

# WHEN EMOTIONS RULE ADHD

Presented by:

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# Who Am I?

- ▶ Not a Doctor - Certified Volunteer
- ▶ 12<sup>th</sup> year as the Greater OCCHADD ADHD Chapter Coordinator  
[www.greaterOCchadd.org](http://www.greaterOCchadd.org)
- ▶ NAMI “*Parents & Teachers as Allies*” Facilitator
- ▶ *Founder | CEO non-profit (11<sup>th</sup> year)*  
***Helping the Behaviorally Challenging Child***
- ▶ Parent-in-the-Trenches w/two boys 24 (neurotypical) and 26 (ADHD/Gifted/2e)
- ▶ Adult w/ADHD | Anxiety, diagnosed at age 46

# CHADD Mission Statement

- ▶ CHADD works to improve the lives of people with AD/HD through
  - ▶ Collaboration
  - ▶ Advocacy
  - ▶ Research
  - ▶ Education
  - ▶ Support

**CHADD CARES!**



CHADD is a non-profit grassroots national organization started in 1987 [www.chadd.org](http://www.chadd.org)

# DISCLAIMER

- ▶ CHADD does not endorse products, services, publications, medications or treatments.
- ▶ Any advise given by CHADD Facilitators is understood to be given in good faith.
- ▶ Participants who choose to follow such advise assume full responsibility and risk for doing so.

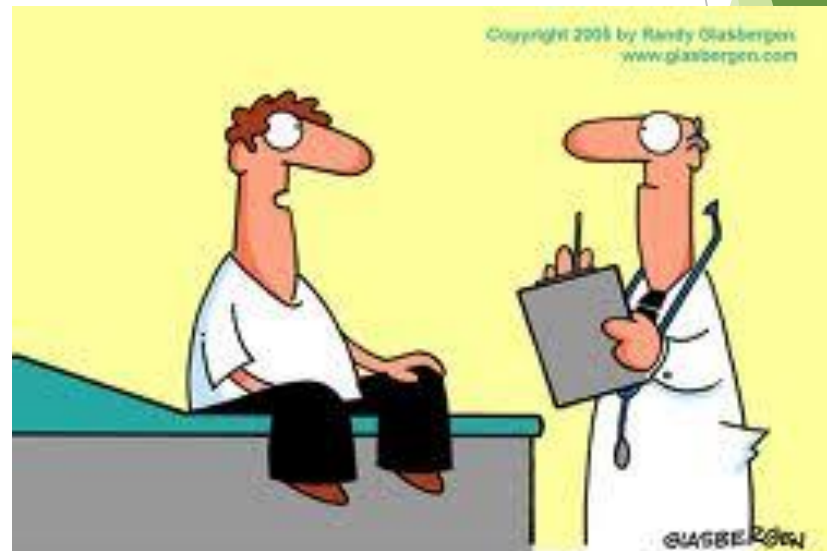
# CHADD Self-Supporting

- ▶ CHADD National located near Capitol Hill
  - ▶ Membership
  - ▶ Donations
  - ▶ Contributions

[www.greaterOCchadd.org](http://www.greaterOCchadd.org)

## CHADD CARES!

CHADD National [www.chadd.org](http://www.chadd.org)

