ADHD 360

Optimizing Adaptive Behaviours & Social Success

Success with ADHD Learning Series #4

Dr. Caroline Buzanko

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Overview

- ➢ Understanding behaviours
  - ▪ Functional Behavioural Assessment
- ➢ Foundations for Positive Behaviours
  - ▪ Skills for Adults
- ➢ Behaviour Management
  - ▪ Externalization
  - ▪ Effective teaching
  - ▪ Consequences
- ➢ Targeting specific behaviours
- ➢ Social skills
  - ▪ Going beyond: Why social skills training is not enough
  - ▪ Teaching social skills

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Behaviour modification

Behaviour support plans	Family therapy/parent-child interactions	Parent/Teacher training
Consequences depending on behaviours	Interacting in positive ways	Education/ understanding • No bad/lazy kids! Learning based on consequences

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Understanding Behaviours

Kids want to be and do good!

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Understanding Behaviours

Antecedent	• Conditions in which the behaviour will occur
Behaviour	• Observable
Consequence	• What happens as a result of the behaviour

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Understanding Behaviours

Attention seeking

Power

Revenge

Incompetence

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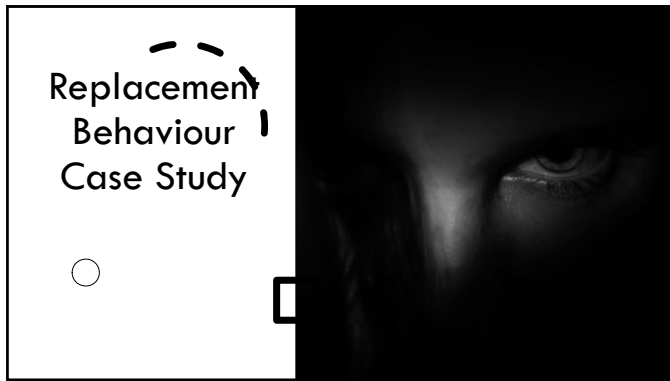| Attention seeking | Kids don't know how to get attention. Feel disconnected. Only feel important when get attention. | Connect and give attention to the positvie behaviours. |
Control/power struggle	Kids feel anxious or incapable. Need control to feel successful or important. Feel bossed around.	Collaborate: win-win. Increase control and responsibility. Ask.
Revenge	Kids feel hurt. Feel unlovable. Feel they can't do anything right or are bad.	Listen with empathy. Be there. Spend time. Problem solve together.
Inadequacy	Feel unsuccessful and discouraged. Feel worthless and give up easily.	Encourage. Give responsibility. Show appreciation. opportunities for

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Functional Behaviour Analysis

- Triggers
  - People
  - Place
  - Time
  - Other conditions?
- Anecdote of behaviour
- What are the consequences of the behaviour
  - How do others react?
  - Do others reinforce the behaviour?
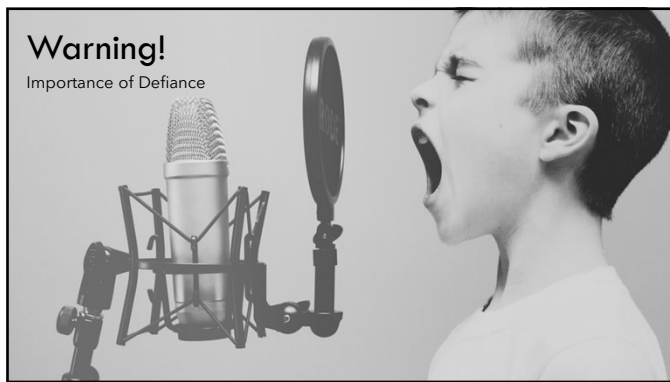 - Do others punish the behaviour?

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Functional Behaviour Analysis

- Hypotheses re: antecedents
  - Conditions to change
  - Skills to be taught
    - Replacement behaviours
  - Interventions needed
  - Strategies
    - Preventive vs. reactive

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Replacement Behaviour Case Study

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Warning!
Importance of Defiance

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Foundations for Positive Behaviour

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- Critical difference in outcomes for kids with ADHD

- Greatest predictor of long-term happiness

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Protector from:

- Violent behaviour

- School failure

- Substance abuse

- Depression

- Suicidal ideation

- Unwanted pregnancy

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Behaviours Related to Identity

