


ADHD 360

## Optimizing & Supporting the ADHD Brain

*Success with ADHD Learning Series #3*

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### Overview

- Multimodal intervention
- Executive functions
  - Considerations
  - Environmental interventions
  - Personal Interventions
  - Optimizing Efs
  - Teen Considerations
- Medication overview

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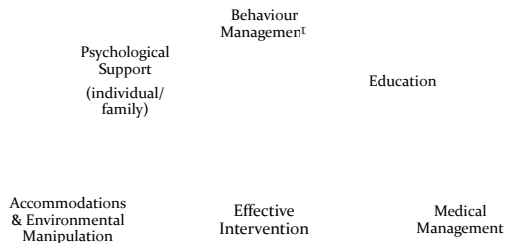
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### Multimodal Intervention



Psychological Support (individual/family)

Behaviour Management

Education

Accommodations & Environmental Manipulation

Effective Intervention

Medical Management

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# Play!

Imagination crucial for problem-solving, loving life, and excelling



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Instructional strategies	Goal-setting Contingency contracting Reinforcement	Peer tutoring	Self-monitoring
Token system	Parent tutoring		

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## Designing Interventions: Considerations

- Individualized
  - Assessment data
  - Look at problem in context
  - Creativity
  - Doable
  - Ongoing evaluation
- Collaboration
- Multidisciplinary
- Multimodal
- Maintained
- Research



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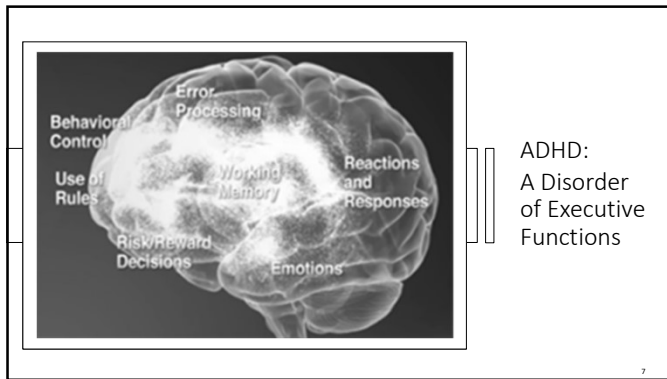
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**Executive Functions (EF)**

- Consider **now** with **future** anticipation and **past** experience to develop a plan to choose what to do **next**

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**EF: Review**

- High-level cognitive functions
  - Help us to decide what tasks we will pay attention to and which ones we will choose to do
- Help us to:
  - Plan and organize tasks
  - Sustain attention/mental effort
  - Persist at a task
  - Manage emotions and thoughts
  - Regulate our behaviour
  - Maintenance

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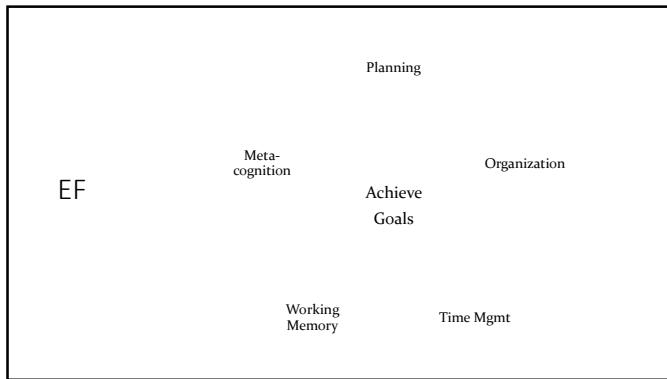
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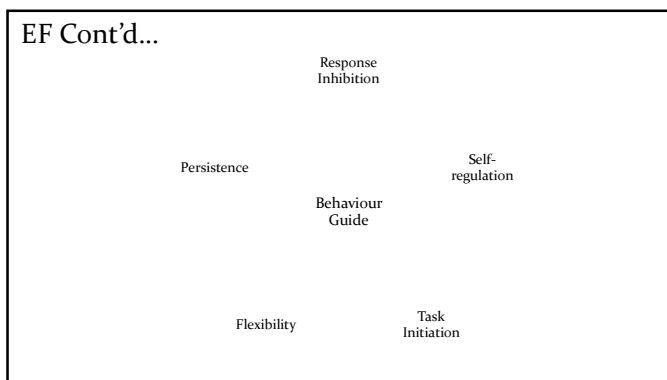
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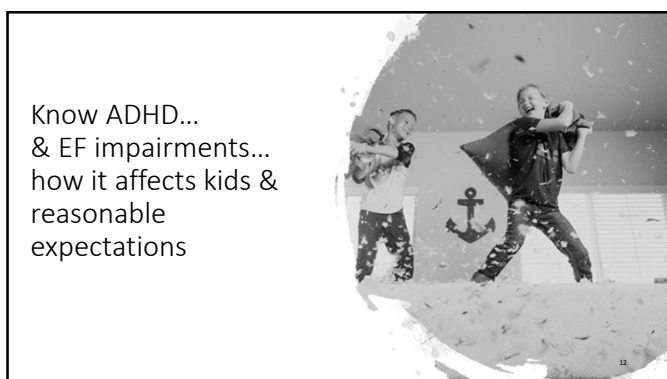
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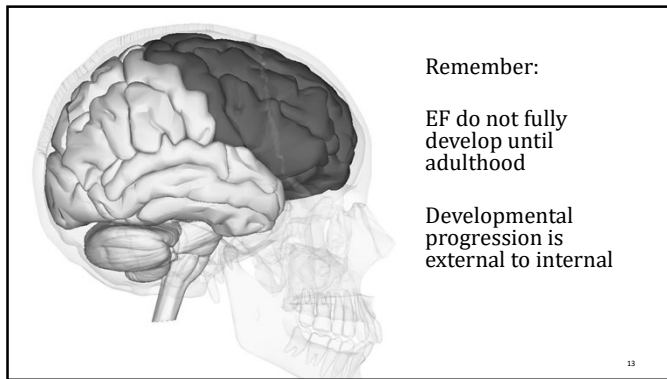
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Considerations	
Developmental Transitions	
External	Mental
Others	Self
Temporal Now	Anticipated Future
Immediate	Delayed Gratification

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Intervention Recommendations	
Externalize Working Memory	<ul style="list-style-type: none"> <li>Prompts of critical reminders at the point of performance</li> </ul>
Externalize Time and Future	<ul style="list-style-type: none"> <li>Break future projects and goals into small pieces</li> <li>Make time physical</li> </ul>
Externalize Motivation	<ul style="list-style-type: none"> <li>Increase accountability to others</li> <li>Identify tasks where feedback is too delayed</li> <li>Work collaboratively with child and parents at every stage</li> <li>Make tasks more interesting, incentives more rewarding</li> </ul>
Make Problem-Solving Manual	<ul style="list-style-type: none"> <li>"Physicalize" tasks that require mental problem solving</li> </ul>

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Remember!

