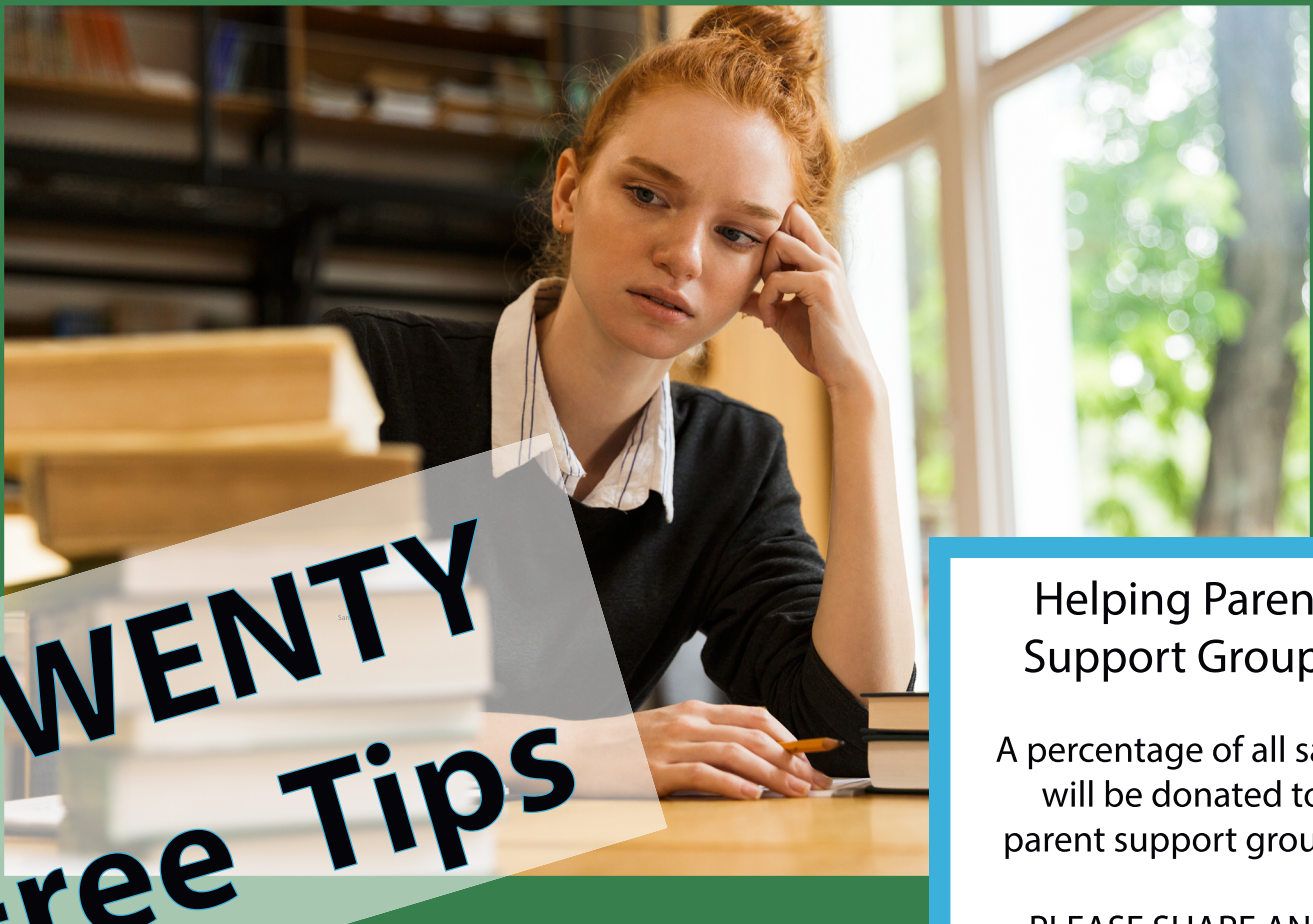


100 TOP TIPS

for parenting and supporting children
and young persons with ADHD



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FINTAN O'REGAN

Behaviour Management Training

20 of 100 Top Tips for parenting and supporting children and young persons with ADHD

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To purchase 100 Top Tips for parenting and supporting children and young persons with ADHD, please visit www.fintanoregan.com.

Sample of 20 Top Tips of the 100 Top Tips booklet for parenting and supporting children and young persons with ADHD

Attention Deficit Hyperactivity Disorder is a term used to describe a spectrum of learning and behaviour differences.

This is a **sample 20 Top Tips** of a booklet that will contain 100 top tips in 10 key issues to support parents and carers of children with ADHD.

The topics chosen are as a result of many of the key questions that parents and carers have asked in many of the training sessions that I have conducted over the years.