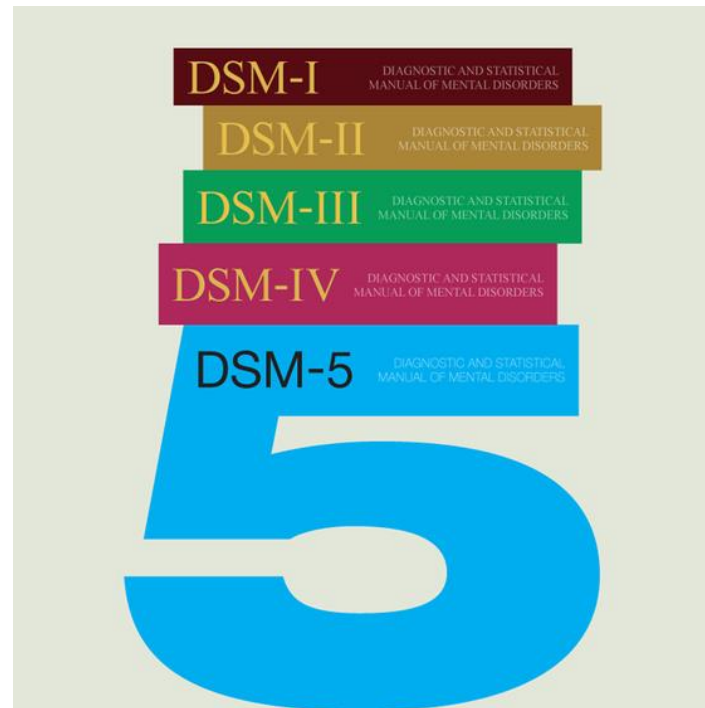


**"I already diagnosed myself on the Internet.  
I'm only here for a second opinion."**

# CHADD VIDEO

# Three Types of ADHD

- Inattentive Type
- Hyperactive Type
- Combined Type



# The Diagnostic Statistical Manual (DSM-5) has no mention of the emotional component with ADHD

Many of us with ADHD have experienced and have known about the emotional underlying factors with ADHD, yet it is just now being recognized by the scientific community as a component of ADHD ... *part of the reason for the late scientific confirmation of this is that the emotional component of ADHD is difficult to measure.*



# ADHD

- ▶ In the 1920's there was a poem by Dr. Heinrich Hoffman "Fidgety Phil" - 'who couldn't sit still'
- ▶ ADHD has had many different names over the years (not so flattering)
  - ▶ Minimal Brain Dysfunction
  - ▶ Defect in moral control
  - ▶ Hyperkinetic impulse disorder
  - ▶ Mental restlessness
  - ▶ Hyperactive child syndrome
- ▶ Recently we had ADD and ADHD
- ▶ Now the term AD/HD has become the standard term used
- ▶ Although ADHD has been known since 1902 --- Science is in the toddlerhood of understanding the brain

# Some Stats on Who has ADHD?

- ▶ On average, 1 - 3 per class of 30
- ▶ 3 boys for every 1 girl
- ▶ Mild - Moderate - Severe
- ▶ Half have “severe impairment”
  
- ▶ One out of every 40 adults
- ▶ Mild - Moderate - Severe
- ▶ 41% of adult ADHD are “severe”
- ▶ 50% have anxiety with ADHD

# Co-occurring (Emotional) Conditions w/ADHD

- ▶ Oppositional Defiant Disorder (ODD)
- ▶ Anxiety
- ▶ Conduct Disorder
  
- ▶ **Rejection Sensitivity Dysphoria**
- ▶ Emotional Dysregulation
- ▶ Low Frustration Tolerance
- ▶ Cognitive Flexibility Deficits
- ▶ Social Communication Disorder (Autism/Asperger's)
- ▶ ADHD and Autism together

# ADHD EMOTIONAL NUTS & BOLTS

**Emotional dysregulation** is when a person feels an emotion so intensely that the emotion takes over and cannot be subdued.

With **rejection sensitive dysphoria** the person experiences extreme emotional sensitivity and pain triggered by the perception – real or imagined – of being:

- ▶ rejected
- ▶ teased
- ▶ criticized
- ▶ a disappointment to important people in their lives
- ▶ disappointed in themselves when they failed to attain their own standards or goals
- ▶ The emotional pain the person experiences is real and extreme, and not easily dismissed.

# ADHD EMOTIONAL ISSUES

The pain is so primitive and overwhelming that people struggle to find any words to describe it.

It is described intense (awful, terrible, catastrophic) and words can't convey the quality of the emotional pain.

In reaction, these individuals often either rage, throw frequent temper tantrums, become people pleasers, or withdraw and abandon their own goals out of fear of failure.

