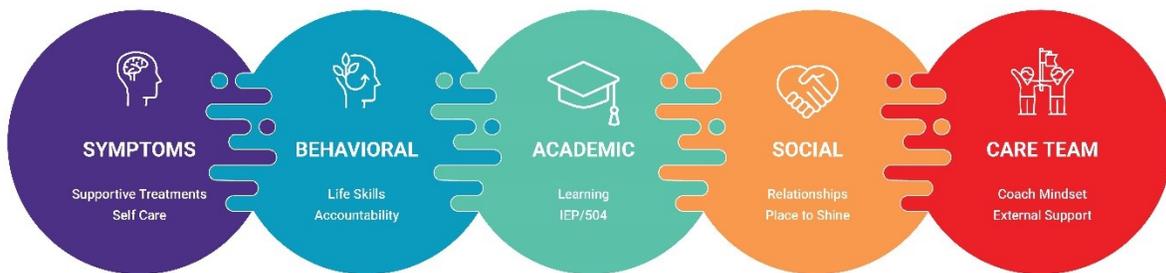


Day 3: Becoming a "Coaching" Parent

Independence is Built



Comprehensive Management of ADHD



Management Assessment Tool

PERSONAL		Place to Shine
		Relationships
		IEP/504
ACADEMIC		Learning
		Accountability
BEHAVIORAL		Life Skills
		Supportive Treatments
SYMPTOMS		Self Care
		External Support
CARE TEAM		Parent "Coach" Mindset



Day 3: *Becoming a "Coaching" Parent*

QUICK WIN #2 (continued)

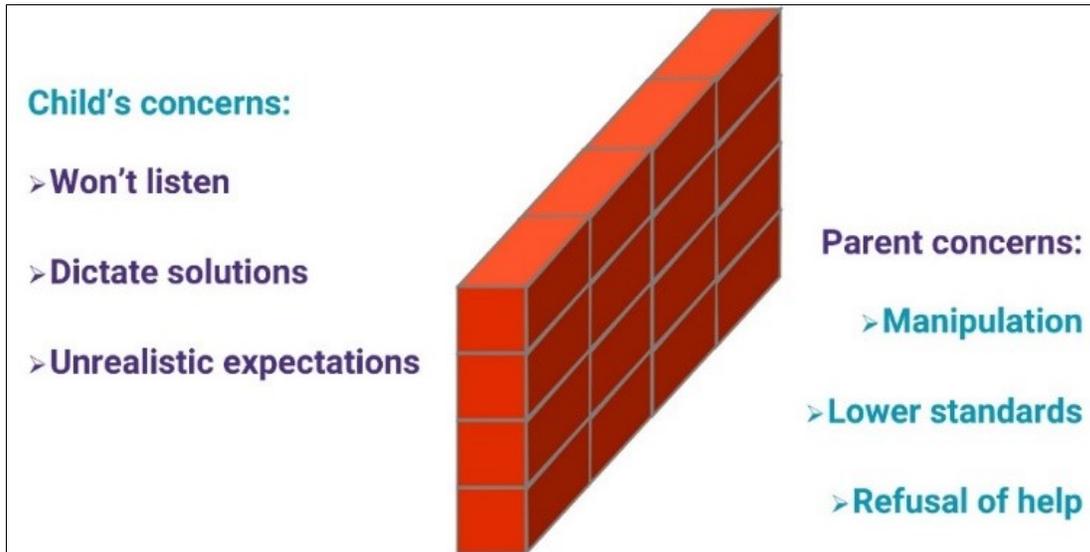
Continue practicing the Transition Process with your child.

Post your experiences in the Facebook group.

QUICK WIN #5

Review your child's current Comprehensive Management Assessment with your co-parent. Which part or parts you feel need to be addressed right away. Post your thoughts in the Facebook group.

Obstacles to Collaboration



Collaboration can be a scary concept, especially if there is a lot of tension in the parent/child relationship.

Children concerns:

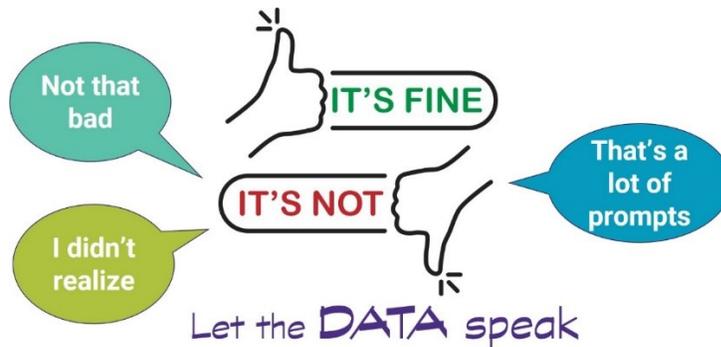
- Do not want to share their needs because you might say no or think they are being silly
- Afraid you won't consider their ideas and continue to dictate the solutions you want them to use.
- Afraid collaboration means parents will increase expectations when they are struggling now.

Parent concerns:

- Child will try to manipulate them
- Child will ask for expectations to be set low
- Fear confrontation because their child has refused help in the past.

Allowing your child to be a part of the solution creates more buy-in to improving the process. It is their brain. Isn't it possible they might know a little about what is going on?

Different Perspectives of Need to Improve



One of the biggest obstacles to collaboration is when parent and child have different views of the child's performance.

One method to use to get everyone on the same page is to simply track the data for a period of time and let the data define the performance level.

The keys to making this work are:

- Enter the data on the tracking sheet together
- Keep the tracking sheet where it is visible to everyone

Possible results:

"It's not as bad as I thought. Let's work on something else."