- EF
  - In early development, imperfect and inconsistent
    - “Surrogates”
      - Direct
      - Structure
      - Long-term treatment
  - Secondary by-products
  - Effective treatments within NATURAL environment: “point of performance”

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Spoon Theory: EF Resources

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Reserve and replenish their resources as much as possible!

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## Interventions: **Level of Environment**

Create EF Friendly Environment!

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When things are  
going good =  
conditions are met  
to support EF

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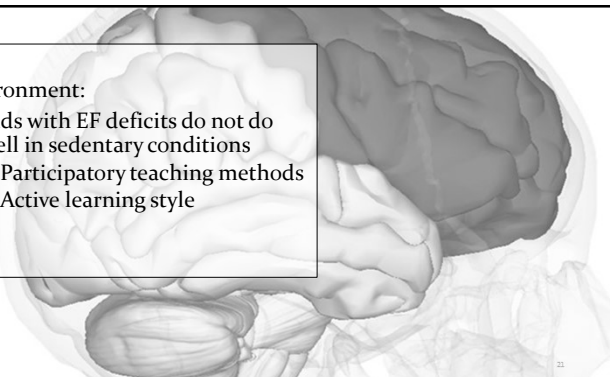
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### Environment:

- Kids with EF deficits do not do well in sedentary conditions
- Participatory teaching methods
- Active learning style



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## EF-friendly teaching practices

Fun and engaging

Teach multiple modalities

Student choice for task medium (e.g., skits, aural, graphic)

Structured teaching (especially of strategies)

Active and interactive learning (high response opportunities)

Make learning relevant to real life

Multisensory

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### Good

- Engaging (interests)
- Immediate consequences
- Frequent feedback
- Personally important
- Early
- Supervised
- 1:1
- Structured
- Clear expectations
- Close to needed materials
- Quiet/low arousal

### Not so good

- Boring
- Delayed consequences
- Infrequent feedback
- Low importance
- Late in the day
- Unsupervised
- Group situations
- Unstructured
- Uncertainty
- Need to search for materials
- Loud/high arousal

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## Create the right conditions for success

- Optimize timing of tasks
- Optimize tasks
  - Make them engaging
  - Shorter, explicit, closed ended, provide choice
  - Scoring rubrics
  - Match capacity
  - More structured social activities



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**Environment**

- Change the physical environment
- Remove (e.g., reduce number of children, distractions)
- Add (e.g., increase supervision, organizing structures)
- Match expectations to skills

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**Environment**

Structure the environment to promote learning (and reduce off-task or disruptive behaviour)

- Placement of chairs/desks
- Clarity of visuals
- Minimal visual clutter
- Good lighting
- Handouts vs. board
- How long is a task
- Time of day
- Size of groups
- What else is happening in the environment
- Water and snacks available

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**Environment**

- Provide cues for them to cue themselves (e.g., visual, verbal)
- Think about prerequisites
  - Working memory – still need to externalize
  - Self-monitoring

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## Individualizing the Environment

- Dry-erase board

Visual learner

- Repeat backs
- Recordings
- Videos
- Music

Auditory learner

- Bubble stickers
- Play-doh
- Teach within activity level
- Exercise
- Modify

Tactile-Kinesthetic learner

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Important to match expectations to what they can do



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## Environment

- Focus on **automatization** of skill to increase internal control
  - Consistent, structured learning opportunities with consistent practice (e.g., role-play two-sided cue card)
- Avoid verbal dependency (i.e., reminders)



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## Environment

- Must have buy-in: **LOADS of reinforcement immediately**  
- start small so reinforcement can be accessed fast



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Of	Be flexible. Kids help create niche environment and accommodations	if	Don't remove extracurricular as punishment	if	Find acceptable ways for children to stand and move
	Frequent breaks. Maximize controlled movement		Periods of concentration are followed by periods of creativity or movement		Novelty. Allow choices
	Green Break		Remove temptations		More structure

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## Never take away recess. Give more!

Movement increases blood flow to the brain.

Improves performance, creativity, attention, and focus.



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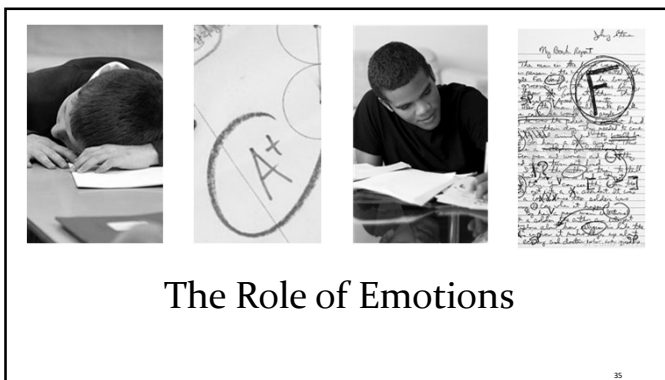
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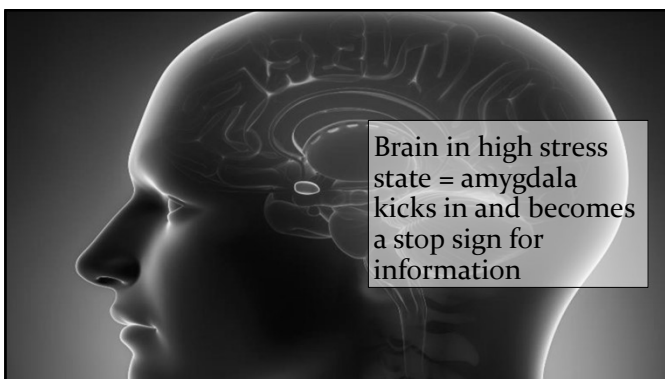
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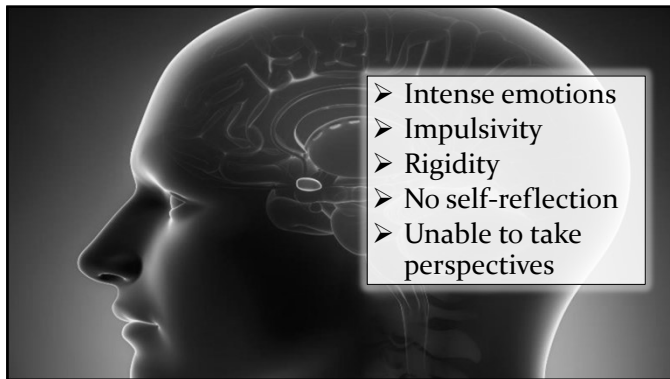
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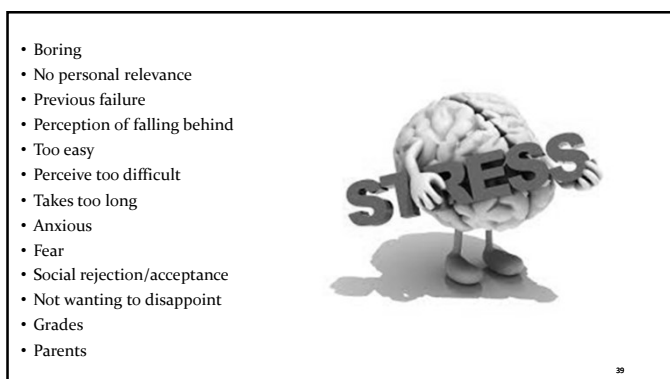
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## Risk-taking

Essential for learning

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## Pace?