# THE ZONES OF REGULATION

A CURRICULUM DESIGNED  
TO FOSTER SELF-REGULATION AND  
EMOTIONAL CONTROL

Written and Created by  
**Leah M. Kuypers**



## How am I feeling?

### GREEN ZONE

Feeling Okay  
Happy  
Focused  
Ready to Learn  
Calm

### YELLOW ZONE

Loss of Some Control  
Excited  
Silly/Wiggly  
Frustrated

### BLUE ZONE

Sad  
Moving Slowly  
Sick  
Tired

### RED ZONE

Out of Control  
Terrified  
Yelling/Hitting  
Mean  
Mad/Angry

# Emotional Component of ADHD

(3:35) Jessica YouTube ADHD Video



Typically kids who do not meet behavioral expectations are thought to be ....

- ▶ *Poorly Parented*
- ▶ *Oppositional*



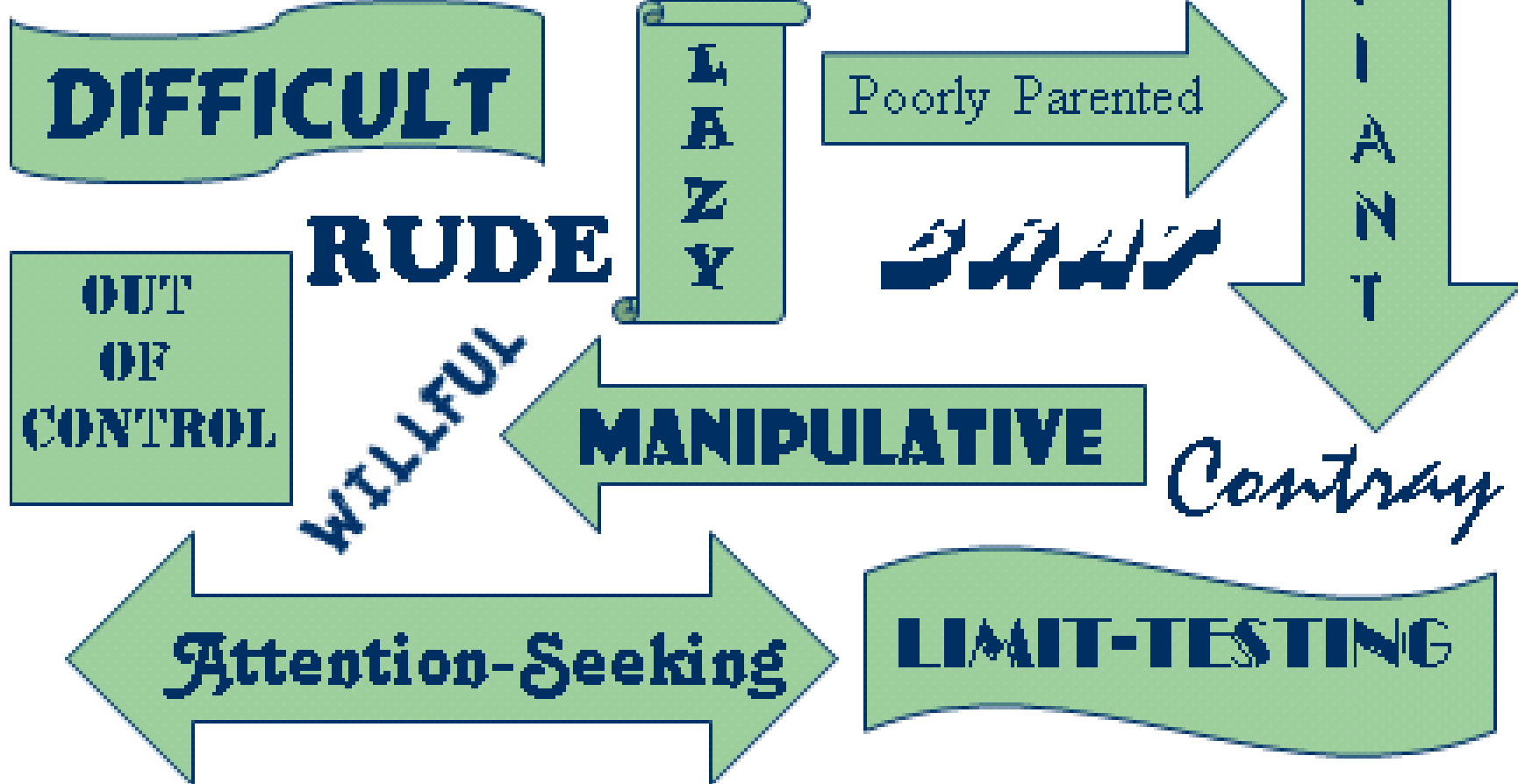


Adults tend to see children who are emotionally challenging as

- ▶ *Manipulative*
- ▶ *Attention Seeking*
- ▶ *Limit-Testing*
- ▶ *Button Pushing*
- ▶ *Stubborn*