- Identity and self-concept are co-created!
- Self-evaluation is based on their experiences and others' appraisals
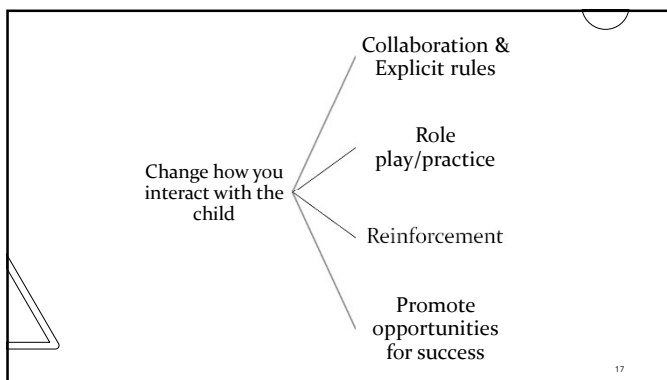- What are the consistent, repeated cues they receive over time?
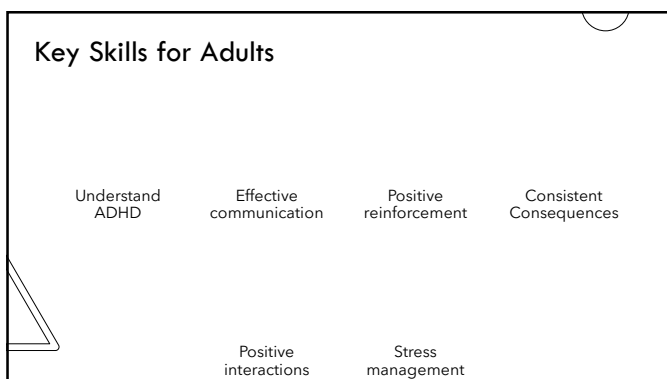
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Shame Epidemic

- Avoid failure
- Avoid criticism
- Avoid punishment
- Leads to:
  - Acting out behaviours
  - Perfectionism
  - Procrastination
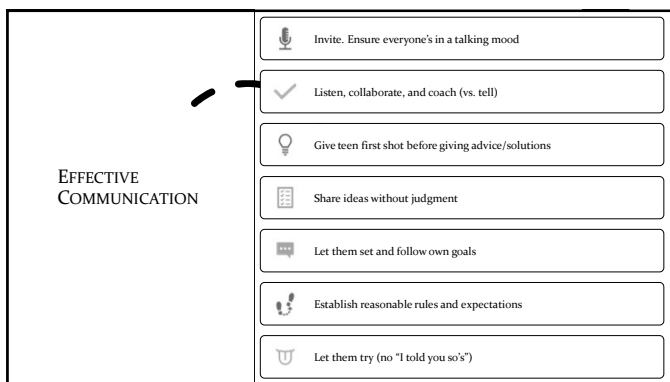 - Blame & failure to take accountability

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Change how you interact with the child
- Collaboration & Explicit rules
- Role play/practice
- Reinforcement
- Promote opportunities for success

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Key Skills for Adults

| Understand ADHD | Effective communication | Positive reinforcement | Consistent Consequences |

| Positive interactions | Stress management |

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Communicating Effectively

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EFFECTIVE COMMUNICATION

🎤	Invite. Ensure everyone's in a talking mood
✓	Listen, collaborate, and coach (vs. tell)
💡	Give teen first shot before giving advice/solutions
🗒	Share ideas without judgment
💬	Let them set and follow own goals
👣	Establish reasonable rules and expectations
👅	Let them try (no "I told you so's")

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Key to Success: Validation!

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Validation

Show interest	Eye level, full attention Lean in & nonverbals Ask questions
Reflect content	Paraphrase Clarify
Reflect feelings	Be hesitant! Acknowledge nonverbals
Validate the situation	Makes sense, given this situation

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Effective Communication

- Be prepared.
- Be an active listener
- Respectful communication (no matter what!)
- Avoid knee jerk "no's"
- Limit non-negotiables
- Be on their side
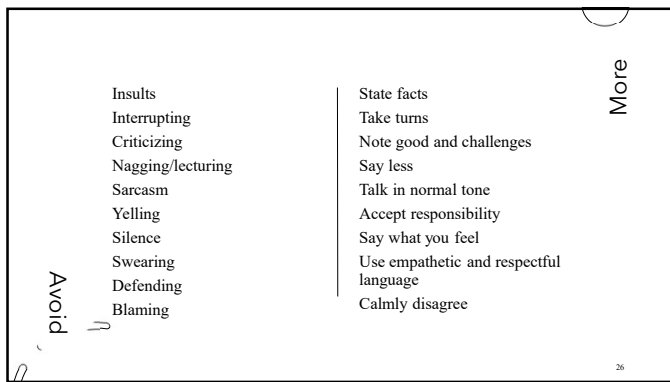- Mutual partnership

