

**What is ADHD?** Attention Deficit Hyperactivity Disorder. ADHD is a disorder defined by inattention, impulsivity, and/or hyperactivity that affects functioning and development.

- **Inattention** means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized.
- **Hyperactivity** means a person seems to move about constantly, including situations in which it is not appropriate, fidgets, taps, or talks excessively. In adults, it may be extreme restlessness or wearing others out with their activity.
- **Impulsivity** means a person makes hasty actions that occur in the moment without first thinking about them and that may have high potential for harm; or a desire for immediate rewards or inability to delay gratification.

ADHD is diagnosed using criteria from a list comprised of observable behaviors. There are several different diagnostic tools to choose from, the list in your packet is from the *Diagnostic and Statistical Manual of Mental Disorders (DSM V)*, which is the standard classification of mental disorders used by mental health professionals in the United States and contains a listing of diagnostic criteria for every psychiatric disorder recognized by the U.S. healthcare system.

An ADHD diagnosis may be apparent when you have at least some symptoms **prior to the age of seven years old**, causing some level of impairment. The impairment is usually observed in an individual's social, academic or occupational functioning. **It must be evident in more than one setting in order to meet the diagnostic criteria.**

Children must have at least **Six symptoms** from either (or both) the inattention group of criteria and the hyperactive/impulsive criteria which have persisted for at least **six months** at a level that it is inappropriate for the child's development level.

## Practical everyday training

- **Study and know your child.** Know their strengths and weaknesses. What activities to do they enjoy.
- **Establish clear rules and expectations for children.** Breaking "rules" carries consequences. State rules in a **positive format**.
- **Get their attention.** Establish eye contact and keep it. Make sure they hear what you are saying, have them repeat what you have just said.
- **Make choices clear:** Obedience=good consequences/  
Disobedience=undesirable consequences.
- **Monitor/limit tv and video games.**
- **Have your child clean and organize his/her bedroom daily.** It is important to establish routines and habits. Show them what your expectations are.
- **Teach immediate obedience.** Obey right away, all the way with a happy heart.
- **Be flexible.** Assess your child's progress in completing a given task. Were they working heartily or doodling?
- **Establish a daily routine.** Be consistent. Make a colorful/picture chart.
- **Make sure your child eats meals with family members.** This provides a chance to model good behaviors and habits, establishes consistent routines, and helps the child feel connected to the family unit. Train them at an early age to sit through a meal with the family. **Eat healthy.**
- **Organized work area.** Together with your child create a special work area free of distractions. Keep it organized.
- **Be creative.** Play games to promote skills your child has difficulties with. Puzzles, I-spy books and game, freeze tag, memory, I went on a picnic and packed...
- **Use their energy well.** Send them outside to play.

## ADHD SYMPTOM CHECKLIST

Name \_\_\_\_\_ Date \_\_\_\_\_

Completed by \_\_\_\_\_ Relationship to Client \_\_\_\_\_

Please circle the number which best describes the person.

*Never*      *Sometimes*      *Often*      *Most of  
the Time*

**INATTENTION**

• Makes careless mistakes or fails to notice details in schoolwork, work or other activities	0	1	2	3
• Has difficulty maintaining attention	0	1	2	3
• Easily distracted (by noises, people, talking, sights, things, thoughts)	0	1	2	3
• Does not follow through on instructions and fails to complete things (gets sidetracked)	0	1	2	3
• Has trouble organizing stuff, space, time	0	1	2	3
• Avoids or dislikes tasks requiring sustained concentration (such as homework or projects)	0	1	2	3
• Loses or misplaces things	0	1	2	3
• Tuned out, not appearing to listen when spoken to	0	1	2	3
• Forgetful	0	1	2	3

**HYPERACTIVITY and IMPULSIVITY**

• Fidgets, moves hands and feet	0	1	2	3
• Has difficulty remaining seated when expected	0	1	2	3
• Runs around or climbs when it is not appropriate (in adolescents, may be limited to feeling restless)	0	1	2	3
• Talks too much	0	1	2	3
• Physically active as if "driven by a motor"	0	1	2	3
• Has difficulty playing quietly	0	1	2	3
• Blurts out answers, responds before question is completed	0	1	2	3
• Has trouble waiting their turn	0	1	2	3
• Interrupts. Intrusive (butts into conversations or games, takes over)	0	1	2	3

Must have 6 (5 if older than 17) "Often" or "Most of the Time" from either category, or from both for combined type

## As parents we are called to teach and train our children

### A. How to teach/train:

1. Diligently. Deuteronomy 6:1-9 commands us to diligently teach our children. Begin scripture memorization early. Persevere it builds character in both parent and child, Romans 5:1-5.
2. Discipline our children. Proverbs 3:11-12 *"My son, do not despise the LORD's discipline and do not resent his rebuke, because the LORD disciplines those he loves, as a father the son he delights in."* Proverbs 13:24 *"He that spares his rod hates his son: but he that loves him disciplines him promptly."*
3. Stay calm! Do not be provoked and do not provoke, rather discipline and instruct. Ephesians 6:4.
4. By example. Training to be imitators of God. Don't expect anything different than who you are. Imitator or hypocrite?

### B. What to teach:

1. God loves me/I love God. John 3:16 *"God loves the world.."* Romans 5:8 *"God demonstrates His love.."* 1 John 4:8 *"..God is love."* We can show God we love Him by talking to Him through prayer and listening to Him as we read our bible.
2. Love God with our entire being. Deuteronomy 6:5; Matthew 22:37 *"You shall love the LORD your God with ALL your heart, soul and strength."* God's command says: "You SHALL / with ALL!" God did not say: please, if you can, it would be nice, just try, do it half-heartedly.....
3. Love God's word. Deuteronomy 6:6 *"And these words which I command you today shall be in **your heart**" (where our actions come from).* Psalm 119:97 *"Oh, how I love your law, I meditate on it day and night"*
4. Love others. Matthew 22:39 *"You shall love your neighbor as yourself"* 1 John 4:7 *"love one another"* Philippians 4:32 *"be kind to one another, tenderhearted, forgiving"*. Love squashes selfishness—ME, MINE, NO
5. Obedience reveals my love for God. John 14:15; 1 John 5:3 *"if you love Me you will obey Me"*
6. Children obey your parents; it is well pleasing to God. Ephesians 6:1; Colossians 3:20
7. Do all things to glorify God. Colossians 3:23 *"do all things heartily as unto the Lord."* 1 Corinthians 10:31 *"whatever you do, do all to the glory of God"* Glorifying God is seen through our obedience.
8. To be a good listener and to think before I speak. James 1:19; Psalm 19:14; Ephesians 4:29 THINK: Is it true, helpful, inspiring, necessary, kind?
9. I can change my behavior as I obey God's word. Ephesians 4