# ABILITY DESCRIPTIONS



# 2E (twice exceptional/gifted) with ADHD & Emotional Dysregulation

- High IQ
- Present very well
- Smart but scattered
- Absent minded professor

These kids are thought to be smart enough  
to know how to behave better

**GOAL IS TO REGULATE**

**NEVER IN THE HISTORY OF  
TELLING A CHILD TO CALM  
DOWN IN THE MIDDLE OF  
DYSREGULATION HAS THAT  
CHILD CALMED DOWN  
(OR ADULT)**

# How Can Adults Cope with the Emotional component of ADHD

- ▶ The first step involves becoming “aware” of “what” is going on
- ▶ This can be challenging when adults are not even sure “what’s up?”
- ▶ *Collaborative Problem Solving* (or any of the social-emotional, trauma-informed, inclusive approaches) helps everyone understand *how to talk to kids so they will listen and how to listen so they talk*

# Conventional Approach to Cope with the Emotional Component of ADHD

- ▶ Rewards, Punishments and Ignoring
  - ▶ Typically makes matters worse and becomes a vicious cycle of power struggles
  - ▶ Produces feelings of shame and blame which holds children back from the ability to become “aware”
  - ▶ Parents predictably feel like they are walking on egg shells when responding to unmet expectations
  - ▶ Becomes like pouring gas on the fire, or salt on a wound

# Dr. Hallowell (coach-approach)



# Treating ADHD



Using the coach-approach treatment plan adults learn to

- ▶ Stay Calm (co-regulation)
- ▶ Modify Expectations
- ▶ Collaborate with the Child
- ▶ Build a team of service-providers (if needed)



# Parenting the Emotional Component of ADHD

## FIVE GOALS OF COLLABORATIVE PROBLEM SOLVING

1. Pursue Expectations
2. Reduce Challenging Behaviors
3. Teach Skills
4. Solve Problems
5. Improve | Maintain Relationship

# **When Emotions Rule ADHD The Prognosis is Great WITH PROPER TREATMENT AND AWARENESS**

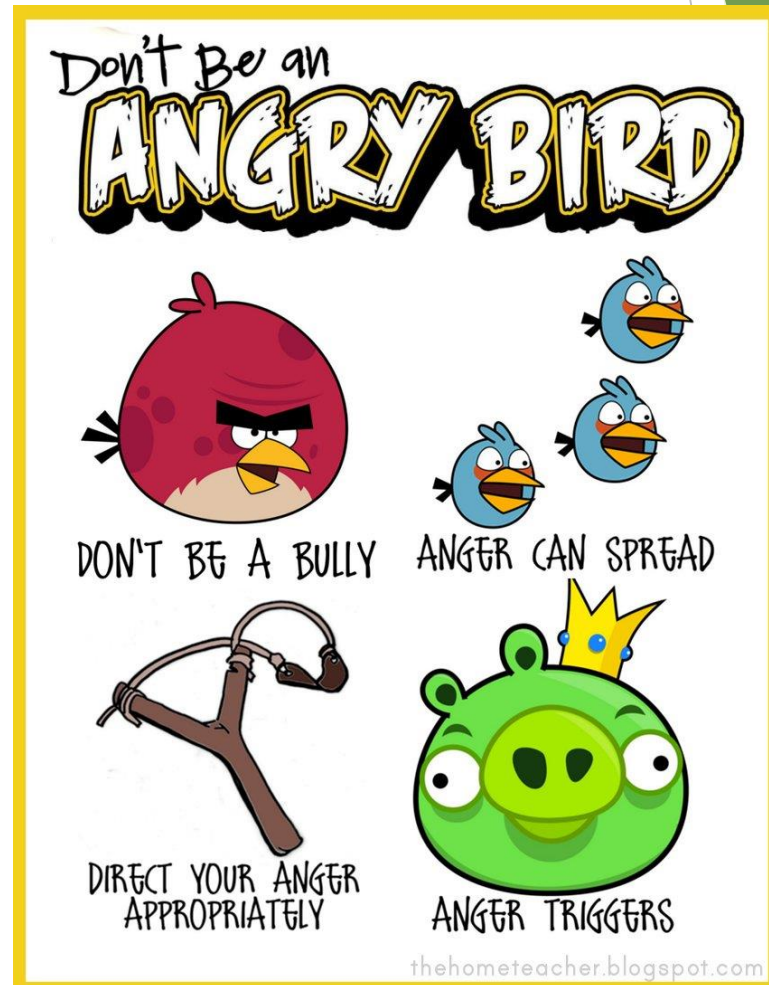
**American Academy of Pediatrics  
says that the relationship between  
the adult (parent, teacher, or  
service provider) and the child  
determines the best outcome**

