

### **Your Job Title: Chief Source of Wisdom**

**Kids who change the rules, quit or cheat do so because they lack confidence.**

**Develop confidence by:**

1. Give kids OWNERSHIP not Control
2. When we step back as parents it gives our children the ability to step up!
  - Let them make their own food
  - Figure out how to put something together
  - Household responsibilities
  - Problem solving

**Kids NEED disappointment:**

- Say "NO." just because
- Strong willed kids learn by doing and learn best by failing

**Give TOOLS instead of consequences**

1. See the distractions as an opportunity for teaching.
2. It takes longer to target the "heart" issue than to punish a child. Don't do lazy parenting! Take the time to address and develop the area that triggers the behaviors.
3. Be positive and give FREQUENT, QUICK feedback.
4. Depersonalize and keep a disability perspective.
5. Tools CHANGE behaviors...consequences hold them accountable, but the behavior WILL return without tools. YOU must give your child tools to handle behaviors successfully.
  - Talk tickets for blurting
  - TEACH skills: time management, anger management, study skills, problem-solving,
  - Change Environment/Walk Away: MOTION CHANGES EMOTION!

**Meltdowns**

1. A kid who is experiencing a meltdown is emotionally on fire! No learning can occur and NOTHING you say or do will be effective during this time.
2. The brain is literally in "animal mode" --fight or flight instinct and NO other part of the brain is working—remember that! The 24-hour rule was created for good reason; it often takes that long for your brain to move from emotion to logical processing. Your child cannot respond with anything at this point without MAJOR failure. Don't set them up for failure. Let them cool off and process and you can take a time out as well to avoid negative reactions.
3. As a parent, **you LOSE authority when you lose control of your emotions!**
4. Don't force a child to look you in the eye when he/she is angry.

**Find their internal motivation**

1. What do they love doing? Gifts, passions?
2. Find avenues outside of the home for the gifts and passions (service projects).
3. Have other adults hold your child accountable.

## Discipline

- **REMEMBER:** Misbehavior often looks intentional when in fact, it is often linked directly to the child's ADHD.
- **REMEMBER:** Punishment will NOT grow more white matter (connective tissue) , increase neurotransmitters, or teach new skills
- **REMEMBER:** Due to a difference in brain chemistry, behavioral strategies are NOT as effective for children with ADHD. The reward center of the ADHD brain is significantly smaller than an average brain; therefore, motivation and active engagement is much harder to achieve and sustain.
- IGNORE minor behaviors
- Anxiety gives us the opposite of what we want and destroys relationships
- Talk about the behavior NOT the child and treat the child with RESPECT (You must model what you want to see)
- PRAISE for good choices and for effort (the process is more important than the end product—what are they learning and changing?) Build on their strengths
- The "POWER of ACKNOWLEDGEMENT"—I see your point...I understand your frustration...
- Share this way: "I know you know \_\_\_\_\_ is wrong. I know you know there are dire consequences for doing \_\_\_\_\_ and you anger and hurt must be so great for you to not fear the consequences."
- Give them **choices** and KEEP your **promises!** "You have a choice to \_\_\_\_\_ or \_\_\_\_\_. If you don't \_\_\_\_\_ or \_\_\_\_\_, I promise you will lose your \_\_\_\_\_ for (1 day). "I KEEP my word so you can always count on me." Do not make the mistake of punishing in anger—have a clear, fair plan for consequences.
- Tantrums must NEVER work! Sit down and watch the tantrum (relaxed and with NO emotion). If you're feeling up to it, throw your own tantrum with excellence.
- USE AS FEW WORDS AS POSSIBLE WHEN DISCIPLINING A CHILD. TOO MANY WORDS/EXPLAINING = WEAKNESS!
- Lectures are NOT effective. Allowing a child to argue and engaging in WORDS expose your weakness and allow the child to think that they have control or a chance for control.
- Avoid the ABSOLUTES (Always, Never, etc.)—This communicates a permanent judgment and a child cannot not change or fix the issue. There is no room for learning.
- **REMEMBER** an apology is NOT for US! An apology is for the kid...it's good for his soul. True contrition is the goal. Contrition means the child is learning. You don't need an apology. You DON'T need your child's respect, either because you (should) have self-respect! You cannot demand respect without self-respect.

**YOU CANNOT DEMAND RESPECT WITHOUT SELF-RESPECT!**



## ADDRESS the NEED to CHANGE the BEHAVIOR

**Do you know why your children behave this way?**

NEED ORDER AND STRUCTURE	NEED PHYSICAL PRESSURE	NEED BRAIN STIMULATION
<ul style="list-style-type: none"> <li>➤ Disorganized, forgetful</li> <li>➤ Doesn't follow directions or listen</li> <li>➤ Difficulty writing thoughts on paper</li> <li>➤ Struggle connecting with peers</li> <li>➤ Controls others, bossy</li> <li>➤ Cheats</li> <li>➤ OCD behaviors</li> <li>➤ Collects little things in pockets</li> <li>➤ Places objects (eraser residue, paper scraps, pieces of pens) in piles</li> <li>➤ Asks: What's the plan?</li> <li>➤ Wears same clothes</li> <li>➤ Eats same foods</li> <li>➤ Enforces justice and fairness</li> <li>➤ Anxiety, nervous trying new things</li> <li>➤ Defiant, power struggles</li> <li>➤ Easily overwhelmed</li> <li>➤ Meltdowns over little things</li> <li>➤ Shut down from negativity</li> <li>➤ Lie, blame, angry, frustrated</li> <li>➤ Gets over-stimulated in cluttered environments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hypersensitivities to touch, sound, sight, aromas, textiles, textures</li> <li>➤ Wear elastic waistband pants, shorts, hoody and sandals in summer and winter</li> <li>➤ Bites, clenches fists, pops knuckles/neck</li> <li>➤ Hyposensitive-hug hard, aggressive, like trampolines, wrestle, tree climbers, sleep with blankets and stuffed animals, sleeping bags</li> <li>➤ Dysgraphia-difficulty writing; fine motor skills</li> <li>➤ Touches everything</li> <li>➤ Touches, pets, squeezes or rubs textured objects</li> <li>➤ Sits on knees in chairs</li> <li>➤ Makes messes as play</li> <li>➤ Presses too hard when writing</li> <li>➤ Makes holes in floors, walls, furniture, books, etc.</li> <li>➤ Breaks pens, pencils, crumbles papers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fidget, doodle, tap, bounce</li> <li>➤ Hum, sing, chew (gum sleeves, collar, sleeves, pen)</li> <li>➤ Difficulty attending focus</li> <li>➤ Distractible, zone out</li> <li>➤ Impulsive, blurt out</li> <li>➤ Procrastination</li> <li>➤ Work in spurts</li> <li>➤ Argue like attorneys</li> <li>➤ Pick on siblings, push buttons</li> <li>➤ Last word, strong willed</li> <li>➤ Oppositional/defiant</li> <li>➤ Bored easily</li> <li>➤ Likes challenges</li> <li>➤ Do things the "hard" way</li> <li>➤ Lay off sofa upside down</li> <li>➤ Clumsy</li> <li>➤ Hangs on everything</li> </ul>