"I didn't know everything my co-parent was doing to make this happen."

"I didn't realize my parent was prompting me so much."

Benefits of Collaboration

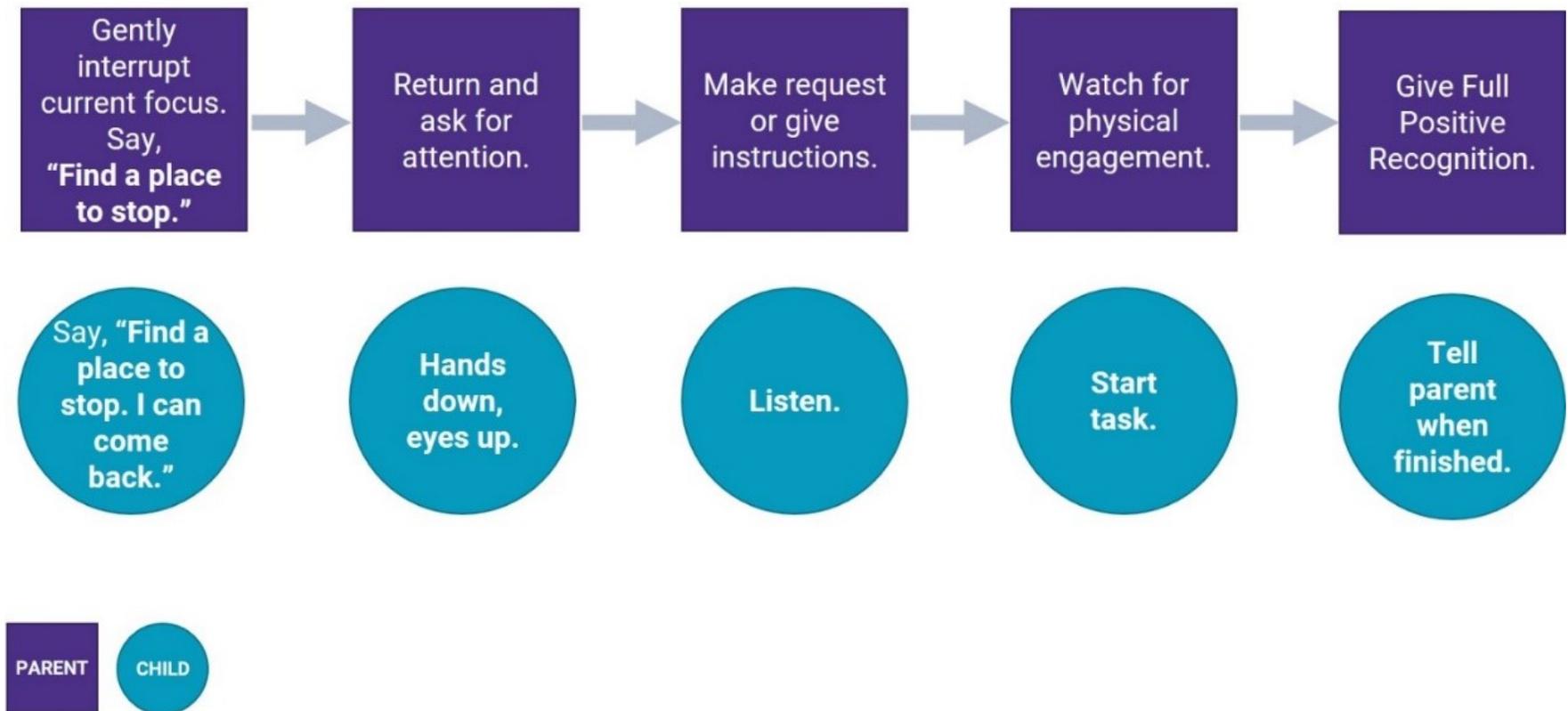
- Develops cognitive skills of problem-solving and metacognition.
- Builds self-confidence, self-esteem, and self-advocacy skills.
- Improves the parent/child relationship by working together. The child feels their ideas are valued. This increases the child's buy-in to the improvement process.

Don't let this be the end of your journey to family peace.



APPENDIX

Transition Process



Break from Chaos Facebook Group Technical Roadmap

Everything you need for your Break From Chaos can be found in this workbook or in the Break From Chaos Facebook group.

Join us for each Break on ZOOM or Facebook Live:

Zoom link: <https://zoom.us/j/9728390678>

Facebook Group: [facebook.com/groups/4daybreakfromchaos](https://www.facebook.com/groups/4daybreakfromchaos)

Here's where everything can be found in the Facebook Group:



..... About ... Discussion ... Guides ... Announcements ... Rooms ... Members ... Events ... Media

What's on your mind, Laura?

About This group

Manage notifications
Pin group

DISCUSSION
The main feed in the group where all posts are made. All live sessions can be found streaming into this main feed of the group.

ANNOUNCEMENTS
The go-to spot for important information.

EVENTS
A group event will be created and posted for each day. The scheduled sessions are July 26-29 at 8:00 PM CST. Be sure to add them to your calendar now so you don't forget.

GUIDES
All sessions, recordings, digital content, and any bonuses will be found neatly organized here by day.

Update your settings to make sure you don't miss anything.

Step 1. Click the three dots
Step 2. Click Pin Group
Step 3. Click Manage Notifications
Step 4. Select All Posts and click Save

Notification Settings

All Posts Every post in the group

Highlights Friends' posts and suggested posts

Friends' Posts Only your friends' posts

Off Only mentions and important updates to group settings or privacy

Member Request Notifications Get notifications when friends ask to join

Cancel Save