The issues covered are as follows:

1. 10TT for Diagnosis
2. 10TT for Impulsivity
3. 10TT for Organisation
4. 10TT for Defiance (ODD)
5. 10TT for Friendships and with peer relationships
6. 10TT for Homework
7. 10TT for Managing Medication
8. 10TT for Transition to Secondary school
9. 10TT for Computers
- 10.10TT for Managing Yourself

Behaviour Management Training

Fin is one of the leading behaviour and learning specialists in the UK. He is currently an associate lecturer for Leicester University, the National Association of Special Needs, and the Institute of Education.

He is the former Vice Chairman of UKAP and a member of the European ADHD Alliance. He has been the chairperson of the European ADHD Taskforce, and is a current member of the Special Education Consortium and the SpLD Assessment Standards Committee.

He was the Headmaster of the Centre Academy School, regarded as the first specialist school within the UK for children with ADHD/ODD from 1996 -2002. Prior to that, he was a Deputy Head Teacher, the Head of the Science Department and a Science/PE teacher in London, Newcastle and Washington DC.

Fintan is an internationally acclaimed presenter and consultant in behaviour, learning and motivation working both within the Education and Health sectors. As well as providing his expertise to audiences within the UK, he has presented throughout Europe, the Middle East, the Far East, Australia and New Zealand.

His publications include the; the T.E.S. award winning book Educating Children with ADHD, How to teach and Manage Children with ADHD, Surviving and Succeeding in SEN and ADHD, Impact and Intervention, Troubleshooting Challenging behaviour , Challenging Behaviours, The Small Change: Big Difference series; Inattention, Hyperactive and Disorganised and the recently published Successfully Managing ADHD.



For further details see www.fintanoregan.com or contact

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10 TOP TIPS FOR DIAGNOSIS

There is no single medical, physical, or other test for diagnosing ADHD. To determine if your child has ADHD, a doctor or other health professional will need to be involved, and you can expect them to use a number of different tools: a checklist of symptoms, answers to questions about past and present problems, or a medical exam to rule out other causes for symptoms.

Keep in mind that the symptoms of ADHD, such as concentration problems and hyperactivity, can be confused with other disorders and medical problems, including learning disabilities and emotional issues, which require totally different treatments. Just because it looks like ADHD doesn't mean it is, so getting a thorough assessment and diagnosis is crucial. So with this in mind please observe the following top tips.

1. Make an appointment with a specialist. This will most often need to be a paediatrician, child psychiatrist or a clinical psychologist. As the parent, you can initiate testing for ADHD on behalf of your child. The earlier you schedule this appointment, the sooner you can get help for their ADHD.
2. Speak to your child's school. Call your child's teacher or senior teacher and speak directly and openly about your pursuit of a diagnosis. Schools are required by law to assist you, and the staff will want to help improve your child's life at school.
3. Give professionals the full picture. When you are asked the tough questions about your child's behaviour, be sure to answer honestly. Your complete and truthful perspective is very important to the evaluation process.
4. Keep things moving. You are your child's chief advocate, and have the will and the power to prevent delays in obtaining a diagnosis. Check in with doctors or specialists appropriately often to see where you are in the process. There will often be a long waiting list and delays but be tenacious but polite in your communication but be persistent.
5. If necessary, get a second opinion. If there is any doubt that your child has received a thorough or appropriate evaluation, you can seek another specialist's help.

10 TOP TIPS FOR IMPULSIVITY

The 3 core symptoms of ADHD are Hyperactivity, Inattention and Impulsivity. However it often appears to be Impulsivity that parents often have most difficulties with. There are no hard and fast rules for trying to support children with Impulsive reactions or magic solutions. As in most cases it is not a matter of “Inspiration but Perspiration” but the following suggestions may be worth considering.

1. Outline behavioural expectations for upcoming situations. What should non-impulsive behaviour look and sound like? What will the activity consist of? For example at the dinner table what is the likely sequence of events and the timings. Maybe sketch out the sequence with timings so your child can see what is the format. Don't assume they understand what impulsivity is.
2. Work with your child to develop self-awareness about his/her impulsive behaviour and problem-solving skills. When you and your child are both in a relaxed mood, help your child get to know his/her impulsive times, how it affects him/her and others, and what alternative behaviours he/she could consider. Maybe role play situations.
3. Reward him/her with a preferred activity or item, for getting through a specific time period (e.g., dinner, homework) without any impulsive behaviour that disrupts the environment or are hurtful/inconsiderate to self or others).
4. Encourage your child to observe his/her environment to notice if he sees/hears impulsive behaviours. Talk about what the individual could have done differently. Discuss the situation and alternatives.
5. Children who have more down-time/unstructured time are more likely to engage in impulsive behaviours. Help your child plan his day so to reduce boredom. Fill it with preferred activities (playing outside, video games, colouring, and music) and non-preferred activities (homework, chores, etc.). Less down time = less impulsive behaviours.

10 TOP TIPS FOR ORGANISATION

The American comedian Woody Allen once said, “90% of success is showing up on time” by this he means being organised. It needs to be said to some degree of certainty that for children within the school setting if they are not organised they will fail. Children with ADHD due to their core symptoms will often have problems with organisation so here are some tips for helping children with ADHD develop good organisational habits particularly in regards to supporting them for school.

