

“Practical Interventions for Adult and Child ADHD”

Learning Objectives:

- Discuss the state of current research around diet and nutritional support interventions for ADHD
- Identify environmental antecedents which are most likely to support success for clients with ADD/ADHD
- Describe the specific ways in which sleep hygiene supports brain function
- Apply research on exercise and movement to individuals with ADHD
- Identify strengths and limitations of working memory training and neuro-feedback
- Teach clients a shame-free and client-centred approach to calendar management
- Apply current understandings of executive function to parents, supporting them as “brain coaches” to young people with developmental challenges with attention and impulse control

Program Outlines

- **Screen time, green time, and sleep hygiene: Non-medical strategies for optimal brain chemistry**
 - Understand the impact of tablets and phones on melatonin production and sleep onset
 - Help parents establish practical limits on screen time
- **Key nutritional considerations for effective cognitive functioning, and review of the current state of research regarding nutritional supplements**
 - Can we recommend omega supplementation to our clients?
 - Recognize the key role of protein in supporting cognition
 - Identifying clients’ food sensitivities or response to food additives
- **Physical, yoga, martial arts, and the proprietary activity programs: how best to recommend movement for our clients with ADHD?**
 - What are Brain Gym and Bal-A-Vis-X? Can they help my students focus?
 - How can movement- and fidget-strategies help students with attentional disorders?
- **Working memory training: computer programs designed to train executive functioning**
 - Getting clear about the current research on CogMed and Lumosity programs?
- **How exactly did you do that? A strategy for teaching metacognition to children and their parents**
 - Learn a “client-centred, curious, compassionate, and nonjudgmental” approach to evaluation and intervention which you can implement the very next day after our workshop
- **Where do you see this problem the *most*, and where do you see it the *least*? Using antecedents to help ADHD clients perform their very best**
 - We know that “pills don’t teach skills,” and for students with executive dysfunction it’s also true that reward and punishment don’t teach skills. Learn some of the easiest and least intrusive strategies for helping children and adults with ADHD perform at their very best.
- **ADHD is not a disorder of *ability*. Rather, it is a disorder of *performance*.**
 - Learn how to develop “orthotic” supports at *points-of-performance*
 - For homework to get turned in on time, 19 things have to happen. For homework *not* to get turned in, only 1 thing has to go wrong. Learn how to work with families to identify the most powerful points of intervention to support academic success.

- **That discrepancy between ability and performance is a source of frustration and shame. Therapists and counselors are perhaps uniquely positioned to offer support around shame and self-esteem in the ADHD client.**
 - A simple tool for making “self-esteem” practical and manageable and malleable.
 - Practical counselling goals for adults or children with ADHD
 - Identifying the necessary “grief work” when counseling ADHD clients
- **Time management, goal management, and energy management: regular practices for engaging with lists and calendars**
 - “Create first, react later” – identifying rhythms and patterns in our clients’ work flow and energy flow
 - “Fall in love with the truth” – what we learn when we get radically honest about our time management, and how that honesty leads to immediate and practical change.
- **Mindfulness practices for ADD/ADHD**
 - Recognize the brain changes associated with formal meditation practice
 - Identify strategies for introducing these strategies to clients who are hyperactive or impulsive or otherwise disinclined to quiet practice
- **Identifying the depth and breadth of formal and informal supports for young adults with ADHD**
 - Transition to college or independent living
 - Parents’ role as “brain coaches”
 - “But aren’t I enabling him?” – working with parents around setting limits, providing support, and teaching independent executive skills
- **What is an ADHD coach, how might they help my client, and how can I find one?**
- **What are the key couples-counselling goals when one partner has ADHD?**
- **Learn 5 regular practices which support ADHD clients’ best functioning**
- **Home and office organization and storage solutions which are perfect for adults with ADHD**
 - Help clients establish clear boundaries around their stuff, their time, and their energy
 - Cloud-based solutions for adults and teenagers with ADHD