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Create safety…

… To express themselves…

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Without fear or judgment

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Avoid

Insults	State facts
Interrupting	Take turns
Criticizing	Note good and challenges
Nagging/lecturing	Say less
Sarcasm	Talk in normal tone
Yelling	Accept responsibility
Silence	Say what you feel
Swearing	Use empathetic and respectful language
Defending	Calmly disagree
Blaming	

More

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Michelangelo Effect

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Focus on the beauty of the whole.

Instead of good vs. bad

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Bossiness — • LEADER

Aggressiveness — • ASSERTIVE (knows and gets what she needs)

Argumentative — • Strong conflict resolver and negotiator

Stubborn — • Persistent

Easily upset — • Emotionally expressive (easier to help and quicker to recover!)

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Focus on spirit over achievement

Develop ownership over their life based on interests

Allow them to enjoy being kids: minimal imposition on time and space

Expose them to fun and spontaneous hobbies

Let them be average

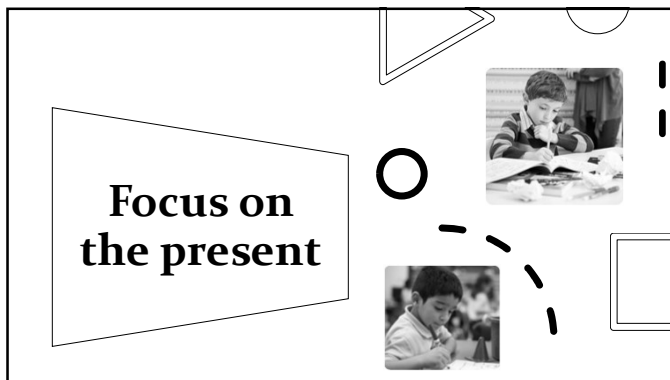30

Find the successes

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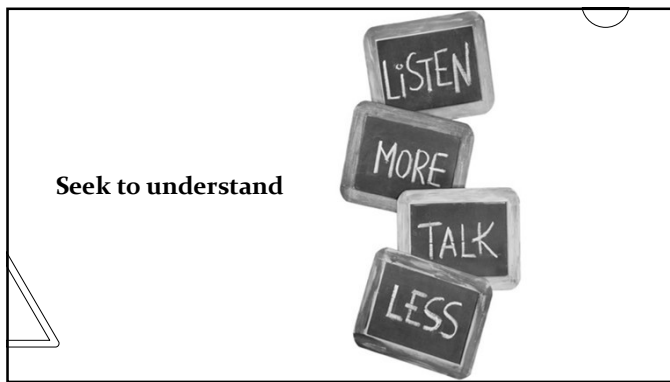**Adjust expectations**

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Focus on the most important

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Create Positive energy

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Focus on the present

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Create engagement

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Create safety

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Seek to understand

LISTEN
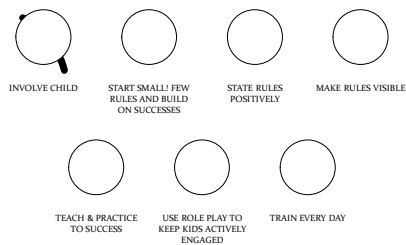MORE
TALK
LESS

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Behaviour
Management

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Effective Behaviour Management:
- ☑ Sufficient supervision
- ☑ Structured
- ☑ Reinforced trials for everything!
- ☑ Success-oriented practice sessions
- ☑ **Proactive** strategies (vs. reactive/punitive)

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Establishing Behaviour Expectations /Strategies

- INVOLVE CHILD
- START SMALL! FEW RULES AND BUILD ON SUCCESSES
- STATE RULES POSITIVELY
- MAKE RULES VISIBLE
- TEACH & PRACTICE TO SUCCESS
- USE ROLE PLAY TO KEEP KIDS ACTIVELY ENGAGED
- TRAIN EVERY DAY

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Establishing Behaviour Expectations/ Strategies