- Have to process not just the answer, but also the question – twice the processing effort
  - What book are we reading today?
  - Who wrote it?
    - Laugh = consequence

What could we do to help create success?

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## Avoid overload

- Still need to learn how to handle it, but try to predict overload
- When overloaded
  - Less able to handle information that can otherwise understand when calm
  - Lose behavioural control – more repetitive, anxious, impulsive, inattentive

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### Avoid overload

- Do best with one predictable detail at a time
- Make things as predictable as possible (while working on flexibility)
  - Choices
  - Fixed routines
  - Preview new situations
  - Structure nonroutine or chaotic situations with a specific plan, job, or rules
  - Predict potential problems
  - Regular breaks and downtimes + as needed
  - Teach new skills in small groups

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### Start the day off right

Begin day with relaxation and focusing exercise

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Intervention Recommendations:  
Externalize

Motivation

- Increase accountability to others
- Reduce delay in feedback
- Work collaboratively
- Make tasks more interesting, incentives more rewarding

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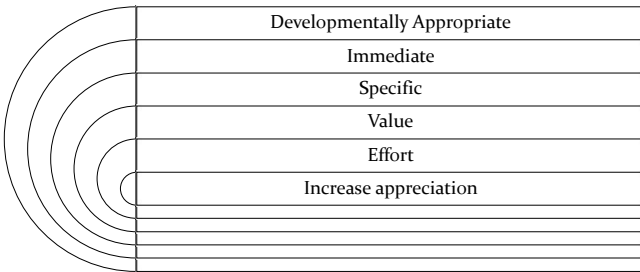
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## Motivate



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## Motivation Suggestions

- Increase praise, approval, appreciation
- Token boards to organize consequences
- Group rewards
- Daily report card

Subjects	1	2	3	4	5	6	7
Participation							
Completes classwork							
Follows rules							
Completes homework							
Helps a peer							
Teacher initials							

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## Motivation Suggestions

1-minute manager – frequent check-in's

Increase praise, approval, appreciation

Token boards to organize consequences

Tone-tape with self-rewards

Daily report card

\*\*\*Offer lot's of support!

- CPS – problem solve together

48

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## Important!

Kids with ADHD release dopamine at low rates = unable to apply themselves to tasks that are not intrinsically interesting

When incentive is low, they are unable to switch off the part of the brain involved in mind wandering

Work cut short without immediate rewards  
Forget rules in the moment  
Caught up in predominant emotion

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## Important!

Kids with ADHD release dopamine at low rates = unable to apply themselves to tasks that are not intrinsically interesting

**BUT, when motivation is high, brain activity is the same as all other kids**

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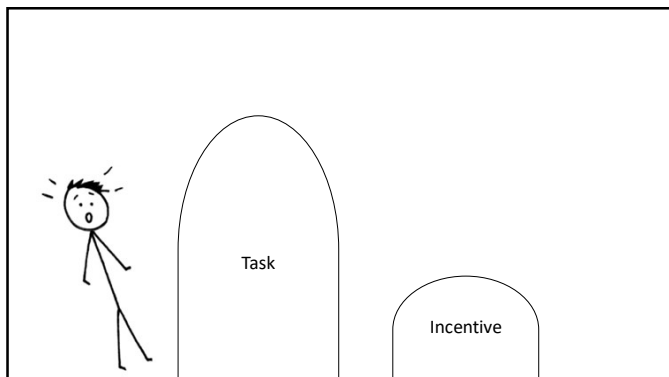
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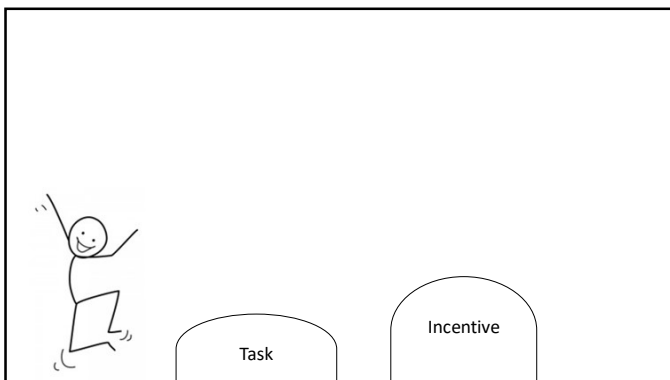
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You're only limited by your own creativity!

PASS THE BALL – student with ball tosses ball to another student who is the next one to answer a question from the teacher

TEAM PLAY – Make an academic activity a friendly competition

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<p>Interventions: Level of person</p>	<p>Teach + MOTIVATE – this is key!!!!!!</p> <ol style="list-style-type: none"> <li>1. Positive attitude</li> <li>2. Statements of self-efficacy and encouragement</li> <li>3. Reward for practicing skills</li> <li>4. Positive before negative: catch positives and successes</li> <li>5. Mix low appealing tasks with high appealing</li> <li>6. Breaks between tasks</li> <li>7. Relaxation</li> <li>8. Exercise/movement</li> <li>9. Music</li> <li>10. Humour</li> <li>11. Choices</li> <li>12. Interacting with peers</li> </ol> <p>And, most importantly:</p> 
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<p>Interventions: Level of person</p>	<ul style="list-style-type: none"> <li>• Teach skills             <ul style="list-style-type: none"> <li>• Operationalize the target behaviour</li> <li>• Rationale*</li> <li>• <b>Positive</b> goal</li> <li>• Procedure to reach goal</li> <li>• Practice! with supervision                 <ul style="list-style-type: none"> <li>• Prompt to cue themselves at each step</li> </ul> </li> <li>• Evaluate and modify as needed</li> <li>• Continue to practice</li> <li>• Change prompts and fade as appropriate</li> <li>• Constant feedback – 1 minute</li> </ul> </li> <li>• Natural environment             <ul style="list-style-type: none"> <li>• Skills and strategies embedded within everyday, enjoyable activities</li> </ul> </li> </ul>
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Effective Teaching	
Prerequisites	<ul style="list-style-type: none"> <li>• Do they have the skills? If so, reinforcement problem vs. skill problem</li> </ul>
Active learning	<ul style="list-style-type: none"> <li>• Active, fast-pace, and moving</li> <li>• Frequent opportunities to respond for frequent reinforcement</li> </ul>
Reinforcement	<ul style="list-style-type: none"> <li>• Frequent, meaningful, and potent reinforcement</li> </ul>

