

# Telehealth **ROCKS**

Regional Outreach for Communities, Kids and Schools

**Thanks for joining us!**  
**The session will start**  
**at 9 AM.**

Telehealth  
**ROCKS**

**Better Behavior  
Together ECHO**

Oct. 8

Nov. 12

Dec. 10



# Telehealth **ROCKS**

Regional Outreach for Communities, Kids and Schools

## Better Behavior Together Session 3

### Welcome!

- This session is being recorded and we'll share it with you afterwards.
- Your microphone has been muted. You can use the chat or unmute to ask questions.
- Make sure your first and last name are visible on your Zoom screen.



*This ECHO was made possible by grant number U3I43512 from the Office for the Advancement of Telehealth, HRSA, DHHS.*

# Project Disclosure Statement

We have no relevant financial relationships with the manufacturers of any commercial products and/or provider of commercial services discussed in this continuing education activity.

We do not intend to discuss an unapproved/investigative use of a commercial product/device in our presentation.

## Mitigating Potential Bias

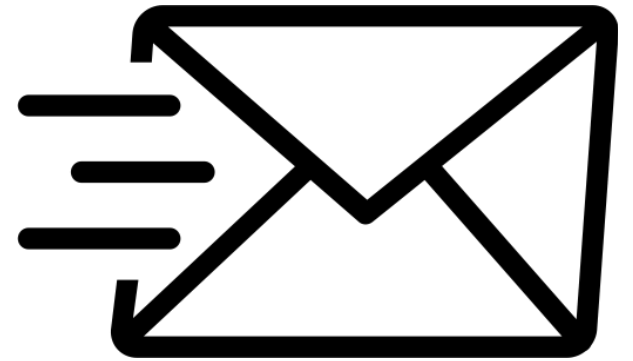
The session information and general recommendations are based on current evidence and best practices within the field.

# After the Session

Slides, recording, & resources will be sent out as soon as they are processed

Certificates of attendance will be sent after this session

If you have any questions, please send them to [telehealthrocks@kumc.edu](mailto:telehealthrocks@kumc.edu)



# Presenter

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Clinical Child Psychologist

University of Kansas Medical Center

# Objectives

- Learn about prevalence rates of ADHD
- Identify co-occurring conditions with ADHD
- Review common treatment for ADHD
- Identify school-based strategies for ADHD



# ADHD

- One of the most common disorders among children
- Affects 5% of children
- More common in boys than girls, but also MISSED in girls:
  - Childhood: 2:1
  - Adulthood 1.6:1
- Three subtypes:
  - Hyperactive-impulsive
  - Inattentive
  - Combined

Strong genetic component

# Bias and Diagnostic Disparities

African-American and Latino children less likely to be diagnosed with ADHD

African American children:

- 2.5x more likely to be diagnosed with a conduct disorder than ADHD

Socioeconomic status (SES):

- Medicaid families 5x more likely to have a diagnosis of behavior or conduct disorder compared to privately insured families



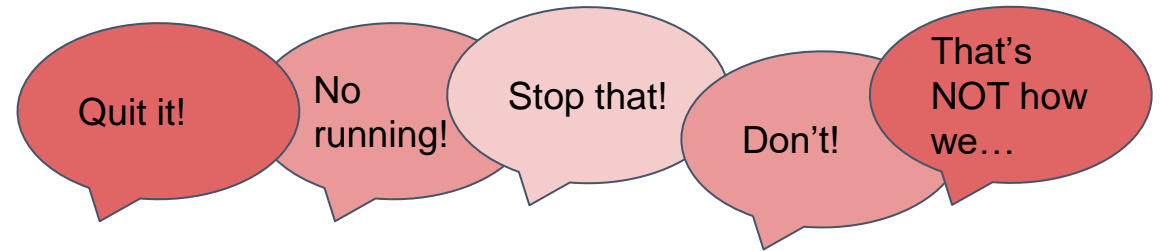
# ADHD

Many children with ADHD experience co-occurring conditions:

- 25-50% of children with ADHD have co-occurring behavior disorder
- Learning disability
- Mood disorders and anxiety disorders less common, but more than the general population
- Substance use disorders (teens and adults)
- Higher rate of accidents/injuries, car accidents
- 70% have sleep problems

# ADHD & behavior

ADHD= high rate of all behaviors, including disruptive ones



What do ADHD children hear from adults?