- Automatize (requires less brain energy!)
- Tie new behaviours to existing ones
- Use positive motivators vs. punishment
- Make rewards appealing and immediate
- Praise kids for following rules
- Review rules regularly and at point of performance
- Provide ongoing structure and support for success

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Proactive Strategies

- Rationales
- Verbal scaffolding
- Immediate successes
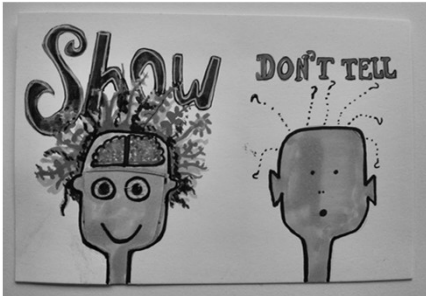
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Externalize Behaviours

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Teaching

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Modeling

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Criteria	Points
1.	
2.	
3.	
4.	
5.	
Total points	

INTERVENTION SUGGESTIONS

• Proactive strategies:
  • Schedule teaching sessions (e.g., within class time)
  • Create a set of criteria, breaking the skill down into its component parts
  • Include a consistent monitoring and evaluation plan

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Video modelling

Train to identify on vs. off-task behaviour

Identify behaviours with examples and nonexamples.	Video child. Watch together. Rate behaviours. Prompt as needed.

Video doing work and rate behaviours (no prompts)

Adult provides accuracy of recording after each.

Video doing work as child also self-monitors

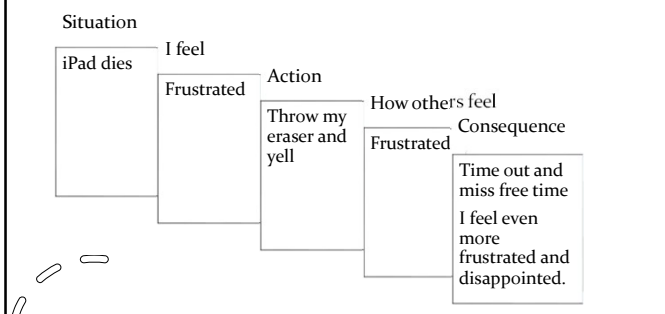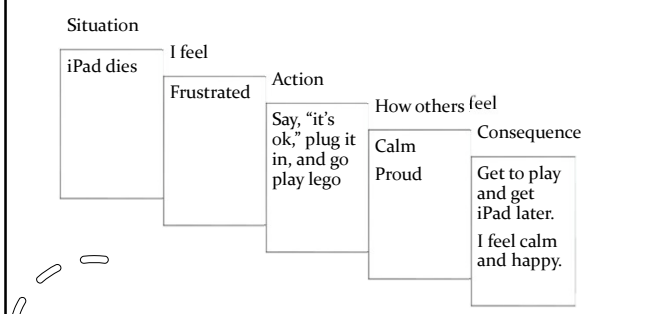| Review video and compare ratings.	Self-awareness maintenance before interventions.

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Learning the Chain reaction

Situation

iPad dies

I feel

Frustrated

Action

Throw my eraser and yell

How others feel

Frustrated

Consequence

Time out and miss free time

I feel even more frustrated and disappointed.

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Chain reaction: Make a choice!

Situation

iPad dies

I feel

Frustrated

Action

Throw my eraser and yell

How others feel

Frustrated

Consequence

Time out and miss free time

I feel even more frustrated and disappointed.

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Chain reaction: Make a choice!

Situation

iPad dies

I feel

Frustrated

Action

Say, "it's ok," plug it in, and go play lego

How others feel

Calm
Proud

Consequence

Get to play and get iPad later.

I feel calm and happy.

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Chain reaction: Make a choice!

Situation
iPad dies

I feel
Frustrated

Action
Say, "it's ok," plug it in, and go play lego

How others feel
Calm
Proud

Consequence
Get to play and get iPad later.
I feel calm and happy

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Practice!

Situation

Feeling

PAUSE

Action

How others feel

Consequence

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Help create that pause!

Environment

Practice

Adaptive choices
(self-regulation)

Our response

Physical action

Rote phrase

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Practice!

Structured teaching trials where we set up the stressor and teach kids the skills they need to tolerate and cope with the stress

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Adults: Ignore behaviour but be available

Adults: Remind and coach

Strategies: Review success book; Do 10 jumping jacks; I've got this

Adults: Help identify emotion and what it's doing; coach

Strategies: Boss back (Leave me alone!)