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## Effective Teaching

## Child control

- Choice! (including task medium)
- Incorporate preferences
- Collaborate

## Errorless teaching

- Task analysis
- Teach a bit at a time with prompts as needed

## Success hour

- Balance the day with opportunities for kids to complete tasks they can do already

58

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## Effective Teaching

## Watch &amp; listen

- Behaviours tell a lot
- "The student is always right"

## Optimize tasks

- Make learning relevant to real life
- Make them engaging and fun
- Short, explicit, closed-ended
- Match child's capacity +1
- Visuals

## Consistent language

- Teach & use the same phrases or scripts between environments
- Use their language!
- Proficiency helps generalization

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## Consistent Language: Sample Phrases/Scripts

Flexible

- Being flexible makes things easier for me
- I can be flexible
- Being flexible is better than being stuck

Unstuck

- I am stuck on \_\_\_\_\_. How do I get unstuck?

Compromise

- Let's compromise to work together

On track

- Am I on track?
- What is my goal? Does this get me closer to my goal?

Alternatives

- What is my back-up plan?

Negotiable or non-negotiable

- Are there choices here?

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## Teach vs. micromanage or push



- Instead of forcing
- Conditions for them to rise
- Allow for complex emotions for resiliency

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## Video Game Model

Dr. Judy Willis: [www.radteach.com](http://www.radteach.com)

- Video gamers:
  - Buy-in to goal
  - Fail 80% of the time
    - Use immediate feedback to improve
  - Persevere with increasing challenge



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## Video Game Model

- Individualized achievable challenge
  - **No judgment**
- Awareness of challenges achieved
- Awareness of **incremental** goal progress
- Timely and frequent feedback
- Relevant, rationale, buy-in



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Level of person:  
Acknowledgement

Decouple performance from punishment by rewarding effort/attempt



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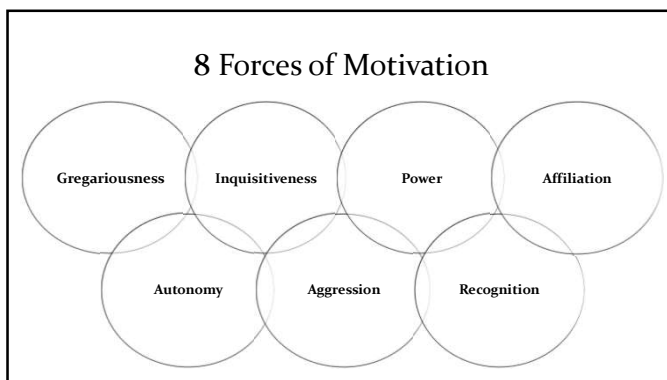
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Beyond Accommodations:  
Closing the EF Gap



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**Developing EF**

- Continuous development
  - Affected by:
    - Experience
    - Environmental expectations
    - Teaching
      - Kids with ADHD need to be TAUGHT!!!!

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**Externalize**

**You are not your ADHD!**

- Things to watch for:
  - Time wasters
  - Mind robbers
  - Brain drainers
  - Mean Jean
  - Explosive Bob



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- We can change our brain
  - Change our abilities
  - Change behaviours
  - Change our social skills

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## Capitalize Meta skills

Space

Open

Fix & solutionize

Process Oriented

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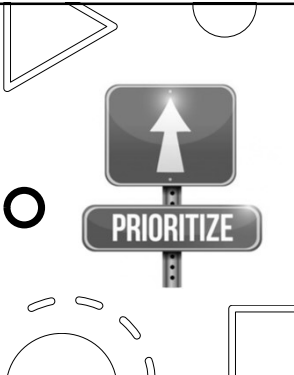
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## Capitalize EF

- Most impairing
  - At home
  - At school or work
  - Socially
- Easiest to work on
  - Start small
  - Build success



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<p>Sustained attention</p> <p>Response inhibition</p> <p>Emotional control</p> <p>Metacognition</p>	<p>Planning</p> <p>Organization</p> <p>Flexibility</p> <p>Persistence to goal</p> <p>Response inhibition</p>	<p>Planning</p> <p>Organization</p> <p>Task initiation</p> <p>Time management</p> <p>Persistence to goal</p>
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## ADHD & EF: Begins with Behaviour Inhibition

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### ADHD and EF

- Behavioural inhibition
  - Avoiding distractions
  - Persisting without giving up
  - Realizing what you're doing is not working and stopping
  - Planning any tasks
  - Delay gratification
  - See into the future
  - Now vs. not now
  - Affects day-to-day activities

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## Response inhibition: Secret to Success

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**Resistance Training**

- Do vs. not do
- Proactive
- Break negative-feedback cycle; 5:1 rule
- Short redirection vs. lectures

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**Working memory**

- Brain is for having ideas
- Externalize!



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**Working Memory**

- Foundation to make decisions and control behaviour even though a person or activity is not present here or now
- Deficits result:
  - Difficulty imitating and applying vicariously learned information
  - Live from crisis to crisis
  - Diminished sense of time



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## Working Memory

- Importance of language
  - Kids to exercise control
  - Adults to regulate behaviours
- Language to control world
- Begins to shift towards self-management of behaviour
  - First adopt adult words and publicly saying them to self
  - Becomes increasingly private
  - Facilitates the development of rules, problem-solving, self-monitoring, self-instruction, metacognition



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## Working memory

- Hold and process all the information we need as we complete a task
- When writing, need to remember:
  - Task expectations
  - Ideas
  - How to organize and integrate ideas
  - Details/supporting evidence
  - Sentence structure and grammar
  - Varied vocabulary
  - Spelling
  - Capitals
  - Punctuation



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## Working memory

- Here is your task \_\_\_\_\_
- Remember the 5 rules to get this done

### Limited cognitive workspace

- Can't hold two sets of directions
- Can't break things down automatically
- Work harder to focus, listen, remember, and apply what they hear

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### Working memory



- Hold and process all the information we need to behave as expected
- Resist temptations and remember expected behaviour
- Persist until done (vs. giving up)
- Choose the right behaviour
- Planning (if-then)

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Intervention  
Recommendations:  
Externalize

### Working Memory

- Prompts of critical reminders at the point of performance
- Any important information

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## Supporting Working Memory: Typical strategies

☐ One direction at a time

☐ Simplify instructions

☐ Break tasks into micro-steps

☐ Provide checklists & templates

☐ Make it meaningful

☐ Create routines

☐ Verbal and visual cues

☐ Give written instructions – kids think they will remember

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## Working memory

- Build tasks into existing routines
- Chunking
- Multisensory
- (Linking new to old)
- Recall vs. recognition
- Mnemonics



