

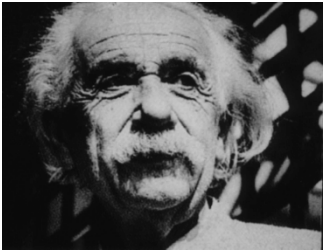
**ADHD: Past,
Present and
Future**

AULA
n e s p l o r e

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Caregivers are the architects of the way in which experience influences genetically preprogrammed but experience dependent brain development.

Daniel Siegel
The Developing Mind



If great men and women suffered from ADHD their achievements were despite not because of ADHD.



Why must we change our view of ADHD?

Total frustration - that's what I feel like. Several times a day - or more: "I know, I can't find my keys... Have you seen...?" "Where are my...?" "If you see my...?" and...
He never picks up after himself: is dirty dishes, dirty clothes, showering, eating, etc. and then...
maid...
to the TV, or the...
I have to go find them, because he left them somewhere else...
It seems like all of his concentration, energy & patience go to his job, & there is nothing left for us... I more or less raised our 2 kids by myself, & even at a young age, I was...
over little boy by myself...
job takes him out of town too much, and even when he's home, he doesn't have the energy for us...
One of the reasons I didn't go to Utah is because Ken's driving - he has scared me so many times over the years. He falls asleep at the wheel and then gets mad at me when I say something like "aren't you" when he's drunk - he stares straight ahead & I don't think he sees a thing!

Endorsed Symptoms of Teens and Adults With ADHD

- Difficulty with directions (98%)
- Poor sustained attention (92%)
- Shifting activities (92%)
- Easily distracted (88%)
- Losing things (80%)
- Fidgeting (70%)
- Interrupting (70%)

(Millstein, et al, 1997)

Prototypical Adult With ADHD

- Male
- Dysthymic
- More geographic moves
- Employed (90%)
- Less schooling
- Lower Socio-economic status
- More driving problems
- Substance problems
- General neuropsychological weaknesses related to self-regulation and inhibition

What is the Mindset of Children and Adults With ADHD?

- Pessimistic
- Negative world view
- External locus of control
- Helpless
- Negotiate daily life through a negative reinforcement model
- Frustrated

ADHD reflects exaggeration of normal behavior.

The symptoms of ADHD lead to a nearly infinite number of consequences

Self-regulation

- The ability to inhibit
- The ability to delay
- The ability to separate thought from feeling
- The ability to separate experience from response
- The ability to consider an experience and change perspective
- The ability to consider alternative responses

Self-regulation

- The ability to choose a response and act successfully towards a goal
- The ability to change the response when confronted with new data
- The ability to negotiate life automatically
- The ability to track cues

Poor self-regulation is synonymous with. . .

Poor self-control

Poor self-regulation leads to . . .

Impulsive behavior

Poor self-regulation leads to:

- Knowing what to do is not the same as doing what you know
- Cue-less behavior
- Inconsistent behavior
- Unpredictable behavior
- The illusion of competence
- Riding an emotional roller coaster
- Problems with automatic behavior

Conditions Under Which Inattention Is Observed

- Repetitive
- Effortful
- Uninteresting
- Not chosen

Conditions under which problems with consequences are observed

- Delayed
- Infrequent
- Unpredictable
- Lacking saliency

The consequence is worse than the symptom:

NEGATIVE
REINFORCEMENT

ADHD is a developmental disability with a childhood onset that typically results in a chronic and pervasive pattern of impairment in school, social and/or work domains, and often in daily adaptive functioning.

Psychiatric Concerns

- Antisocial personality disorder(7-18%)
- Substance use disorders: Alcohol (32-53%), Marijuana (15-21%), Other (8-32%)
- Dysthymia (19-37%)
- Major Depression (16-31%)
- Bipolar Disorder (0-6%)
- Learning Disabilities (0-30%)
- Anxiety (0-20%)

Emerging Personality Disorders in Teens With ADHD

- Anti-social personality (22%)
- Passive aggressive personality (19%)
- Borderline personality (14%)
- Histrionic (11%)
- Avoidant (11%)

(Barkley et al, 1998)

Behavior Manifestations

- Trouble focusing/concentrating
- Distractible/sidetracked
- Trouble finishing tasks
- Themes of intense frustration
- Underachievement

Behavior Manifestations

- Poor organization and planning
- Procrastination
- Mental/physical restlessness
- Impulsive decision making
- Frequent impulsive job changes
- Poor academic grades for ability
- Chronic lateness
- Frequently lose/misplace things

Work and School Concerns

- Poor self-regulation
- Can't sustain attention to paperwork
- Trouble staying alert and focused
- Poor organization and planning
- Procrastination
- Poor time management
- Subjective sense of restlessness

Work and School Concerns

- Impulsive decision making
- Unable to work well independently
- Trouble following directions
- Change jobs impulsively
- Often late
- Forgetful
- Poor self-discipline.