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Reinforcement

- Powerful reinforcement
- Secondary reinforcers
  - Regular and frequent access to rewards

5:1

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Consequences

- Must be delivered immediately
- Must be delivered frequently (1-minute manager)
- Must be reliable
- Must be specific
- Powerful rewards
- Reinforcements must be changed regularly
- Consistent

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Remember!

PRACTICE MAKES PERFECT

INCREASE CHILD'S CAPACITY TO INHIBIT RESPONDING IS PARAMOUNT

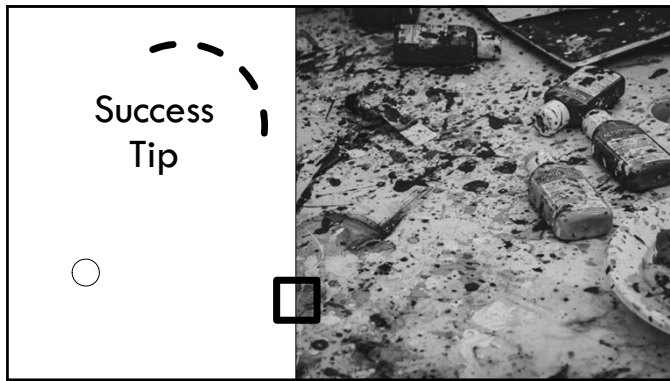INTERVENE AT THE POINT OF PERFORMANCE
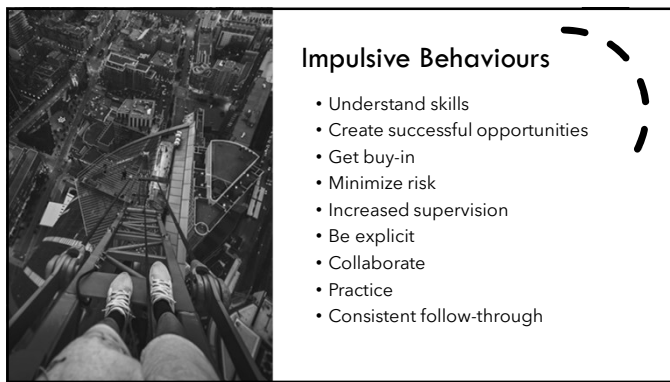
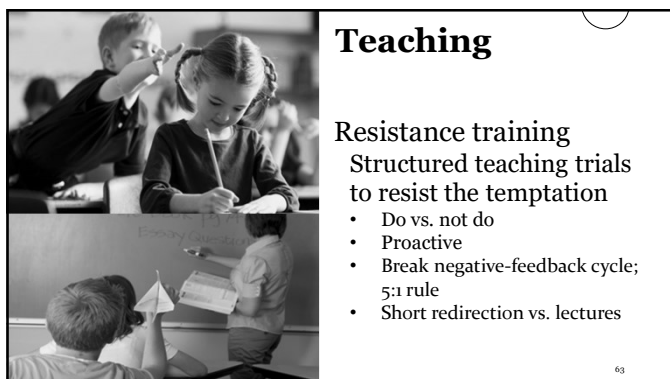CONSIDER STUDENT'S DIFFICULTIES WITH SELF-REGULATION

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Find the antidotes

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Success Tip

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Impulsive Behaviours

- Understand skills
- Create successful opportunities
- Get buy-in
- Minimize risk
- Increased supervision
- Be explicit
- Collaborate
- Practice
- Consistent follow-through

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Teaching

Resistance training
Structured teaching trials to resist the temptation

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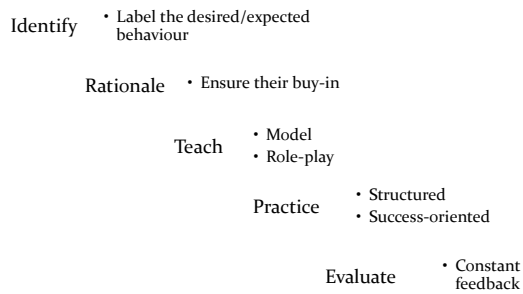- Short redirection vs. lectures

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Response inhibition

- Academic considerations:
- Marshmallow test: key to success for kids
  - Replacement behaviours
    - Do vs. not do
  - Social media rules
- Resistance training
- Be proactive – anticipate
- Break negative-feedback cycle; 5:1 rule
  - Short redirection vs. lectures