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## Non Verbal Working memory

Internal self-talk to guide behaviour

- Important to think before acting, remember rules and consider consequences
- Able to:
  - Look backward or forward
  - Mentally manipulate/visualize events
  - Imitate complex behaviours



87

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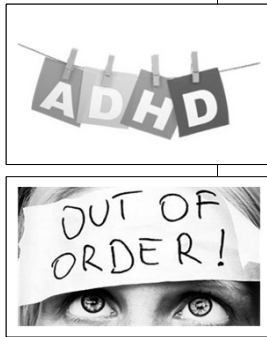
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## Non-Verbal Working memory

- Underdeveloped
  - Difficulty imitating and applying vicariously learned information
  - Live from crisis to crisis (diminished hindsight/foresight)
  - Diminished sense of time
  - Kids are stuck in the immediate present
  - Do not learn from past behaviours
  - Difficulty generalizing skills they learn
  - Perceive time more slowly – waiting hard
  - Difficulty following rules too long
  - Delayed moral reasoning



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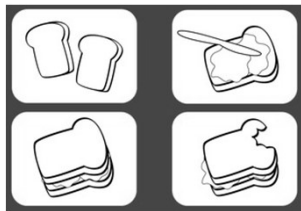
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The problem

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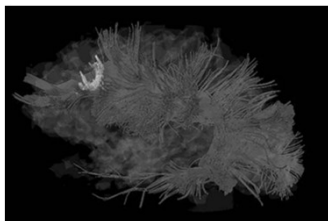
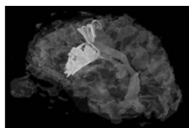
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## Barrier: Dependency

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## Helping ~~≠~~ taking responsibility

92

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## Common dependency traps

- Monitoring behaviour
- Evaluating behaviour
- Jumping in with solutions
- Planning and organizing activities
- Setting goals
- Checking homework



93

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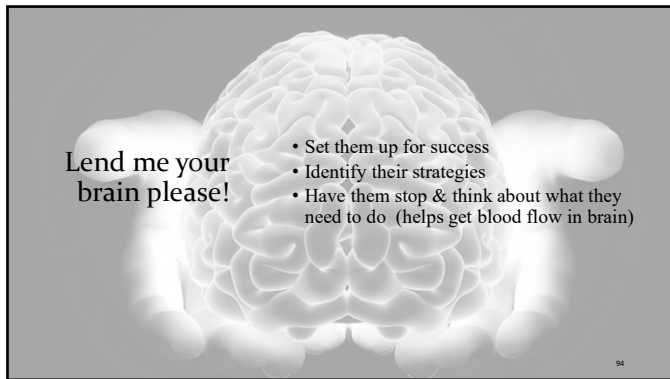
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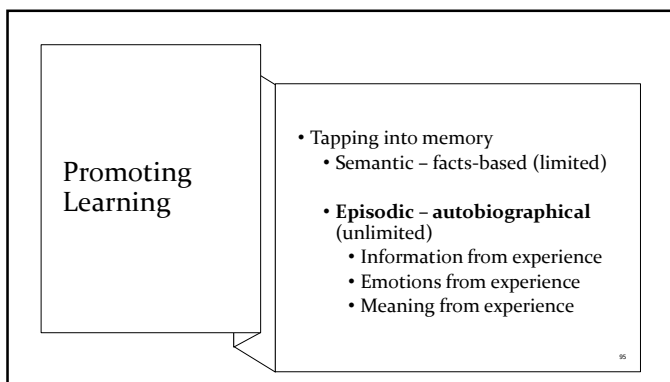
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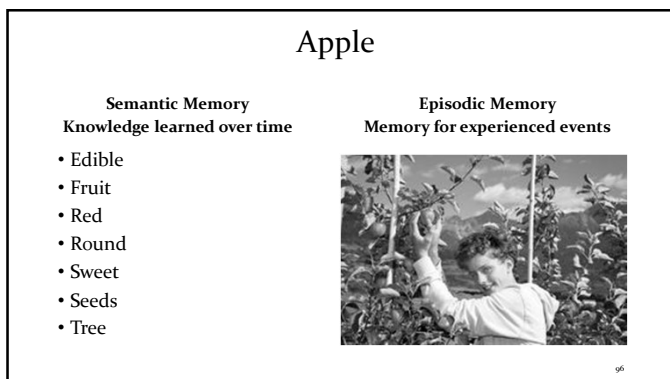
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- Remember success when we work hard
- Remember how we overcome challenges
- Think about the consequences of our behaviours
- Empathize with others based on past experiences
- Follow our gut instincts
- Create future goals based on past experiences
- Anticipate barriers
- Self-aware of strengths and challenges
- Understand time

93

98

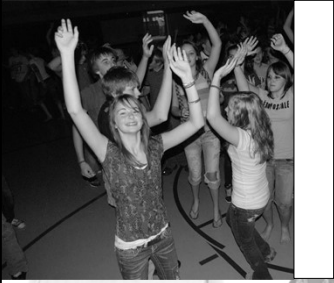
- Visual picture
- Unlimited memory
- Generalization

99

The diagram illustrates a sequence of three routines connected by arrows. The first routine, 'Morning routine', is listed on the left. An arrow points from it to the second routine, 'Transition between classes routine', which is listed in the middle. Another arrow points from the second routine to the third routine, 'Transition to new activities/situations', which is listed on the right. Each routine is accompanied by a bulleted list of activities or elements.

<p><b>Morning routine</b></p> <ul style="list-style-type: none"> <li>• Time – wake up, before school</li> <li>• Sequence – pee, breakfast, brush teeth, dress</li> <li>• Space – bathroom, bedroom, kitchen</li> <li>• Materials – clothes, toothbrush, bowl, spoon</li> <li>• People – mom to wake me up</li> </ul>	<p>→</p>	<p><b>Transition between classes routine</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Sequence</li> <li>• Space Materials</li> <li>• People</li> </ul>
		<p>↓</p>
		<p><b>Transition to new activities/situations</b></p>

88



- Need structures to know what is expected/what to do:
  - Get ready for school
  - Tidy belongings
  - Attend dances
  - Wait in line
  - Ride bike in rain

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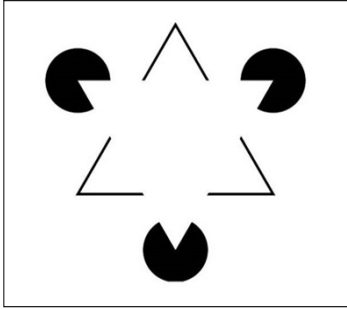
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See the whole before the parts



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- Barkley - Kids need to:
  - Self-monitor
  - Stop
  - See the future
  - Say the future
  - Feel the future
  - Play the future
- To do that future successfully.
  - Practice regularly

