





• February 22: Introduction to ADHD: What is it and what's a parent to do? • March 21: Non-medication Treatments for ADHD. • April 25: What Does a Child with ADHD Need to be Successful at School? • May 2: ADHD and Emotional Regulation: How can I help my child with BIG feelings? ADHD is so much more than just difficulty sitting still. There is a fundamental weakness in a set of cognitive skills known as the executive functions. If we ignore those, or if the child is more inattentive, making it easy to fly under the radar, we will miss an opportunity to support them. Simplified language Controlling impulses Holding words in mind Holding nonverbal stuff in mind • Managing emotions and motivation Novel problem solving

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Self-Directed Appraisal (emotion / motivation to the self)

- Modifying one's internal state to create new affect (cheering self up, calming self down)
- Manipulating your own emotions to re-fuel your motivation - Intrinsic motivation to achieve a future goal

Said a different way: the ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior. Also includes the capacity or drive to follow through on the completion of a goal and not be put off by other demands or competing interest.

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Inhibition

- Inhibit prepotent response
- Interrupt an ongoing response
- · Interference control

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Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.

Viktor E. Frankl





Self-regulation of affect/motivation/arousal OR Emotion / motivation to the self

Emotion/motivation to the self

- Self-regulation of affect
- · Objectivity/social perspective taking
- Self-regulation of motivation
- Self-regulation of arousal in the service of goaldirected action

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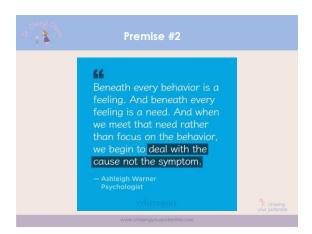
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When dealing with children with emotional challenges, I want you to keep in mind four premises:

(premise – an assertion or proposition which forms the basis for a work or theory).









of 1 the	Premise #4	
	"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos."	* chaing you polental
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Shall Car	Four premises	
1) All behav	vior is communication	
2) of a feeli	ing, beneath which is an unmet ne	ed
3) and the	child isn't choosing to behave this	way
4) but how	we respond can have a huge imp	oact.
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How we respond makes a hugo

Proactively

- Ready before something happens
- Making things happen
- Taking action to control a situation

Reactively

- Waiting for things to unfold before responding
- Responding to events after they have happened

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Co-regulation

- An interactive process with an adult that helps a child self-regulate their emotions (e.g., learn to control impulses, organize behaviors, overcome obstacles, and complete activities).
- Its foundation is a protected, warm, and nurturing relationship. It starts in infancy with touch and sustained eye to eye contact with soft eyes.
- It involves being fully present with the child's felt experience, which is listening and observing before speaking.
- Providing patience and loving support during a child's time of stress offers the co-regulation a child needs to cope.



Steril 0

Older kids? Same as last slide and

- · Lots of neutral listening, empathy, normalizing
- Explain how anxiety comes and goes like a wave
- DON'T BE TOO FAST to move from the hurt. Sit with it.
- AFTER LISTENING and VALIDATING, remind them of past successes or positive experiences
- Journaling, writing your story; Art
- Jot down thoughts/feelings and agree to come back to it
- Mindfulness, breathing, my daughter and I color @
- · Play with the pet
- · Connect with a peer
- Work it out walk, yoga, lift weights, do a video





From the DBT literature – when you feel in crisis

ACCEPTS

- Activities DO SOMETHING play instrument, walk, color
- Contribute help someone, make a card, bake for someone
- Comparisons Think about others who aren't faring as well
- Emotions Change your feelings. Watch a comedy, get
- Pushing Away Move your thoughts to something else for now
- Thoughts Replace your thoughts. Do puzzles, write lyrics to
- a song - **Sensations** - intensify other sensations - chew ice, listen to

loud music, take a cold shower, smell candles/lotion



To co-regulate effectively, the adult needs to regulate his or her own emotions before approaching the child.



Control what YOU can, adults

- Find and stick with routines that bring your comfort
- · Examine your expectations
- Self-care and breaks/respite. Meet physical needs.
 - Protect rest, exercise, and diet; careful with alcohol
- · Simplify your life/prioritize
- Know thyself fears, expectations, triggers
- Rely on your spiritual supports
- Check your assumptions
- · Get outside

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- Focus on the action and not the person
- Punish the deed not the doer
- Don't pin the child with a label that will be impossible for him/her to erase
- Look the child in the eye (for most kids) and get down to the child's level
- Distract and redirect; ask a question about a high interest area or let the child be the expert/leader, hug, count, etc
- Make sure basic needs are met

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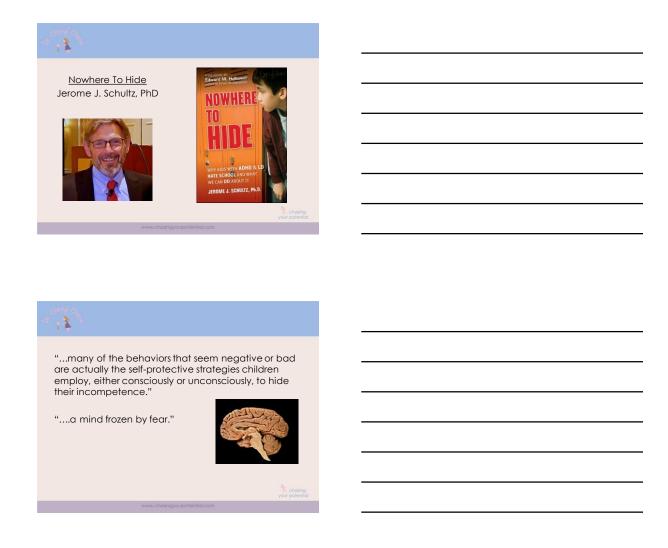
I want to introduce the work of two psychologists:





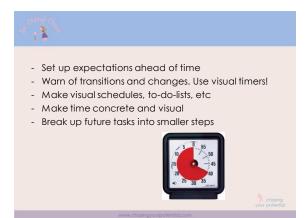
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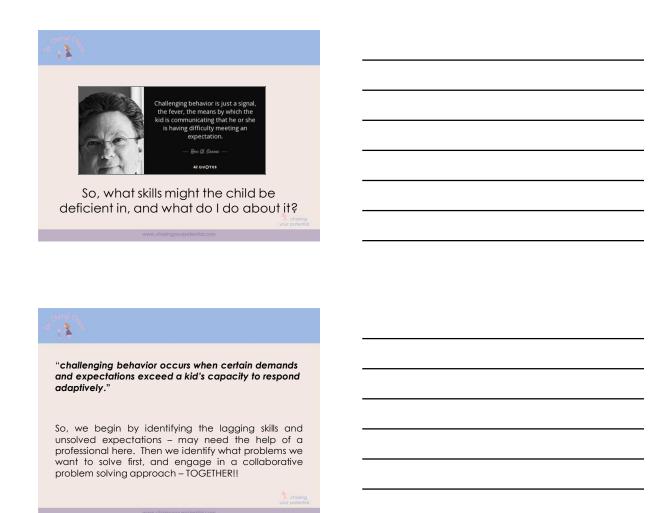
orani or
He says the undesired behaviors are just kids "Saving FASE"
F – Fear A – Avoidance S – Stress E – Escape
A cycle kids go through when confronted by tasks that they perceive as beyond their ability to master or control. p 134

dell of	
Schultz – <u>Nowhere to Hide</u>	
De-stress p155-156	
D – Define	
E - Educate	
S – Speculate T – Teach	
R – Reduce Threat	
E – Exercise	
S – Success	
S – Strategize	
* chaining	
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D	
Recommendations to save FASE and DE-STRESS:	
- Teach simple techniques to reduce worry – write	
about thoughts and feelings? Deep breathing and	
relaxation? Mindfulness?	
- Reduce stress at school and at home – talk in a calm	
voice, no shaming, no timed competition, many more	
- Plan ahead – avoid HALT, is lunchtime/recess fun	
and relaxing?	
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Cherry Cal	
- Decrease reliance on reward and punishment systems	
and go more to a collaborative problem solving approach (more in a minute). Stop removing recess,	
stop punitive and punishment programs.	
, ,	
- Build emotional credit with the kids, and help them	
build their own account by finding islands of	
competence and spending a lot of time there to nourish self-regard – What do successful kids do? 194	
55 15gard - Fillar do 3500033101 Nid3 do ; 174	
- Exercise – but not necessarily competitive sports!	
Nutrition, hydrate. Take care of that body!	
chaing your potential	
- Focus on process, not outcome	











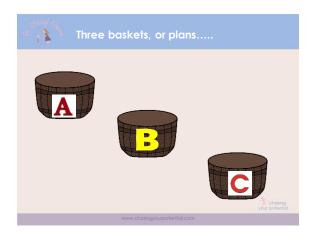
The Explosive Child

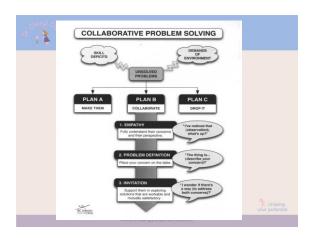
Greene invites us to consider the lagging skills and unsolved problems:

- Lack of language skills?
- Disorganization?
- Poor sense of time?
- Inability to use hindsight and forethought?
- Poor emotional regulation?
- Lack of cognitive flexibility (Brain lock?)
- Poor social skills?









	Use Plan A, Plan B or Plan C
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Plan A	Handles a problem by imposing the adult will. An explosive outburst occurs when the cognitive demands being placed upon a person outstrip that person's capacity to respond adaptively
	If a Plan A is thrown at a child who doesn't have a Plan A brain, you place a cognitive demand upon the child that outstrips the child's capacity to respond adaptively. P. 91
Plan B	Collaborative Problem Solving (CPS). This involves engaging the child in a discussion in which the problem or unmet expectations are resolved in a mutually satisfactory manner
Plan C	Drop the expectation for now to avoid an explosion. This doesn't mean you 'give in', i would be giving in it you started with Plan A and then went to Plan C. The idea of using Plan C is to be proactive and to prevent an explosion. If you predict that a particular trigger will lead to an explosion, you are being realistic and can focus on the bigger stuff. Using Plan C can lead to stability. You might use Plan C for homework, using good table
	manners, getting to school on time, swearing. Eventually Plan B will be used for these

- Proactive is preferred. Put as much as you can in C for now. Put issues of safety in A. Collaborate on B with an open mind and an open heart.
- Reactive toolbox includes: labeling/normalizing feelings, breathing, body calming, music, journaling, drawing it out, play with pet, exercise, and a good old hug!
- Take care of yourself, because they are looking to us for coregulation and that starts with selfregulation.



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