Interpersonal Concerns

- Impulsive comments to others
- Quick to demonstrate emotion
- Stress intolerance
- Poor adherence to obligations
- Viewed by others as immature
- Talk excessively/listen poorly
- Problems sustaining friendships and relationships
- Miss social cues

Adaptive Behavior Problems

- Trouble with financial matters including checkbooks, money management, debt, and impulsive spending
- Trouble organizing/maintaining the home
- Spouse may feel overburdened
- Inconsistent/unreliable
- Driving problems
- Habit and abuse problems

Emotional Problems

- Immaturity (50%)
- Low frustration tolerance
- Over-reaction to situations
- Poor self-esteem
- Demoralization

Females With ADHD

- Similar to clinic referred males for incidence of emotional and learning problems in childhood.
- Fewer disruptive behavioral problems than clinic referred males in childhood.
- Adult studies suggesting fewer anti-social personality problems than males with ADHD but likely similar emotional problems.
- Higher ratio of Inattentive to Combined Type in childhood and likely adulthood vs. males.

Why is Diagnosis Complex?

- Symptoms represent excess of normal behavior
- Criteria have changed, particularly impairment requirements
- Symptoms are common to many diagnoses
- Continuum – clinical judgment critical

ADHD is NOT:

- A simple matter of symptom endorsement
- Simply the identification of certain personality traits
- Advantageous to have

Key Questions to Consider in the Diagnostic Process

- Are key symptoms clearly present?
- Is there objective evidence that these symptoms cause significant impairment in multiple domains of daily adaptive functioning?
- Have these symptoms been unremitting since childhood? If not, why?
- Have these symptoms been chronic and pervasive? If not, why?

Key Questions to Consider in the Diagnostic Process

- What evidence exists that these symptoms are not primarily or exclusively due to other factors such as lack of effort, secondary gain, etc.
- Is the individual putting forth best effort?
- Are the person's symptoms better explained by another psychiatric or medical condition?
- Is there evidence of comorbidity?

Five keys to successful management of ADHD

- Make tasks interesting
- Make payoffs valuable
- Adjust expectations for change
- Allow more trials to mastery
- Allow more time for change

Why do some with ADHD thrive while others barely survive?

The pathways that lead to positive adaptation despite high risk and adversity are complex and greatly influenced by context therefore it is not likely that we will discover a magic (generic) bullet.

Resilient children are not simply born that way nor are they made from scratch by their experiences. Genetic and environmental experiences loom large as protectors against a variety of risks to healthy development ranging from resistance to bacteria and viruses to resilience to maltreatment and rejection.

Kirby Deater-Deckard

Symptom relief is not synonymous with changing long term outcome.

• .

Psychosocial Interventions for ADHD

- Environmental manipulation of the physical plant
- Environmental manipulation of consequences
- Modification of cognitive function

Medical Interventions for ADHD

- Cognitive enhancing medications.
- Mood regulating medications.
- Sedating medications.

They are/can be effective symptom relievers but they may not change long term outcome.

Key Goals of Intervention

- Instill hope and empowerment
- Educate
- Reframe
- Build self-esteem and self-acceptance

Key Goals of Intervention

- Form a partnership
- Reduce discouragement through setting realistic goals
- Address and rewrite negative scripts
- Focus on strengths
- Build resilience

Is Counseling for ADHD Non-Traditional?

- Active role of therapist
- Cognitive behavioral model
- Similar to working with individual's with neurological conditions. Therapist takes an active even directive role.
- Involve support system
- Offer guidance and advice.

“Make the work interesting and the discipline will take care of itself”

E. B. White

What teachers want from children with ADHD

- TO THINK
- TO START
- TO STOP in concert with all students

Keys for the Education of Children With ADHD

- MAKE TASKS INTERESTING
- MAKE PAYOFFS VALUABLE
- ALLOW MORE TRIALS OVER LONGER TIME PERIODS
- FOCUS ON ASSETS
- ADOPT A LONG TERM PERSPECTIVE

Focus on Well Being!

- COMPETENCE in academic, social and vocational areas
- CONFIDENCE or a positive identity
- CONNECTIONS or healthy relations
- CHARACTER or positive values, integrity, and values
- CARING and compassion

(Lerner et al, 2000)

We must possess the courage, integrity, patience and knowledge to help those in need regardless of the current state of scientific and political affairs.

“The secret of education lies in respecting the student”
Ralph Waldo Emerson

Goldstein’s Axiom

- Through intelligent and ethical educational practices develop self-discipline and build educational proficiency in all children without stealing away their dignity and hope.

This is Not Success!

DEAR GOD,
I wish I could be
better in School.
Can you help me.

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The future of ADHD Assessment
has arrived

AJIA is the only reliable, validated and
norm referenced virtual reality assessment
for Attention Deficit Hyperactivity Disorder.