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Teaching (teach skills through small steps and supported interactions) vs. social stories

Identify
- Label the desired/expected behaviour

Rationale
- Ensure their buy-in

Teach
- Model
- Role-play

Practice
- Structured
- Success-oriented

Evaluate
- Constant feedback

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Develop and practice strategies

Difficulty waiting	Jump in, get frustrated	Drum fingers, think about something enjoyable	How to pass time without frustration	Reward or adjust
↑	↑	↑	↑	↑
Understand	Identify	Collaborate	Teach & Practice	Evaluate

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Problem behaviour	Throwing objects	
Target behaviour/Goal	Child will use appropriate calming strategies (**identify which ones**) when frustrated (and refrain from throwing) (**under what circumstances**)	
Intervention		Person responsible
Accommodations & Strategies	➤ Supervision and guidance ➤ Breaking down tasks ➤ Lists, boards ➤ Stop and think! (specific procedure to be taught) ➤ Identify triggers and remove ➤ Remove distractions ➤ Create structured environment ➤ Extinction training for throwing ➤ Pattern interrupt techniques ➤ Nonverbal cues from adults ➤ Positive reinforcement	
Skills to be taught	➤ Response inhibition (choosing appropriate calming activities and refraining from throwing) ➤ Educate about possibilities to regulate ➤ behavioural control techniques	
Procedure	Include what, when, where, how Include consequences Include practice, review, and maintenance plan	
Motivators		

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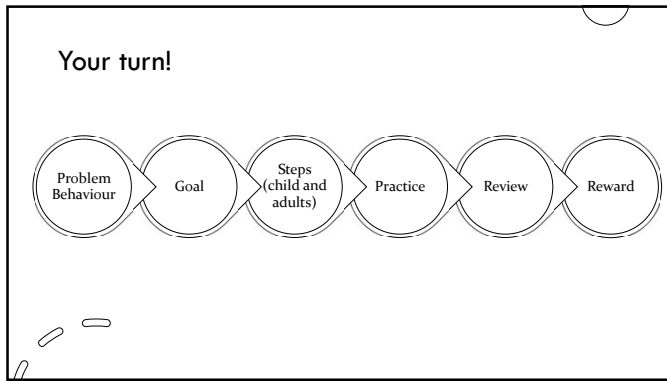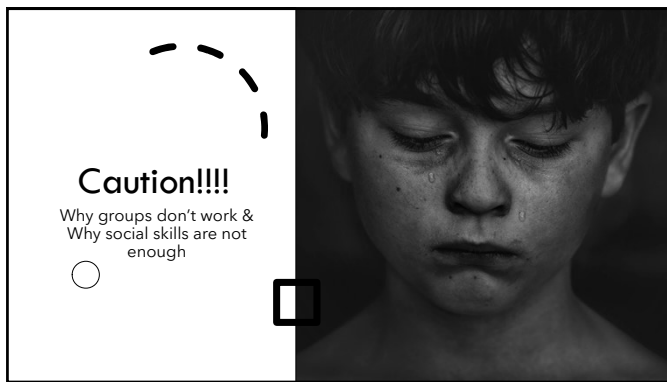| Long Term Goal #1: Student will …			
Short Term Objectives	Strategies	Date	Date
1) By January 30, student will… Baseline:	Strategies: Person Responsible:		

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Your turn!