1. Work with your child to set up a specially designated study area at home that is free of distractions. This workspace should be kept well-organised. Help your child do this by leading him or her through the steps necessary to keep the area neat and clear of unnecessary items. Know that you will need to supervise your child and help him through this process on a regular basis. Make this a part of your daily routine.
2. Provide useful supplies, such as pencils, pens, paper, ruler, paper clips, pencil sharpener, dictionary, calculator, etc. Label drawers in the study area desk or table and help your child place supplies in the designated drawer.
3. Work with your child's teacher to set up a system for getting assignments down in a notebook. This documentation will travel back and forth from school to home with your child. This assignment notebook/folder should include a calendar or planner that can be used to keep track of longer-term projects due dates and test dates. Review this calendar regularly with your child. Use the calendar to help your child break down longer projects into smaller segments. Keep in mind that you may need to be creative with your child to help him find a system that works for him/her.
4. Ask the teacher to offer support by gently reminding your child when it is time to write assignments in a notebook. This step ensures that he understands the assignments and checking to see that the assignments are written down correctly in a notebook. At the end of the school day, it is also helpful for the teacher to check to see that appropriate books, papers, and the homework notebook make it into your child's book bag.
5. If your child has difficulty with handwriting, ask the teacher about giving your child a printed hand out of daily assignments that can be included in the homework notebook. Even better if the teacher can provide hand-outs that have already had holes punched out in advance and the hand-outs can be placed directly into the file homework notebook.

10 TOP TIPS FOR DEFIANCE (ODD)

Oppositional Defiant Disorder is a term given to describe when a child displays a certain pattern of behaviours that includes losing their temper frequently, defying adults, being easily annoyed and deliberately annoying others.

The key elements displayed by children with ODD include the following characteristics:

- Argues with Adults
- Refuses and Defies
- Angry and Defensive
- Spiteful and Vindictive

Not all children with ADHD will display features of ODD but it is not uncommon and the following suggestions are starting points and will need to be constantly adapted and revised to deal with specific situations and circumstances. The key issue is managing mood and trying to diffuse not infuse, to deescalate and not escalate. Overall the key mood to manage will be your own which will not always be easy. As a result, try some of the following suggestions.

1. Have clear expectations of behaviour targets and agreed rewards and consequences. This should be agreed prior to any incidents and when both you and your child have been in a relaxed mood and have agreed expectations and outcomes for compliance/noncompliance.
2. It takes two people to have an argument so do not be drawn into one and try to “nudge and not nag” Children with traits of ODD are masters at arguing so deny them the opportunity by resisting the temptation to get into a slanging match.
3. Make sure they are clear that they are responsible for their actions no matter “that she started it”, “I’m tired” etc.... Children need to understand that they own their behaviour and if they hit their sister they own the hit. They are responsible for their own actions despite what they may say or feel was the provocation.
4. Be consistent in your approach and handle disruptions with a response that includes no emotion and not too much talking. Consider non-aggressive body language i.e. no finger wagging and offer the child an escape hatch somewhere in the house to calm down.
5. Catch them doing it right. Praise to correction of behaviour in a 4:1 ratio. It is easy to criticise children with traits of ODD and before you know it they will believe that they are the best at doing the worst things. Show and tell them that they can be the best at doing the best things and try and do it in at least a 4: 1 ratio.

Behaviour Management Training

Full or half day training courses: See www.fintanoregan.com for details

- Teaching and managing children and young people with ADHD
- Neurodiversity and Neuroflexibility: A whole school approach
- Managing children with Oppositional Demand Disorder and Pathological Demand Avoidance
- Get out of my face, it's not my fault and you know nothing about me
- Managing challenging behaviour
- Reducing School Exclusion and Managing Persistent Disruptive Behaviour
- The curious case of ADHD and ASD
- The bully, the victim and the bystander
- No two are children the same
- The language of learning
- Restorative justice and conflict management

Programme for Parents and carers

Behaviour for learning: How to effectively support your child to succeed academically and socially at school and at home

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Fintan O'Regan Book Publications

- Cooper P and O'Regan F (2001) EDUCATING children with ADHD: Routledge Falmer Press
- O'Regan F (2002) How to teach and manage children with ADHD: LDA a division of McGraw- Hill
- O'Regan F (2005) ADHD : Continuum International
- O'Regan F (2005) Surviving and Succeeding in SEN Continuum International
- O'Regan F (2006) Challenging Behaviours Teachers Pocketbooks
- O'Regan F (2006) Troubleshooting Challenging Behaviours Continuum International
- O'Regan F (2008) The Small Change 2 BIG DIFFERENCE series Hyperactive, Inattentive and Disorganised, Special Direct
- O'Regan F (2017) Successfully Managing Children with ADHD :Routledge Falmer Press

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