

Attention-deficit hyperactivity disorder (ADHD)

Module 4

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Module 4- Overview

- Practical parenting strategies
 - Attention and Praise
 - Planned Ignoring
 - Effective Requests/Commands
 - When-Then Contingencies
 - Time out/Grounding





Attention-deficit hyperactivity disorder (ADHD)

Part I.

Parenting Strategies to Support Youth with ADHD

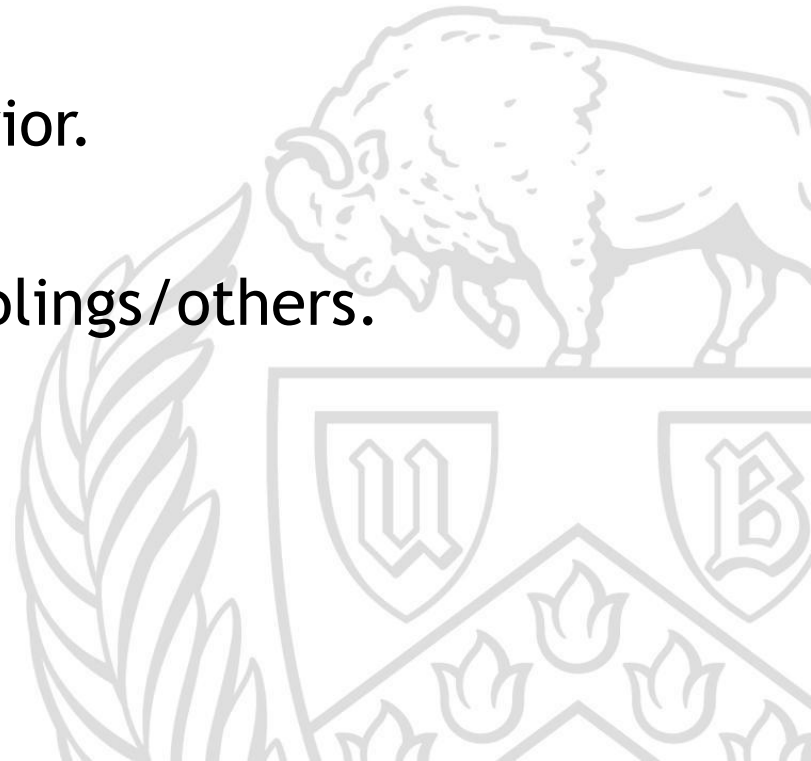


Practical Parenting



Attention and Praise

- “Catch children being good.”
- Comment on appropriate behavior.
- Balanced attending between siblings/others.



Planned Ignoring

Deliberately ignore minor, inappropriate behaviors.

- Especially if the behaviors are attention-seeking!

Attend to and return to appropriate behavior



Effective Requests and Commands

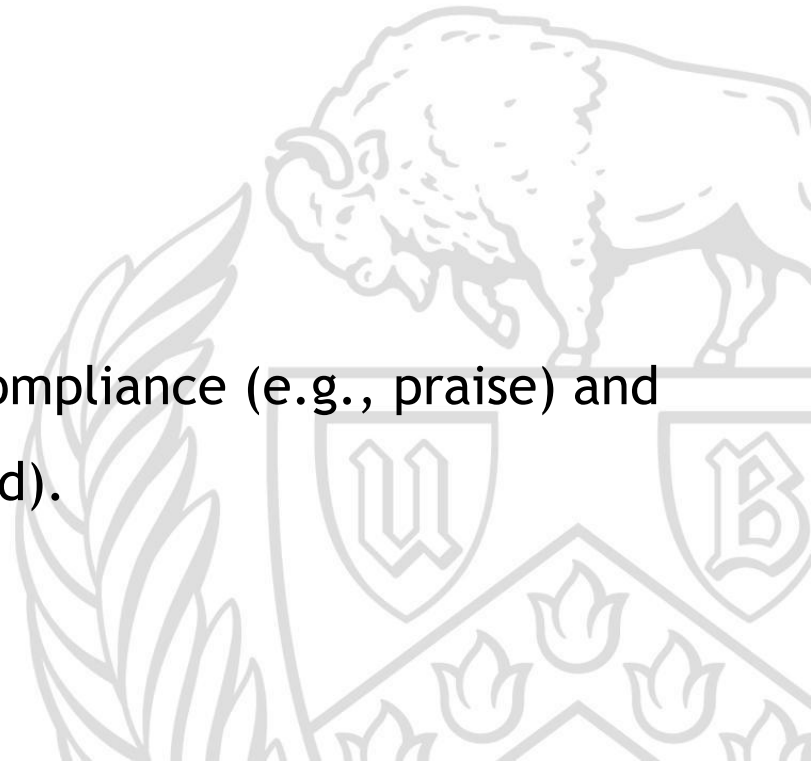
Bad Commands

- Issued when it is unclear whether the child is attending
- Contain multiple steps
- Vague
- Issued as a question
- Unclear phrasing (Let's . . .)
- Extended for a long period of time
- Repeated without consequences



Good Commands

- Issued once attention is obtained
- Issued in manageable steps
- Specific
- Issued as a command/instruction
- Use clear phrasing
- Limited to the present
- Followed by consequences for both compliance (e.g., praise) and noncompliance (e.g., repeat command).





Premack Contingencies and Transitional Warnings

“Grandma’s Rule”

Help children know about and prepare for transitions/changes in routine.



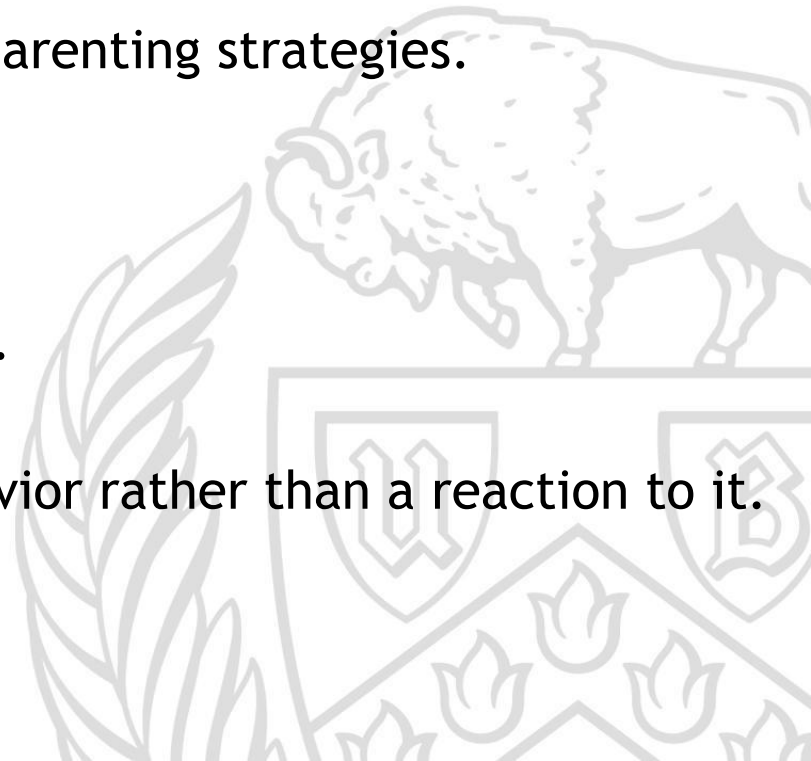
Time out/ Punishment/ Grounding

Only effective in the context of positive parenting strategies.

- Time out *from positive reinforcement*

More/longer duration is not always better.

Should be used to suppress negative behavior rather than a reaction to it.



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Conclusion

