

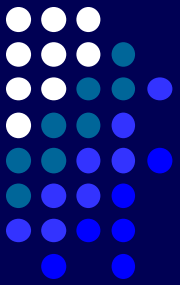
# Strategies for Managing Hyperactivity/Impulsivity in Children with ADHD

Kimberly Burkhart, PhD

Clinical Psychologist

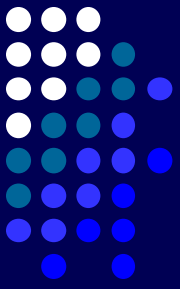
Rainbow Babies and Children's Hospital

Assistant Professor of Pediatrics & Psychiatry



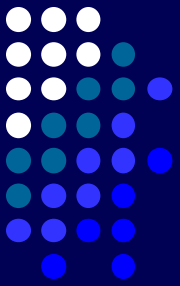
Kimberly Burkhart, PhD has no conflicts of interest or disclosures.

# Learning Objectives

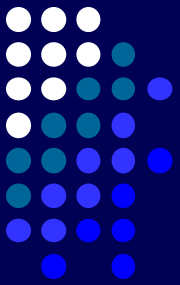


- To increase understanding related to the function of behaviors
- Learn strategies to manage hyperactivity/impulsivity in the home setting
- Learn coping strategies that can be prompted and reinforced with your child
- Learn strategies that can help minimize the impact of hyperactivity/impulsivity related to academic functioning

# Hyperactivity/Impulsivity



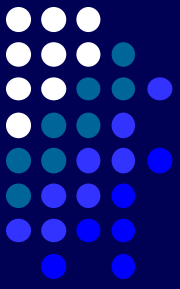
- Differential diagnosis and comorbidity
  - Anxiety
  - Autism Spectrum Disorder
  - Adjustment
  - Trauma
  - Language or Communication Disorders
  - Bipolar Disorder
  - Sleep Problems
  - Prenatal Exposure



# Common Examples

- Fidgets
- Restlessness
- Runs/climbs on furniture
- “On the go”
- Difficulty playing quietly
- Difficulty waiting his/her turn
- Interrupts/intrudes on others
- Talks excessively

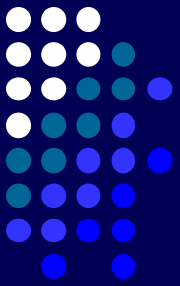




# Three-Pronged Approach

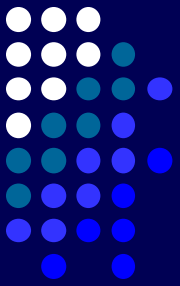
- Parent training/behavioral therapy
- Classroom-based accommodations/modifications (The Special Education Process Diagram – CHADD)
- Medication management

# Multimodal Treatment Study of Children with ADHD (MTA)



- Combined medication and behavioral treatment work better than each of these interventions individually
- Medication alone works significantly better than behavioral intervention alone or TAU

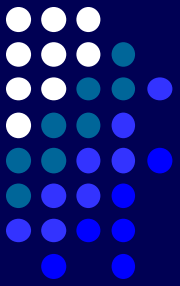




# Parenting Strategies

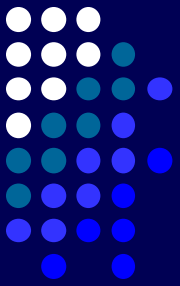
- Labeled praise
- Special time
- Reinforcement plan
- Set clear expectations and develop structure
- Use of positive discipline strategies
- Social and emotional coaching

# Reinforcement Plan/Incentive System/Token Economy



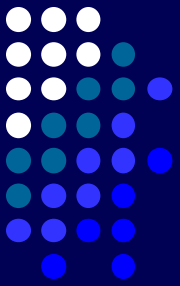
- Identifying behaviors to reward
- First-then approach
- Spontaneous rewards
- Choosing the reward system
- Rewards menu

# Social and Emotional Coaching

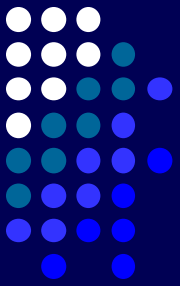


- Building children's emotion vocabulary
- Prompting and coaching sharing and hands to self
- Modeling positive statements and interactions

# Positive Discipline Strategies



- Effective limit setting
- Redirection
- Ignoring
- Time out
- Response cost procedure related to the token system
- Natural and logical consequences
- Removal of privileges

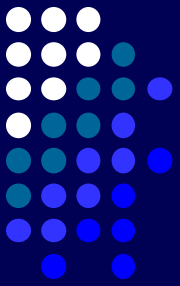


# Child Strategies

- Self-monitoring/whole body listening
- Self-coaching
- Exercise
- Sleep
- Social problem solving
- Relaxation
- Mindfulness

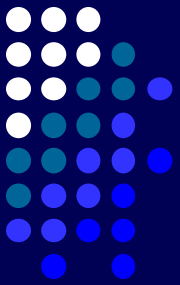
# Self-Monitoring

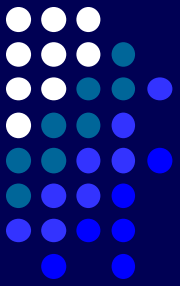
- External awareness
- Internal awareness
- Body scanning
- Time management
- Organization



# Self-Coaching

- Narration
- Goal setting

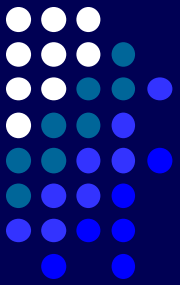




# Relaxation

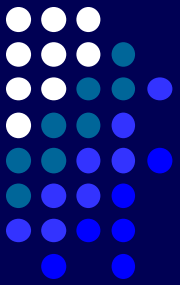
- Diaphragmatic breathing
- Progressive muscle relaxation
- Visualization/guided imagery





# Mindfulness

- Think about what you are doing in the moment and your intention to pay attention. If thoughts intervene, say “not now” and let the thought pass.

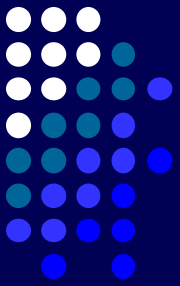


# School Strategies

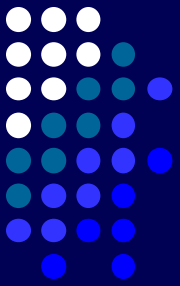
- Use of visuals
- Use of assignment notebook/standardized approach to tracking and checking assignments
- Step-by-step directions
- Channeling of physical energy
- Create outlines for note-taking; opportunities to provide information orally
- Nonverbal signal
- Breaks
- Behavioral plan (token economy)

# Channeling Strengths

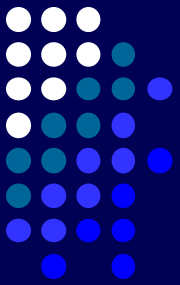
- Energy
- Flexibility
- Creativity
- Enthusiasm



# Example Intervention Programs



- Triple P (Positive Parenting Program)
- Incredible Years Parenting Program
- Parent-Child Interaction Therapy



# Problem Solving Challenges

- Unrealistic expectations
- Waiting too long to reinforce
- Rewarding almost behaviors
- Unlimited access to the reinforcer
- Unclear system
- Lack of follow through
- Using loss of rewards as a punishment
- Fighting every battle

# Resources

- CHADD
- Pacer Center