- Impact: poor self esteem, negative self image, attention for negative behavior

# ADHD & behavior

Children with ADHD need more consistency in adult response to their behavior

The goal: positive feedback **every time** the target behavior occurs

- Benefit: they get more attention for positive behaviors instead of negative
- ADHD attention is BRIEF - praise reminds them what they're supposed to be doing



# ADHD Treatment

3 pronged approach:

- School-based supports
- Behavioral family therapy
- Medication
  - Under age 6: therapy first before medication
  - Over age 6: therapy and medication together

What treatment do children actually get in KS? (CDC.org)

- Medication: 63%
- Behavior therapy: 42%

| Behavior Therapy for ADHD  |   |
|--|---|
| <p>For younger children</p>   | <p>For older children</p>              |
| <p>Teaches parents, teachers, and other caregivers how to give children the support and structure they need.</p> | <p>Helps children recognize their symptoms and better manage their own behavior. Often includes parents and teachers.</p> |

# How can home and school partner?


## Home-school note

- Identify a few concrete behaviors and provide daily updates
- Ask parents for ideas for easy and meaningful rewards
- Home rewards: 15 min electronics, rent movie, trip to park, choose Friday dinner, 15 min later bedtime
- School rewards: Bring a note to the front office, break in the sensory room, care for class pet





































Share easy interventions that work from school so family can replicate at home

- Visual schedules, praising a specific behavior, reward system

Daily Behavior Tracker (Pre-K and Elementary Grades)

|  |              |               |              |             |
|--|--------------|---------------|--------------|-------------|
|  Smile = complied with two or fewer teacher prompts | 8:30 - 10:15 | 10:30 - 12:00 | 12:40 - 1:45 | 2:00 - 3:00 |
| Follows Directions   |              |               |              |             |
| Stays on Task  |              |               |              |             |
| Completes Assignments  |              |               |              |             |
| Came prepared with a homework folder and planner to school.  |              |               |              |             |
| Turned in completed homework to teacher.   |              |               |              |             |

## Daily Report Card

|   | SPECIAL   | LANGUAGE ARTS   | MATH  | READING   | SS/SCIENCE  | SPECIAL   |
|---|---|---|---|---|---|---|
| 1. Completes assignments with at least 80% accuracy     |     |     |     |     |     |     |
| 2. Follows teacher directions with 2 or fewer reminders |     |     |     |     |     |     |
| 3. Is respectful to peers with 2 or fewer reminders     |   |   |   |   |   |   |

TO EARN REWARD: \_\_\_\_\_ has to earn 14 of 18 😊s  
(Child's name)

TOTAL 😊 EARNED: \_\_\_\_\_

TEACHER SIGNATURE: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

# School Supports

Organizational supports (homework folder)

Visual schedule

Reward tracker

Timers (transitions can be hard)

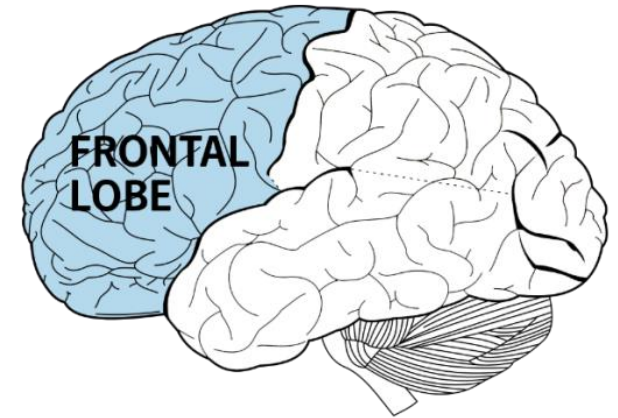
Movement breaks

Less repetition of assignments

# ADHD and Emotion Regulation

Impulsive emotional reactions

Brain structure differences (prefrontal cortex, amygdala)



# ADHD and Emotion Regulation

## Strategies:

Preventative praise

Teaching coping skills

Reward use of coping skills

5 point scale (similar to ASD session)

