

Managing Children's Behaviour
A Holistic Approach to helping a
child with ADHD-New Forest
Parenting Programme



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Overview of Session



- ❧ To explore the principles behind the program development
- ❧ To provide an overview of the NFPP
- ❧ Video feedback -attention training, play sessions
- ❧ Caring for parents and holding through change



SLOW

**PENGUINS
CROSSING**

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What we knew about children with ADHD and their parents



- ❧ The treatment offered by CAMHS services was limited
- ❧ That the earlier you helped parents to understand their child the better they seemed to do
- ❧ The parents had often experienced similar difficulties themselves
- ❧ Parents requested ongoing help with their child

What we knew about children and families with ADHD



- ❧ We started to have a greater awareness of the neuropsychological difficulties seen in children with ADHD.
- ❧ We understood the complexity of the disorder and the need for a different approach to what had been traditionally offered



The principles behind NFPP



- ❧ Not just a parenting program –
- ❧ This is a parent -led intervention
- ❧ It provides the parents/carers with a 'tool kit' of skills to use with their child
- ❧ Parents are 'scaffolded' to learn new skills at a their pace within the 8 week time frame
- ❧ It follows 5 themes

Four themes of intervention



- ❧ Psycho-education
- ❧ Learning style of parent and child
- ❧ Mother-child relationship
- ❧ Attribution Theory
- ❧ Behaviour training
- ❧ Attention training and delay de-restructuring
- ❧ Emotional regulation
- ❧ Systemic Support

Aims of Parent Training (New Forest Parenting Program)



- ❧ To improve the parent-child relationship
- ❧ In order to help the child with emotional regulation
- ❧ To educate parents about ADHD
- ❧ To provide the parents with strategies which target the characteristics of ADHD.
- ❧ To enable parents to become their child's trainer
- ❧ To help the child increase their ability to concentrate and play.
- ❧ Build a therapeutic alliance with the parent(s)

What is different in this program!



- ★
 - ☞ Parent education re ADHD
 - ☞ Targets the learning style of the parent and child
- ★
 - ☞ Specific strategies to target neuropsychological deficits
- ★
 - ☞ The parents learn to deliver the program week by weeks therefore administering treatment on a day to day basis
 - ☞ Behavioural strategies
 - ☞ Targets parent-child relationship

Aims of Parent Training

Psycho Education



- ❧ To educate parents about ADHD
- ❧ To enable them to become the child's advocate.
- ❧ To improve the parent-child relationship
- ❧ To explain why children with ADHD symptoms need a different type of parenting and provide the parents with strategies which target the characteristics of ADHD.
- ❧ Discuss the Genetic aspects of the disorder
- ❧ Discuss the brain and why it might be different

Mother-child relationship

- ❧ Complete a full and comprehensive assessment in order to tailor the program to the parents needs
- ❧ Positive parenting, setting up positive interactions between the parent and child
- ❧ Co-operative parenting: using negotiation and choices
- ❧ Mother's attributions, expectations, guilt, marital situation
- ❧ Relating the program to the symptoms their child displays
- ❧ Identify and work on motivation and barriers to change
- ❧ Changing the way the mother relates to their child
- ❧ Interactive play, ideas of games
- ❧ Life skills for mothers who may have AD/HD



Mother/Parent-child relationship Emotional Regulation

- ❧ Keeping calm
- ❧ Perspex shield
- ❧ Praise (Catching the good, ear shotting)
- ❧ Scaffolding: criterion based learning:
- ❧ Working together
- ❧ Consistency
- ❧ Recruiting support