# Parents as Case Managers

- ▶ **Parenting Education**
- ▶ **Show unconditional love**
- ▶ **Seek support for yourself**
- ▶ **Individual and Family Counseling**
- ▶ **Network (find your tribe)**
- ▶ **Parents and Teachers as Allies**
- ▶ **Language of Advocacy**
- ▶ **Attend CHADD meetings**

# Addressing Challenging Behavior

Proactively address challenging behaviors through a **Collaborative Problem Solving** approach so that adults have a plan to incorporate **with confidence**



# Behavior Supports

- ▶ It is not just the “ADHD person” who needs support; it is everyone
- ▶ The reason for challenging behaviors is not rooted solely in a person’s disability, but also in the context to which the world “reacts” to that person (find out what triggers the symptoms)

# HOW TO TEACH YOUR CHILD ABOUT Emotions @ELFempowers

Empowering Children's Mental Health

Be Aware  
of Your Own  
Emotions

Use  
Emotions  
to Connect

Label  
Emotions

Show  
Empathy  
&  
Problem  
Solve



**CHALLENGING BEHAVIOUR  
IS JUST A SIGNAL, THE FEVER,  
THE MEANS BY WHICH THE KID  
IS COMMUNICATING THAT HE OR SHE  
IS HAVING DIFFICULTY  
MEETING AN EXPECTATION.**

