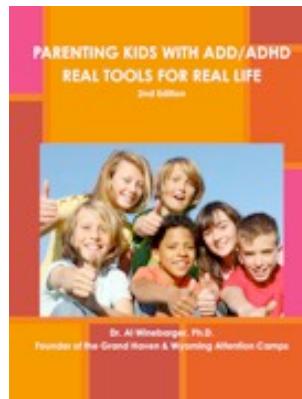


# MANAGING ADD/ADHD BEHAVIORS

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## **THINGS WE NEED TO KNOW ABOUT ADD/ADHD**

### **General Outline**

1. Review of ADD/ADHD
2. General Impulsivity Management Tips
3. Specific Steps for Managing ADD/ADHD Behaviors—  
How to Help Kids who Blow Through Stop Signs

## ② How Long Has ADD/ADHD Been Around? ③

### A Brief History

1902 - “Deficits in moral control”

1930s - 1960s - Minimal Brain Damage Syndrome

1930s - Hyperkinetic Impulse Disorder

1960s - Minimal Brain Dysfunction

1970s - Developmental Hyperactivity  
- Hyperkinetic Reaction to Childhood  
(contained in DSM-II)

1980 - Attention Deficit Disorder with or without Hyperactivity (contained in the DSM-III)

1987 - Attention Deficit Hyperactivity Disorder (DSM-IIIR)

1994 - Attention Deficit Hyperactivity Disorder  
(The definition currently in use)

- Inattentive Type
- Impulsive Type
- Combined Type



## So What Is ADHD Anyway?



### General Description:

ADHD is a set of problems that may include *serious* trouble with *paying attention*, serious problems with *acting before thinking*, and/or serious problems caused by being *too active*. These difficulties start in early childhood; are usually long-lasting; and are not due to some other problem such as brain damage, nervous system damage, mental retardation, a learning disability, or other emotional or behavior problems (like depression, anxiety, or oppositional behaviors). These difficulties almost always cause *behavior challenges*, problems with learning and following rules, problems with maintaining efforts to achieve goals, problems with making and keeping friends, problems with school, and eventually problems with job performance and maintaining relationships in adulthood.

(APA, 2013)

## ● Behavioral Challenges for Kids with ADD/ADHD ●

Kids with ADD/ADHD experience ***Behavioral Challenges*** that have their roots in the way their brains work. In general, these ***Behavioral Challenges*** fall into three groups:

**SHOOTING FROM THE HIP,  
PUTTING ON THE BRAKES, and  
MISSING THE IMPORTANT THINGS**

### Part 1: SHOOTING FROM THE HIP

\*\* In many situations kids with ADD/ADHD have trouble with

\*\* Acting ***BEFORE*** they think about the consequences  
*and*

\*\* Acting ***BEFORE*** they decide if they want the consequences.

### Part 2: PUTTING ON THE BRAKES

Children with ADD/ADHD will often make the same mistake  
over and over again.

This represents a violation of what Dr. Al's granddad called  
the ***First Rule of Holes...***

**First Rule of Holes:**  
**When you find yourself in one, STOP DIGGING!**

### Part 3: MISSING THE IMPORTANT THINGS

We are constantly ***bombarded*** by the things going on around us. Many of the things going on around us are ***unimportant*** and we ***tune them out***. This is really hard for kids with ADD/ADHD to do, so they often end up noticing all the things that ***don't*** matter, and ***MISSING THE IMPORTANT THINGS*** ***that do*** matter!

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## **General ADD/ADHD - Related Behavior Management Ideas**

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1. Behavioral Interventions should focus on management.
  2. Behavioral Plans should be adjusted as kids get older and mature.
  3. Don't assume that medication interventions "cure" the problems.
  4. Make the limits and rewards kids need to manage their behaviors very noticeable.
  5. Eliminate time gaps between behaviors and consequences.
  6. Help kids keep track of time.
  7. Increase motivation or drive to succeed.
  8. Teach ways to solve problems in new or novel situations.
  9. Manage ADHD as a Problem
  10. Intervene across settings—**Parents and Teachers working together!**
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# The Nuts and Bolts of Behavior Management: Teaching New Behaviors to Kids with AD/HD



## Specific Steps for Managing ADD/ADHD Behaviors—How to Help Kids who Blow Through Stop Signs



### **\*\*Be Noticeable!!!!**

Use clear requests—you slow down and the kids do too!

Have a clearly defined set of rules—show them the stop signs.

Develop ways to point out the stop signs

### **Teaching New Behaviors—Point Charts/School Cards**

### **Teaching Ways to Self-Manage**

### **Having a Limit Setting Plan**

Use effective discipline for those times when the kids blow through the stop signs.

## Making Clear Requests—8 Steps to Slowing Kids Down

-  Gets kids' attention
-  Slows you down
-  Slows the kids down to your speed.

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## Making Clear Requests—8 Steps to Success

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1. Make Eye Contact
  2. Keep your voice calm.
  3. Be specific and avoid questions (eliminate the wiggle room!).
  4. Use “Do it” instead of “Stop it” requests
  5. Given only one direction at a time.
  6. Encourage a job well done: REWARD!
  7. Avoid Negative Trailers!
  8. Wait 10 seconds
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***USING CLEAR AND CONSISTENT RULES  
WAYS TO CREATE EASY TO SEE STOPSIGNS***



The first step is to provide **Clear and Consistent Rules**.

**Clear and Consistent Rules make life**

- ✓ Predictable
- ✓ Comfortable
- ✓ Safe.

**Unclear and Confusing Rules make life**

- ✗ Stressful
- ✗ Unpredictable
- ✗ Harder Than It Has To Be!

## Develop ways to point out the stop signs



- 1. Don't allow nodding at the pauses.**
- 2. Don't allow the *Premature Launch*.**
- 3. "Now tell me what I said...." Reciting.**
- 4. Develop your own personal set of cues. It is a language you should regularly use to point out the stop signs! Know it! Practice it! Teach it!**

\**Verbal cues*—statements...not questions.

- \*Find a polite way to talk to me
- \*Tell me the rule about...
- \*Check the class rules sheet before...
- \*Tell me the steps involved in...
- \*Excuse me....
- \*General voice tone

\**Non-Verbal cues*

\*Facial expression

\*Hand Signals

\*Props

\*Tokens

\**Behavioral Cues*

- \*Take a deep breath and then...
- \*Count to ten and then talk to me about...
- \*Squeeze your handball 5 times and then...

## ★ KEEPING TRACK OF WHAT KIDS DO ★ THE KEY TO TEACHING

**TRACKING FORMS** (things like star charts and point charts) help us to keep track of what kids do and the changes they make.

1. **TRACKING FORMS** help us **NOTICE** what our kids are really doing:

★ We **don't notice** most of the things going on around us.

★ We **miss many of the things** our kids do.

★ **For example:** Adolescent felons “mind” 40-50% of the time but it usually goes un-noticed because they are so extreme the rest of the time!

2. **TRACKING FORMS** (like star charts, point charts, school cards, etc.)

**Provide Structure:**

★ As we said above, they **Help Us Notice** the things our kids do

★ They **Help Us Teach** our kids by giving us a tool to provide feedback:

★ **Rewards**

★ **Discipline/Negative Consequences**

- They help us **Slow The World Down**, so learning can happen. This should help with the problems that kids with AD/HD have with **Shooting From The Hip, Putting On The Brakes, And/Or Missing The Important Things**
- They keep us from getting into the habit of “**Letting Sleeping Dogs Lie**”—only talking to our kids when they are in trouble!