102

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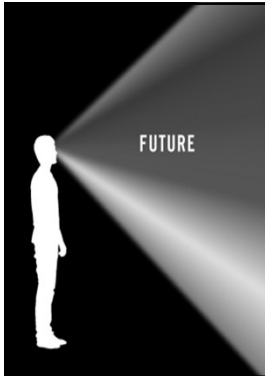
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## Developing Future Thinkers

Start with the end & **Self-talk**

1. What will it look like when it's done?
2. What do I need to do to make mine look like that?
3. What do I need?

\*Each question informs the next

103

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## Work in partners

Talk/point out the steps of what they are going to do

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## Scaffolding to Independence

- Photos

Visual



105

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## Scaffolding

- Pointing, miming, talking through

Visual-Physical



106

106

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## Time Masters



107

107

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On a piece of construction paper, **draw** a colourful picture that represents what the song is about. At the bottom of your picture **write** one line of the lyric from the song that relates to your picture. On a separate piece of paper, **write** why you chose this song and what stood out for you. Be sure to **include** the name of the song and when it was first released. Also **include** two to three sentences about what the song is about.

Task	Predicted time	Actual time
Pick a song		
Choose a lyric		
Draw a picture		
Why chose		
What stood out		
What it is about #1		
What it is about #2		

108

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### Larger Projects

- Students are asked to choose a country to study. They are to learn about the country's language, national sport, cultural ceremonies, common foods, and climate. Students will:
  - Write an essay
  - Create a poster board highlighting each of the key categories
  - Present their research to the class

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### Set them up for success

- Provide a sheet for future sketches with rubric
- Provide an extra copy of the assignment (reduced in size)
- Provide a calendar for students to complete
  - Involve parents



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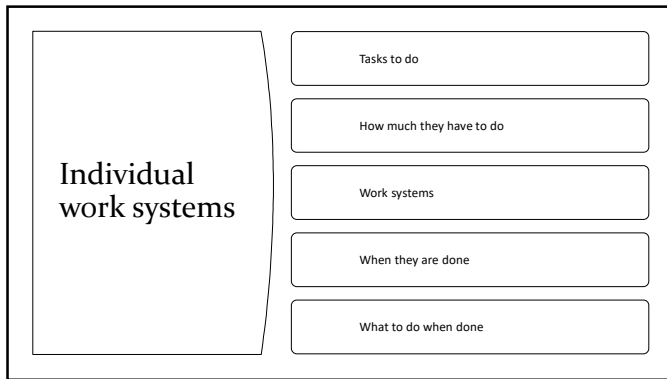
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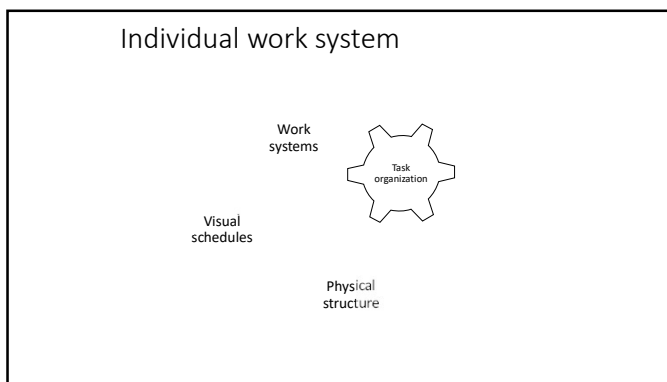
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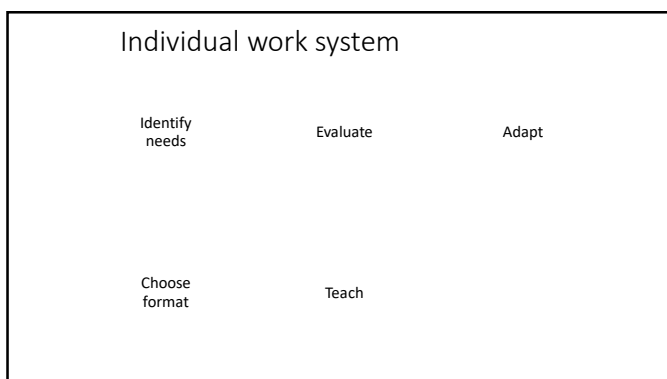
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## Teaching

Least  
intrusive  
prompting

Track  
progress

Generalize  
across  
contexts

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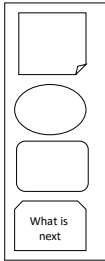
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Previously  
mastered  
tasks



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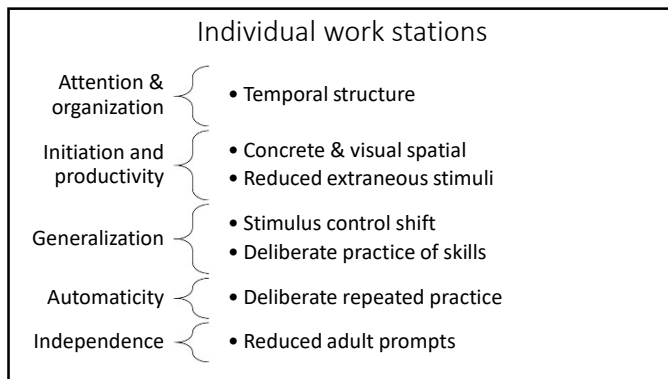
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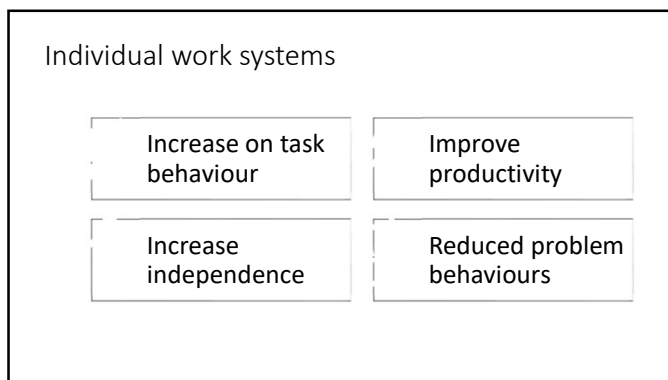
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**Individual work system**

- Highlight salient information
- Provides concrete and meaningful information
  - Clear expectations
- Limits distractions
- Creates predictability
- Helps with transitions
- Reduces problem behaviours (including self-injurious behaviours)
- Reduces anxiety
- Increases engagement
- Promotes success



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Task analysis

**Comprehensive task analysis! Break skill into small steps**

- Do the task ourselves and record every action we do to ensure we do not miss anything
- Record the materials the individual is going to use specifically
- Ensure each step can be done by the individual in their natural environment

**Teach each step**

- Include caregivers

**Embed reinforcement**

**Identify Barriers!!!!!!**

121

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**Improving Productivity (& motivation)**

- Personalize vs. direct
  - Develops nonverbal working memory
  - Creates structure
  - Minimizes away emotional reaction



122

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**Group roles**



123

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124

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Practice Flexibility:  
Getting Unstuck

- Looks like your amygdala has you stuck
- What little change can help?
- How can you try something different?