### Take a Deep Breath

Smell the flower



Blow the pinwheel



|   |   | I feel...   | My body clues...  | I can...   |
|---|---|---|---|--|
| 5 |    | Extremely tired. A lot less patient. Annoyed easily.  | Exhausted – very low energy. Hot and bothered.                                | Take a bit of time to be on my own. Slow down, rest and put things into perspective. |
| 4 |    | Anxious. Wandering how I'll get everything done. Low energy. A little tense. Confidence might feel a bit low. | Bit of a tightness in my chest. Can't focus very well. Might have a headache. | Have a change of scenery. Spend time with some children or get some fresh air.       |
| 3 |   | A little tense. Confidence might feel a bit low.  | Bit of a 'fuzzy' head feeling. Tired.   | Make sure I eat/drink something. Let someone know how I'm doing.                     |
| 2 |  | Calm. I might feel a little pressured but I can handle it.  | Quite energetic. Focused on what I need to do.                                | Remain focused. Prioritise jobs.   |
| 1 |  | Extremely relaxed. Energised. I can do anything!  | Lots of energy. Smiling a lot. Able to laugh about things.                    | Enjoy life! Talk to others and share my positive mood.                               |

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# ADHD and disruptive behaviors

Relationships first

Proactive 1:1 time with child

Child-led time

Notice everything they do right, praise it



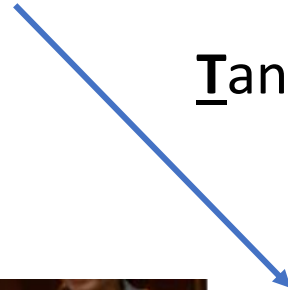
# Disruptive Behaviors - remember to consider function

Sensory (may include biologic discomfort/comfort, automatic response)

Escape (avoid demands)

Attention

Tangible (get preferred object)



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# Example: Work Refusal

What function could work refusal serve?

Sensory

Attention

Avoidance

Tangible

# Example: Work Refusal

What interventions could address this?

Sensory

Attention- ample attention for work completion; trip to visit preferred adults

Avoidance- reduce number of items completed

Tangible- earn preferred activity through work completion

# Acuity of behavior problems

You're right, it is getting harder.

***Big behaviors don't require big interventions. They require we do what we know works with more consistency and frequency.***



# ADHD Parent Resources

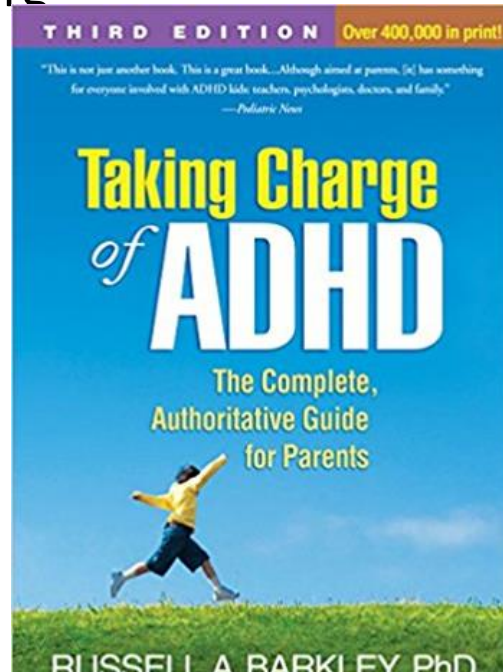
CDC Handouts:

<https://www.cdc.gov/ncbddd/adhd/documents/adhd-behavior-therapy-overview-all-ages.pdf>

