

EVERYDAY SURVIVAL SKILLS FOR THE MANAGEMENT OF ADHD

- **BE REALISTIC.** Choose goals your child can reach; setting unreachable goals leads to more frustration for both you and your child.
- **BE CONSISTENT.** Use the same daily routines, rules and discipline as much as you can so your child knows what to expect.
- **MAINTAIN THAT CONSISTENCY.** Have everyone who cares for your child use the same routines, rules and discipline as much as possible.
- **BE PATIENT.** It will take time for your child's behavior to change since learning new things takes time.
- **STAY POSITIVE.** Give praise for what your child is doing right MUCH more often than fussing about what he/she is doing wrong.
- **TAKE CARE OF YOURSELF.** Rest when you can and ask for help when you can.

Set Realistic Expectations	<p>Know your child's limits. Be realistic about situations your child does not handle well and try to adjust if you can.</p> <p>√ If possible, shop before picking up your child if going with him/her to the store is stressful...or make them your helper to put items in the cart.</p>
Identify Success	<p>In situations/circumstances where your child does well, let him/her do more of it.</p> <p>√ If your child does homework best lying on his/her belly with work spread out, then let him/her do that.</p>
Get Moving	<p>Physical activity can calm a wired or anxious child or perk up a bored child.</p> <p>√ Give your child 20 minutes of physical activity (actually moving) every couple hours. Outdoors is best. Quick breaks can be as easy as letting your child walk to the mailbox, shoot a basketball, or do 30 jumping jacks.</p>
Fidget to Focus	<p>Allow your child/teen to fidget or squirm when working.</p> <p>√ Allow your child to doodle, sit on his/her feet, stand up, or use a squeeze ball if it helps him/her pay attention.</p>
Apply the Breaks	<p>Schedule breaks during homework or chores – it will help your child stay on task. In the long run, it can actually save time and improve how well the work is done.</p> <p>√ If your child does 30 minutes of homework, then give him/her a 10 minute break to do something he/she wants to do such as drawing, using the computer, or playing outside. Choose an activity and length of time that does not over-stimulate or make it hard to get back to work.</p>
Background Sound	<p>Constant background sound may help your child/teen focus better on homework or chores.</p> <p>√ Let your child have a running fan, white noise machine or music playing softly if it helps him/her concentrate.</p>

References: Refer to the SCORxE Evidence-Based Best Practices for the Management of Attention-Deficit/Hyperactivity Disorder (ADHD) in Pediatric Primary Care in South Carolina 16-page Summary April 2011 available at: <http://www.sccp.sc.edu/SCORxE>

TIPS TO HELP MANAGE BEHAVIOR OF CHILDREN AND TEENS

<p>Give Simple Commands</p>	<p>State what you want your child to do, one step at a time. Be specific. Be firm. Do <u>not</u> state as a question. Do not say too much at one time.</p> <ul style="list-style-type: none"> ✓ <u>Child</u>: “Put on your pajamas.” After pajamas are on, “Brush your teeth.”...NOT “Get ready for bed, okay?” ✓ <u>Teen</u>: “Study math notes for the test tomorrow.”... NOT “Go study for your test.”
<p>Give Praise</p>	<p>Praise specific behaviors you want your child to do more often. Reward right away when he/she does what you ask. Hugs and fist bumps work great!</p> <ul style="list-style-type: none"> ✓ <u>Child</u>: “I’m happy you listened the <u>first time</u> I asked you to pick up your clothes. You can play 15 minutes on your Xbox.” ✓ <u>Teen</u>: “I like that you came home on time. Next Saturday you can extend your curfew 30 minutes.” (May delay rewards/privileges with teen)
<p>Set Consequences</p>	<p>Set limits. Make sure your child knows in advance what happens if he/she does not listen. Be consistent and fair. Take away a privilege when your child does not listen to you. Tip: to make this most effective, give him/her a plan for earning it back.</p> <ul style="list-style-type: none"> ✓ <u>Child</u>: “Time to put your toys away. If toys are not put away when the timer rings, you’ll lose 30 minutes of TV tonight.” ✓ <u>Teen</u>: “Be home by 10:30 tonight. If you miss curfew, you can’t use the car tomorrow night.”
<p>Time-Out</p>	<p>Put your child (2-12 years old) in the same quiet place, away from people, toys or TV. Give one minute per year of age of child; for example, a 5 year old gets 5 minutes. Do not talk with your child while in time-out; walk him/her back if they get up.</p> <ul style="list-style-type: none"> ✓ Used for more extreme, poor behaviors such as spitting, hitting, kicking, or screaming. ✓ Useful for children, not teens.
<p>Use Timers</p>	<p>Use audio/visual aids to help your child stay on task or change activity/task. Timers are also useful when your child is in time-out.</p> <ul style="list-style-type: none"> ✓ <u>Child</u>: “I set the timer for 15 minutes of play. When the timer rings, put your toys away.” ✓ <u>Child/Teen</u>: “In 10 minutes, we are going home.” LATER: “In 5 minutes, we leave.” FINALLY: “Time to go.” (Useful to help switch to different activity/task)
<p>Use a Reward System</p> <p>(How to Handle Good Behavior)</p>	<p>Give your child privileges/prizes/money for good behavior or tasks based on a behavior chart. Do <u>not</u> take away earned rewards from the chart.</p> <ul style="list-style-type: none"> ✓ <u>Child/Teen</u>: Select behaviors or tasks you want your child to do the first time you ask and give a star each time this is done. Set the total number of stars per day (child) or per week/month (teen) to receive privilege or prize. At first, set easy goals, such as needing only 2 stars per day to get a prize, so your child is successful and tries hard to earn rewards as goals get harder. Teens can earn rewards that slowly build over time such as gradually extending curfew. ✓ Daily prize: stickers, TV show, choosing car radio station. ✓ Weekly/monthly prize: new privilege, mall outing, new toy.

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