\*\*\*Brainstorm to build flexible problem solving.



125

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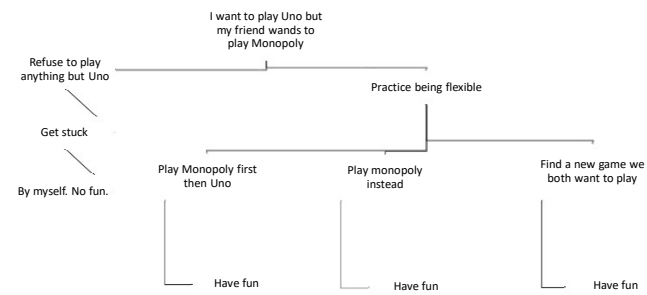
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## Brainstorm and practice options



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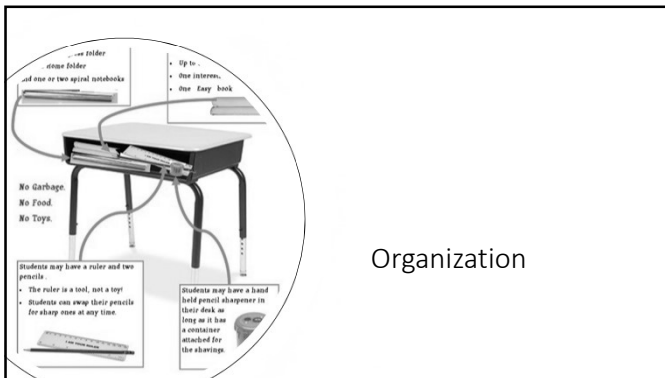
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### Organization

- Everything has a home
  - Cleaning routines
- Binder systems
  - Color code subjects
  - Labels
  - Ask questions
  - Planners
- Losing things
  - Digital picture book of materials for each activity/class
  - Think in categories

129

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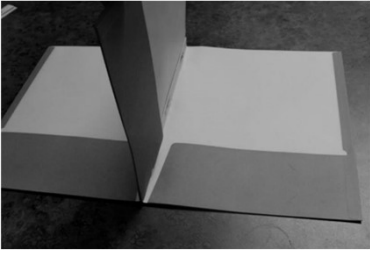
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## Organizing papers



- To do tonight
- To hand in tomorrow
- Due later
- Graded/to file

130

130

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## Getting started



- Break task into steps
  - Help set up the first step
  - Choice about order to do work
  - Note start/stop steps
- Warm up activities
- Deliberate focus
  - Minimize distractions
  - Social media rules
- Goal setting & scheduling
- Mantra

131

131

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# FOCUS

We can strengthen our focus brain

- Practice!
  - Build endurance
  - Strengthen activation of attention mode
- Practice the *right way*.

132

132

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- Sustained attention
  - Buy-in
    - Engaging & meaningful
  - Supervision
  - Self-monitoring
    - Teach focus explicitly
  - “Just right” challenge
    - Choices
      - Work alone, with support
      - Location
- Divided focus
  - One small thing at a time
  - Minimize competition
  - Timer




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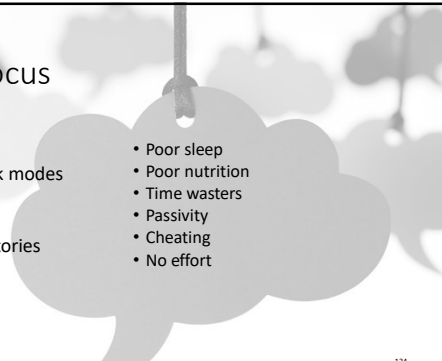
133

## Teaching Focus

**Workability**

- Prime the brain
- Use both network modes
- Brain links
- Interleave
- Metaphors and stories
- Active learning
- Spacing
- Testing

- Poor sleep
- Poor nutrition
- Time wasters
- Passivity
- Cheating
- No effort




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134

## Teaching Focus

Get a baseline — Define it — Identify and control brain drainers, mind snatchers

Establish doable targets — Experiment




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
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135


### Teaching Focus




SELF-COACH/  
MANTRAS




BATMAN




BE ACTIVE




PURPOSEFUL  
BREAKS



SEE PROGRESS



ESTABLISH  
CONSISTENT  
ROUTINES



REWARD THE  
RIGHT THING

136

136

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### Build Success with Predictions and Expanded Trials

Predictions to create time awareness and management

Expanded trials to:

Know how long 7 minutes is	Know they can do anything for 7 minutes	Boost motivation
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137

137

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**Reinforce  
single-tasking**

**Meditation**

Improves impulsivity and productivity.

Helps regain control over attention



138

138

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### Other ideas

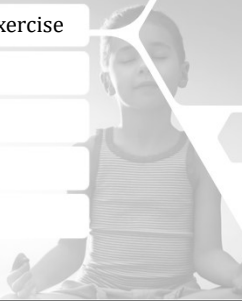
Begin day with relaxation and focusing exercise

Bring mindfulness to activities

Create!

Mindful activities using different senses

Any repetitive action



139

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Focus and Learning

140

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### We can practice self-discipline

- Set limits – they can't do it themselves
  - Digital socializing
- Keep tabs
  - Homework
  - Computer time
    - Helps reduce temptations
    - Helps brain learn how to function without distractions
- No multitasking – NO TV on in background or access to texting

141

141

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## Homework

Create routines with consistent expectations

- Where
  - No distractions and tech-free
  - Design an area with materials
  - Good lighting

142

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## Homework

- When
  - Follow their lead but best earlier
    - Mantras help
  - Ensure sleep is not affected
  - Analog clock – check in and reset as needed
  - Once established, always follow it



143

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## Homework

- How
  - Plan how the time will be spent
    - Upcoming tests, assignments
  - Give choices of order to complete tasks (try hardest first)
  - Review after together – what worked or didn't, what will you try next time?