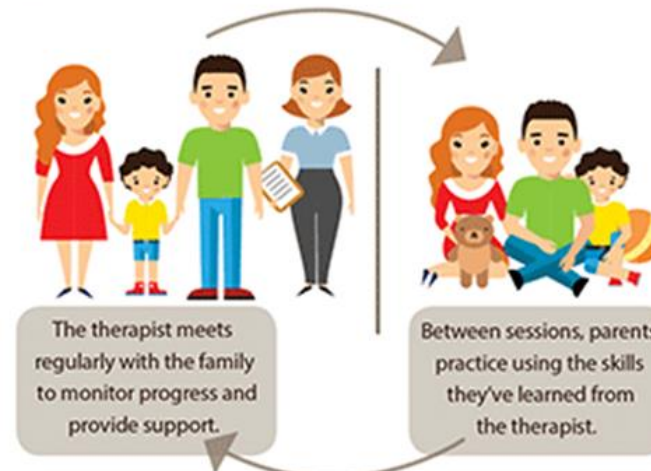
Your Defiant Child

Taking Charge of ADHD: The Complete, Authoritative Guide for Parents

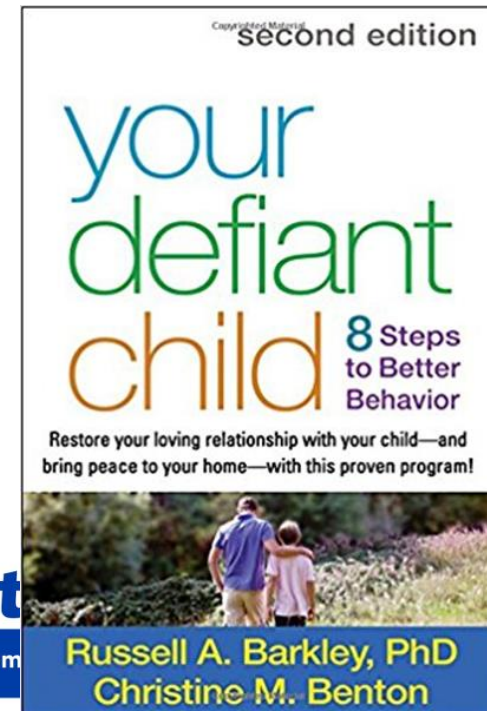
[www.chadd.org](http://www.chadd.org)



**What parents can expect in behavior therapy**  
Parents typically attend 8-16 sessions with a therapist and learn strategies to help their child. Sessions may involve groups or individual families.



#VitalSigns



# ADHD School Resources

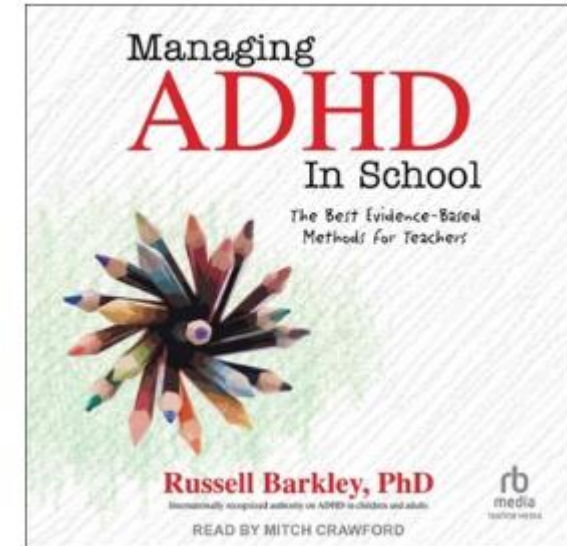


## ADHD in the Classroom: Helping Children Succeed in School

For Everyone  
OCTOBER 22, 2024 • ESPAÑOL

### AT A GLANCE

- Children with attention-deficit/hyperactivity disorder (ADHD) experience more obstacles in their path to success than the average student.
- Teachers and parents can help children with ADHD do well in school.



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# Questions?

- Any questions?
- Any pearls of wisdom to share?
- Unmute to share or type in the chat.





# Key Takeaways

- 1 School involvement is crucial for ADHD treatment
- 2 Interventions should include consistent positive feedback and rewards
- 3 Interventions should also involve visual strategies and relationship building

# Share your takeaways and goals

Let us know in the chat something you'll take from this session.



## Examples:

- Did you learn something new?
- Is there a tool you'll try?
- Is there a strategy you'll put in action?
- Is there information you'll share with others?

# Thank you for attending!

**Resources:** Will be sent to your email & available on the [Telehealth ROCKS website](#) & [Facebook page](#)

**Surveys:** We appreciate you filling out the surveys for this series!

**Certificates:** Will be emailed as soon as they are processed!

**Questions:** Contact us at [telehealthROCKS@kumc.edu](mailto:telehealthROCKS@kumc.edu).



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