*Ross W Greene*

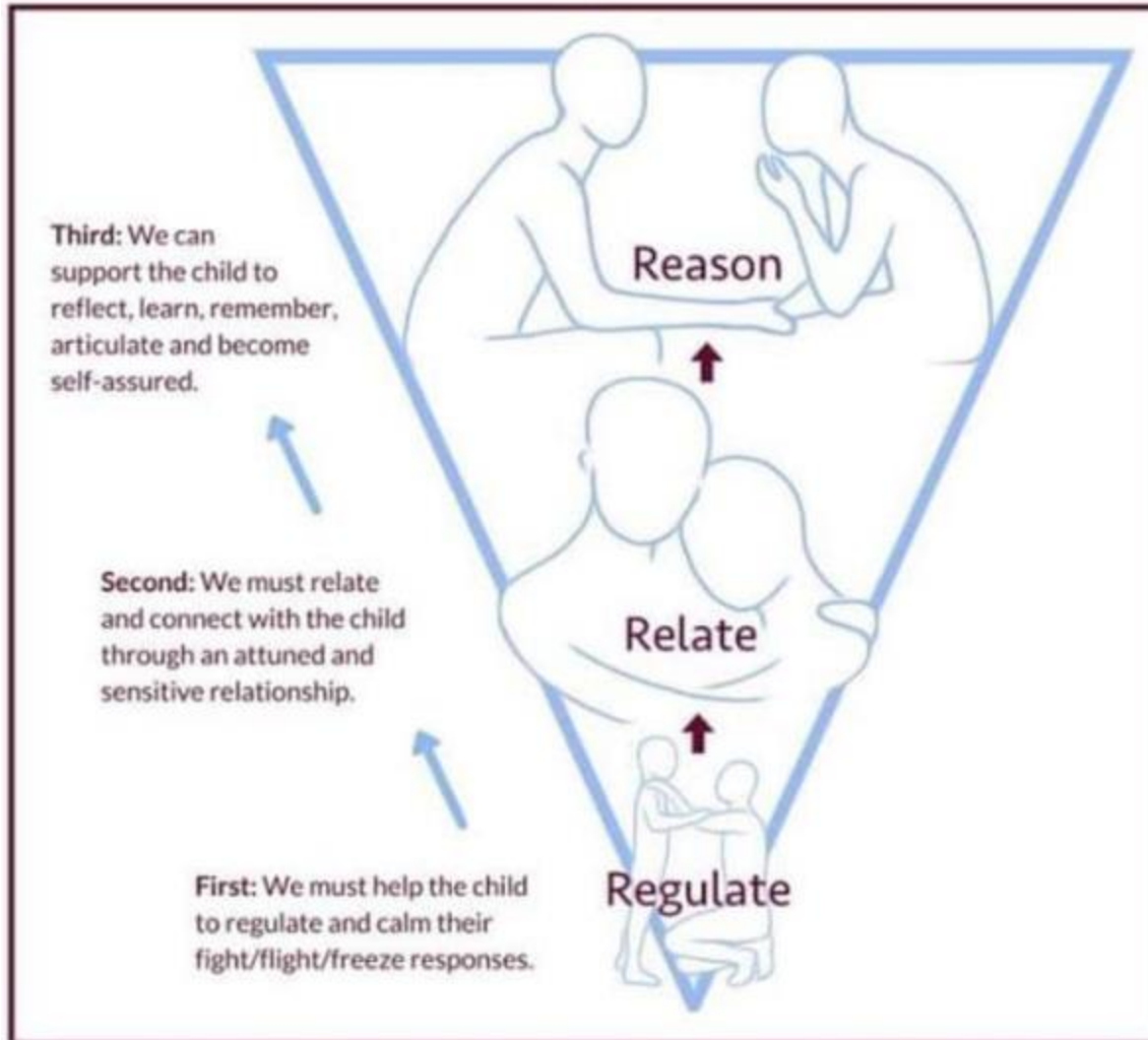


*NVR  
Northampton*



# The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



# NON-PUNITIVE, NON-CONTROLLING, SKILL-BUILDING APPROACHES

Collaborative Problem Solving [www.thinkkids.org](http://www.thinkkids.org)

Collaborative & Proactive Solutions [www.livesinthebalance.org](http://www.livesinthebalance.org)

Consequences Beyond Logic and Control <http://www.beyondconsequences.com/>

Social Thinking [www.socialthinking.com](http://www.socialthinking.com)

Conscious Discipline [www.consciousdiscipline.com](http://www.consciousdiscipline.com)

Parent Effectiveness Training (P.E.T.) [www.gordontraining.com](http://www.gordontraining.com)

Restorative Justice [www.restorativejustice.org](http://www.restorativejustice.org)

Positive Parenting [www.positivedisciplineeveryday.com](http://www.positivedisciplineeveryday.com)

Nonviolent Communication [www.cnvc.org](http://www.cnvc.org)

Parenting with Dignity [www.parentingwithdignity.com](http://www.parentingwithdignity.com)

Dialectical Behavior Therapy <http://behavioraltech.org/resources/whatisdbt.cfm>

Second Step <http://www.cfchildren.org/second-step.aspx>

The Sanctuary Model [www.sanctuaryweb.com](http://www.sanctuaryweb.com)

Calm & Connected Parenting [www.ptscoaching.com](http://www.ptscoaching.com)

Hand in Hand Parenting [www.handinhandparenting.org](http://www.handinhandparenting.org)

Tilt Parenting <http://www.tiltparenting.com/>

Bright & Quirky Kids <https://brightandquirky.com/>

Cognitive Connections <https://efpractice.com/>

Celebrate Calm <https://www.celebratecalm.com/>

When adults  
rethink  
challenging kids,  
amazing things  
can happen.



**COLLABORATIVE PROBLEM SOLVING**

[www.thinkkids.org](http://www.thinkkids.org) Boston

[www.hbcc.us](http://www.hbcc.us) Orange County