- Considerations
  - Avoid broad generalizations
    - Individualize interventions to the needs of the child
  - Natural environment
    - Consider family needs
  - Direct intervention +
  - Parent and teacher psychoeducation
  - Logistical implementation
    - Teacher support
  - Long-term planning
  - Ongoing evaluation
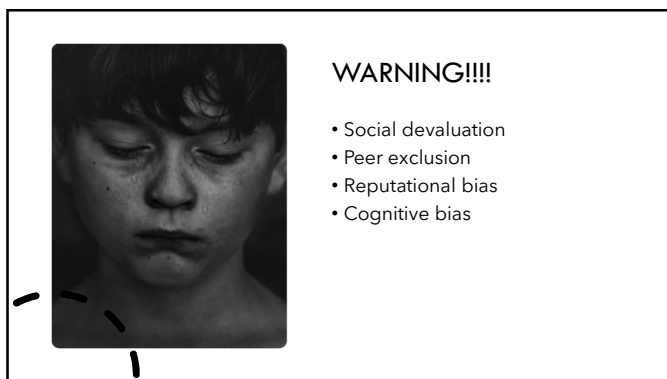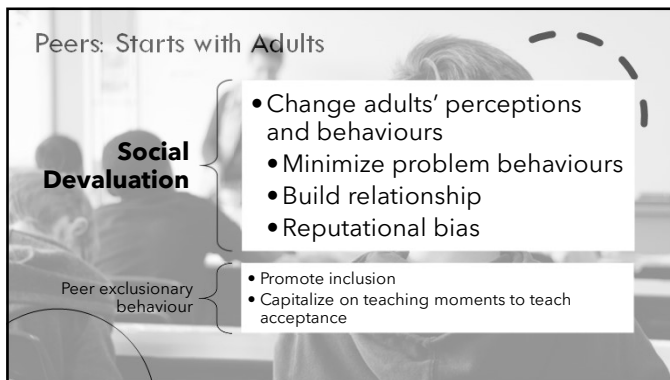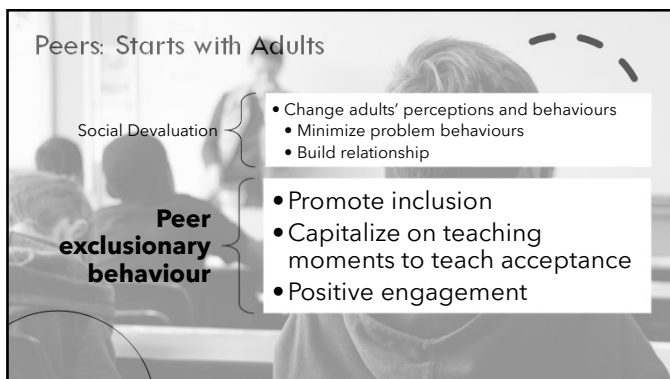   - Consistent and correct implementation?
    - Useful?

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Your turn!

Problem Behaviour → Goal → Steps (child and adults) → Practice → Review → Reward

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Caution!!!!

Why groups don't work & Why social skills are not enough

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WARNING!!!!

- Social devaluation
- Peer exclusion
- Reputational bias
- Cognitive bias

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Address Peer Bias

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Peers: Starts with Adults

Social Devaluation
- Change adults' perceptions and behaviours
- Minimize problem behaviours
- Build relationship
- Reputational bias

Peer exclusionary behaviour
- Promote inclusion
- Capitalize on teaching moments to teach acceptance

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Peers: Starts with Adults

Social Devaluation
- Change adults' perceptions and behaviours
- Minimize problem behaviours
- Build relationship

Peer exclusionary behaviour
- Promote inclusion
- Capitalize on teaching moments to teach acceptance
- Positive engagement

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Minimizing Exclusionary Behaviour

- Classroom
  - Buddy system
- Lunch Buddy mentoring
- Recreational activities

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Social Skills in the Classroom

Behaviour Management   **VS.**   **Behaviour Management +**

- Contingencies
  - Explicit training with token system
  - Class wide rewards
    - Social value on points