Behaviour training

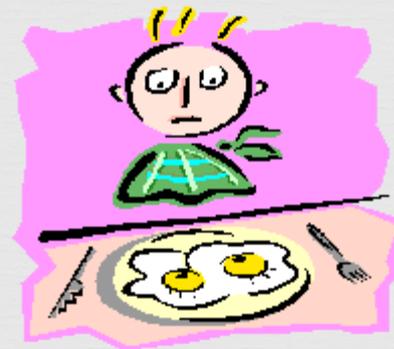
- ❧ This is a thread throughout the training
- ❧ Establishing house rules
- ❧ Consistency
- ❧ Fair approach to sanctions
- ❧ Time out tempered to the child
- ❧ *Emotional regulation- calm down mats
- ❧ Rewards, praise, charts
- ❧ Use of Diary's

feelings are important



Attention training, delay restructuring

- ☞ Cue in to events, count down
- ☞ Delay for rewards, waiting for meals etc
- ☞ Extending language during play and generally
- ☞ Use egg timers, clocks
- ☞ Specific games to extend attention
- ☞ Extending working memory through games
- ☞ Recruiting attention, eye contact
- ☞ Short sentences
- ☞ Scaffolding
- ☞ Repetition of instructions



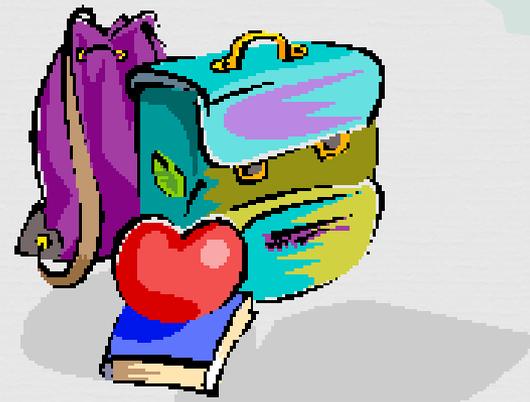
Attention Training Play Sessions



In weeks 4 and 6 video's are taken of the parent and child playing attention training games.

Attention and Memory Games

- ☞ Attention: turn taking
- ☞ SNAP; card games: rummy
- ☞ Working memory: visual: PAIRS: Kim's game
- ☞ Auditory: Simon Says: I went to market
- ☞ Concept of "teachable moments"
- ☞ Extend to real life: shopping lists



Play sessions



- ❧ Explore the early play experiences of the parent and child
- ❧ Assess their understanding of the importance of play to their child's ADHD, social skills and in building the parent-child relationship.
- ❧ Explore their own experiences of play.
- ❧ Parents are encouraged to 'scaffold' their child's abilities and work within the child's 'zone of proximal development' during a play session using auditory and visual memory games practiced with the therapist in session 3.

Video Feedback



The aim is to assess the parents understanding of the concept of 'scaffolding' and to help her the attention training games into practice.

- ✧ Feedback to parent on positive aspects of the interaction
- ✧ Builds on parents strengths
- ✧ Non critical

Care for the Parents and 'Holding through Change



Holding through change



- ☞ Allowing parents time to 'grieve'
- ☞ Reflection on own difficulties
- ☞ Guilt anger and despair
- ☞ 'Everybody is watching and judging me'
- ☞ Being believed by profs relatives and friends.
- ☞ Over empathy with child

Holding through change

cont

- ❧ Making the transition from that of parent to advocate
- ❧ Realisation of importance of their role in their child's future
- ❧ Knuckling down to do the work!

Care for the Parents



- ❧ Using Diaries to really focus on what the parents need help with
- ❧ Positive Diaries -What has gone well and why?- building their confidence when things go well
- ❧ Reflect on what to do differently or more often!
- ❧ Looking after themselves as individuals, couples and parents
- ❧ Recapping on how useful they are finding the sessions?
- ❧ Are they finding their own solutions to difficulties?

Endings



- ☞ Sometimes difficult for them to let the therapist go.
- ☞ Need time to consolidate the skills they have learnt
- ☞ Understanding ADHD characteristics and how these may change with age and experiences
- ☞ Adapting strategies for different ages
- ☞ How to cope when times are tough
- ☞ Importance of play-to parents and children
- ☞ Identify support network for parents locally
- ☞ Encourage parents to see how important their role is to the long term wellbeing of their child.

Relaxation!



Targeting the hyperactivity!