

Not Just Inattention, and Not Just Hyperactivity...

— What it really means to have ADHD —

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Today's Talk Will Cover:

- DSM-V ADHD diagnostic basics
- The "ADHD Iceberg"
- The absolutely essential concept of Executive Functioning
- What ADHD REALLY looks and feels like
- What parents can do for their kids with ADHD

DSM-5 Criteria for ADHD

People with ADHD show a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development

Inattention

Six or more symptoms of inattention for children up to age 16 years, or five or more for adolescents age 17 years and older and adults; symptoms of inattention have been present for at least 6 months, and they are inappropriate for developmental level

Inattention

- Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or with other activities.
- Often has trouble holding attention on tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked).
- Often has trouble organizing tasks and activities.
- Often avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time (such as schoolwork or homework).
- Often loses things necessary for tasks and activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones).
- Is often easily distracted
- Is often forgetful in daily activities.

Hyperactivity and Impulsivity

Six or more symptoms of hyperactivity-impulsivity for children up to age 16 years, or five or more for adolescents age 17 years and older and adults; symptoms of hyperactivity-impulsivity have been present for at least 6 months to an extent that is disruptive and inappropriate for the person's developmental level

Hyperactivity and Impulsivity

- Often fidgets with or taps hands or feet, or squirms in seat.
- Often leaves seat in situations when remaining seated is expected.
- Often runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless).
- Often unable to play or take part in leisure activities quietly.
- Is often "on the go" acting as if "driven by a motor"
- Often talks excessively.
- Often blurts out an answer before a question has been completed.
- Often has trouble waiting their turn.
- Often interrupts or intrudes on others (e.g., butts into conversations or games)

In addition, the following conditions must be met

- Several inattentive or hyperactive-impulsive symptoms were present before age 12 years.
- Several symptoms are present in two or more settings, (such as at home, school or work; with friends or relatives; in other activities).
- There is clear evidence that the symptoms interfere with, or reduce the quality of, social, school, or work functioning.
- The symptoms are not better explained by another mental disorder (such as a mood disorder, anxiety disorder, dissociative disorder, or a personality disorder). The symptoms do not happen only during the course of schizophrenia or another psychotic disorder.

Three subtypes of ADHD

Combined Presentation: if enough symptoms of both criteria inattention and hyperactivity-impulsivity were present for the past 6 months

Predominantly Inattentive Presentation: if enough symptoms of inattention, but not hyperactivity-impulsivity, were present for the past six months

Predominantly Hyperactive-Impulsive Presentation: if enough symptoms of hyperactivity-impulsivity, but not inattention, were present for the past six months.



The ADHD Iceberg (Jonathan Wolf, You Time Coaching)

Executive Function - what is it?

“Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.”

- Center on the Developing Child, Harvard University

The Seven Executive Functions

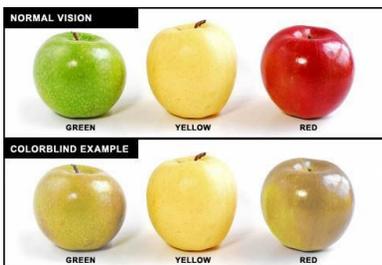
- Self-awareness - awareness of what you are doing
- Inhibition - impulse control and self-restraint
- Nonverbal Working Memory - mental imagery, sense of time, anticipation and future goals
- Verbal Working Memory - preservation of a limited amount of speech-related information for use
- Emotional Regulation - modulating feelings in response to events
- Motivational Regulation - self-directed motivation, internal stimulation
- Planning and Problem-Solving - developing a mental plan that can be refined, reformulated, and updated to make it more efficient

Inattention

- Often **fails to give close attention to details or makes careless mistakes** in schoolwork, at work, or with other activities.
- Often has **trouble holding attention** on tasks or play activities.
- Often **does not seem to listen** when spoken to directly.
- Often does not follow through on **instructions and fails to finish** schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked).
- Often has trouble organizing tasks and activities.
- Often avoids, dislikes, or is reluctant to **do tasks that require mental effort** over a long period of time (such as schoolwork or homework).
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- Is often easily distracted
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What is ADHD REALLY Like?

- The working memory problem
- The Positive Illusory Bias problem
 - PIB in ADHD is more pronounced than in other kids
 - PIB in ADHD does not enhance motivation, endurance, or performance
 - Kids with ADHD maintain their PI even in the face of clear contradictory evidence
- The "better than average driver" paradox
- The multitasking myth
- The procrastination problem
- The diagnosis problem
- Eric's favorite Russell Barkley quote
- The color-blindness comparison



What parents can do for their kids with ADHD

- We don't "fix" executive functions - we support them with aids, modifications, and work-arounds
- Quit talking!
- Consider medication
- Consider school supports
- Build habits, not processes
- Externalize executive functions
 - Rely on external aids, like reminders and alarms
 - Remove distractors
 - Coaching

ADHD Coaching (from CHADD)

A coach helps people with ADHD carry out the practical activities of daily life in an organized, goal-oriented and timely fashion. In close partnership, an ADHD coach helps the client learn practical skills and initiate change in his or her daily life. A coach may help an adult with ADHD:

- Maintain focus to achieve identified goals
- Translate abstract goals into concrete actions
- Build motivation and learn to find ways to use concrete and abstract rewards effectively

Coaches support clients by providing encouragement, feedback and practical suggestions to address specific challenges as well by supporting them and holding them accountable for following through on their goals. They may offer reminders or suggest time management methods.