- Contingencies
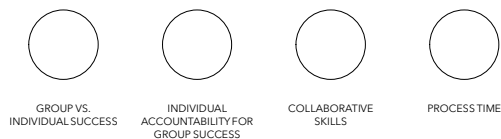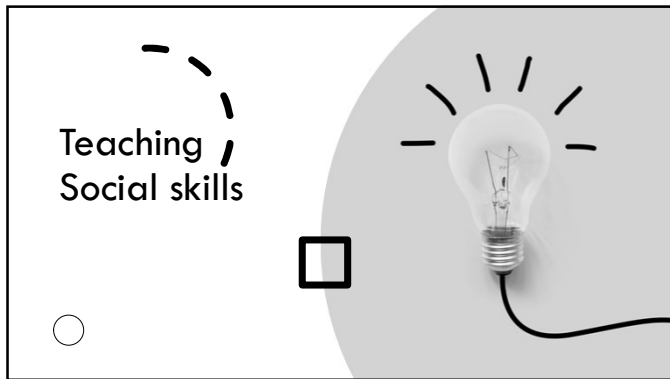 - Explicit training with token system
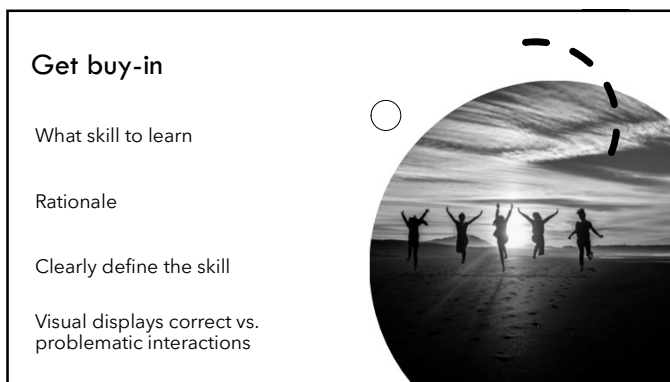 - Minimize social comparisons by private rewards
- PLUS inclusiveness & praise for strengths
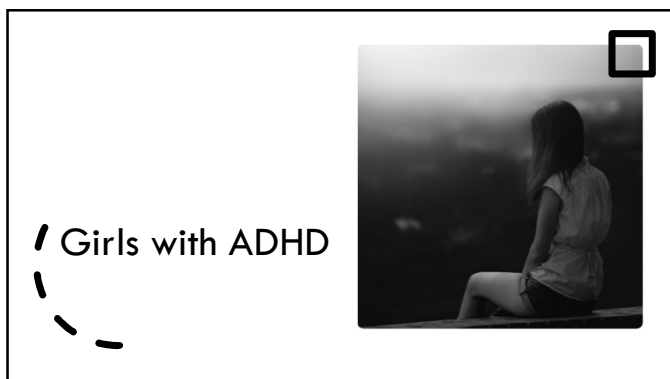
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Cooperative learning

GROUP VS. INDIVIDUAL SUCCESS

INDIVIDUAL ACCOUNTABILITY FOR GROUP SUCCESS

COLLABORATIVE SKILLS

PROCESS TIME

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Teaching
Social skills

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Get buy-in

What skill to learn

Rationale

Clearly define the skill

Visual displays correct vs.
problematic interactions

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Girls with ADHD

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When attention gets in the way

┌─ Identify subtext ─┐

- Nonverbals
  - Actions vs. words
- Behaviours
- Words

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When impulsivity gets in the way

┌─ Create pause to think ─┐

- Before talking
- Before acting

┌─ Perspective taking ─┐

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Skills to Learn

Helping others	Compromising	Showing appreciation	Responding to teasing
Controlling anger	Greetings & introductions	Initiating interactions	Joining activities
Asking others to play	Asking for help	Asking to use things	Giving & receiving compliments
Accepting others' suggestions	Receiving corrective feedback	Anger management	Responding when hit
	Listening attentively		

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Initiating Interactions

- Who
  - Shared interests?
- When
  - Subtext
  - If not sure, have opening line
    - How's it going?
    - What are you doing this weekend?
- What
  - Showing!
    - Videos
    - Jokes
  - Scripts
    - Open-ended questions
      - Favourites
      - What do you do for fun?

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Asking for help

- Environment & expectations of helping
  - Scripts

- Reciprocity ring

- Problem solving
  - What will happen if you do or don't ask
  - Waiting

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Building friendships: Compliments

- Videos
  - Identify ways to compliment
- Coach and model
- Role play
  - Expand repertoire
- Look for opportunities
  - New look?
  - New outfit?
  - Being helpful?
  - Sharing?

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Building friendships: Accepting ideas

- Choices of what is most important
  - It is their choice!
- Relevance
  - Embedded naturally
- Model and coach
- Arsenal of tools for win-win

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Teaching tips

- Explicit
- Rationale
- Visual
  - Cue cards
  - Videos
- Personally relevant
- Few simple steps at a time
- Coaching support
- Video feedback
- Asking selves questions
- Teaching interactions

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Optimizing social skills training success

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Social skills training success

What is taught	Why it is taught
How it is taught	When it is taught

Where it taught

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Optimizing Social Success

- Child Skills
  - Problem solving and effective communication
  - Managing frustration
  - Self-awareness & control
  - Effective emotion expression
  - Thinking of others
  - Positive interpersonal behaviours
  - sportsmanship

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Optimizing Social Success

- Parent Skills
  - Behaviour management
  - Social skills training
  - ADHD education

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How targeted

- Child Process
  - Review & repetition
  - Explicit targets & rationale
    - How, when, and where used
    - Models and role play
    - Reinforcement for target skill
  - Practice in natural environments

- Parent Process
  - Review & repetition
  - Skills instruction and same language
  - Set up practice opportunities

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