144

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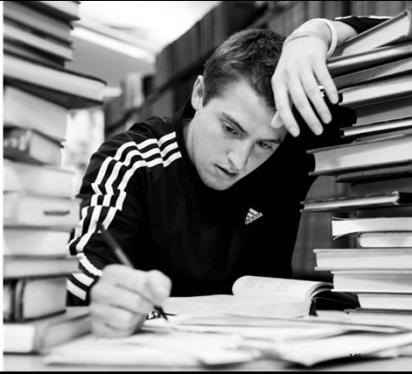
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## Homework

- Visualize the end result – elicit that emotion!
- Planned break
- Track progress
- Reward at end




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145

## Learning so quickly; need more sleep

- Critical for learning: glue for remembering
  - Need good night sleep before exam
  - Need good sleep after studying for exam!
- Helps manage stress
- Helps eat better




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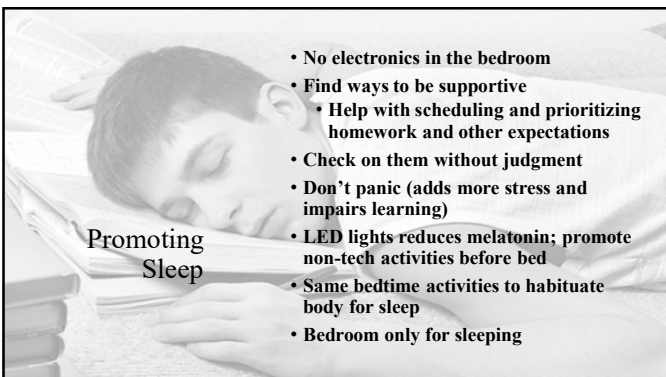
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146

## Promoting Sleep

- No electronics in the bedroom
- Find ways to be supportive
  - Help with scheduling and prioritizing homework and other expectations
- Check on them without judgment
- Don't panic (adds more stress and impairs learning)
- LED lights reduces melatonin; promote non-tech activities before bed
- Same bedtime activities to habituate body for sleep
- Bedroom only for sleeping




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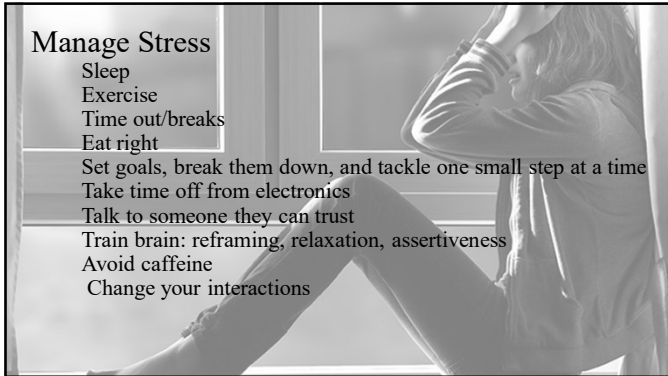
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147

**Manage Stress**

- Sleep
- Exercise
- Time out/breaks
- Eat right
- Set goals, break them down, and tackle one small step at a time
- Take time off from electronics
- Talk to someone they can trust
- Train brain: reframing, relaxation, assertiveness
- Avoid caffeine
- Change your interactions



148

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**Medical Management**



**DISCLAIMER:  
I am NOT a  
medical doctor!**

149

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- Reduces key symptoms and improves daily functioning
- Can help with productivity and attention in the class

**Don't teach skills**



150

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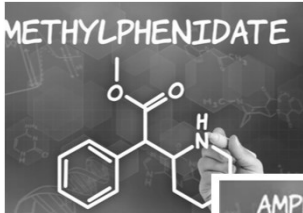
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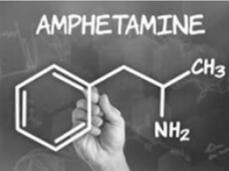
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**METHYLPHENIDATE**



- Bipehtin
- Concerta
- Foquest
- Ritalin

**AMPHETAMINE**



- Vyvanse
- Adderall
- Dexedrine

151

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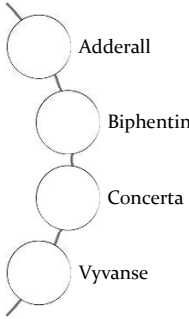
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**First-Line Treatments**

- Best evidence base
- Best risk-benefit profile
- Best effectiveness
- Best duration of effect
- Sustained-release
  - Augments compliance
  - Best symptom coverage
  - Best treatment response
  - Less rebound
  - Better tolerability



Adderall (Amphetamine)

Biphentin

Concerta

Vyvanse

152

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**Second-Line Treatments**

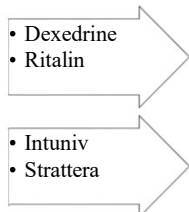
- Lower effect sizes
- Sub-optimal duration
- Reduced tolerability
- Lower risk-benefit

Used when:

- Significant side effects
- Poor response to first-line
- No access to first-line
- Contraindications

Stimulant

Non-Stimulant



153

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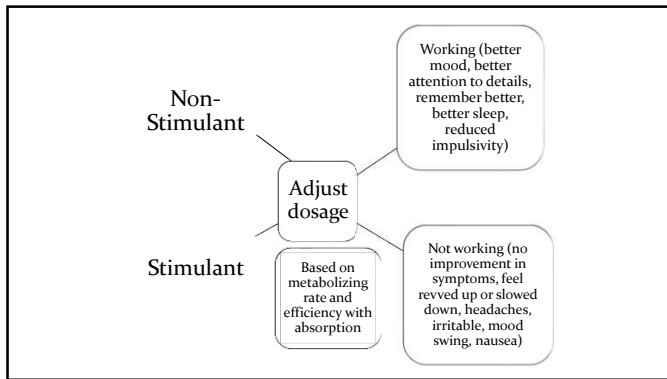
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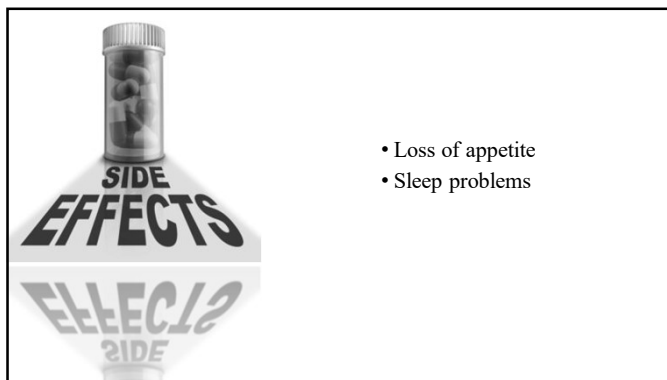
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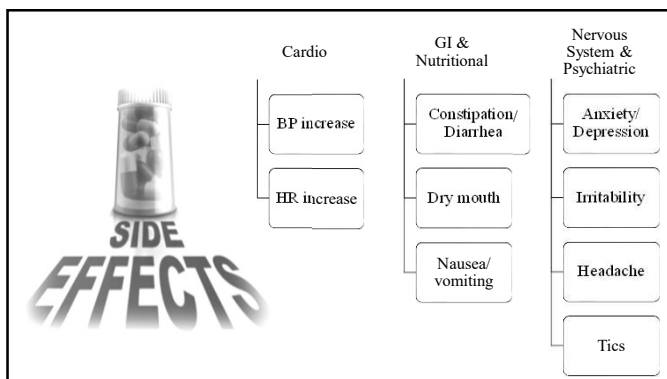
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Koru Family Psychology  
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