

PRACTICAL SELF-REGULATION TOOLS FOR CHILDREN WITH ADHD

MIRANDA DOHERTY, OT
OCCUPATIONAL THERAPIST
B.C. PROVINCIAL ADHD CLINIC
JANUARY 27, 2021

Welcome! We will begin the presentation shortly. Please note that your microphones have been muted and your cameras turned off.



**Kelty
Mental
Health
Resource Centre**



KELTY MENTAL HEALTH RESOURCE CENTRE

- We help families across the province by:
- Helping with understanding and navigating the mental health system
- Listening and offering peer support, and
- Connecting families to resources and tools.



WEBINAR RECORDING

For a recording of this webinar, as well as the powerpoint slides, visit our website:



keltymentalhealth.ca/ADHDWebinarSeries

HOUSEKEEPING

- Attendees are automatically muted and cameras are turned off.
- Please submit questions for the speakers through the “Q&A” icon.
 - you can ‘upvote’ questions that you want answered.
 - You can also submit questions anonymously.
- Please submit technical questions or comments through the “Chat” icon.
- At the end of the webinar, a survey will pop up that we invite you to complete. This survey will also be sent to you in an email tomorrow.

NOTE: This information applies to the context in British Columbia. If you are in another jurisdiction please consult your local health authority for further information.

SPEAKER



Miranda Doherty
B.Sc.OT, MRSc, Reg.OT (BC)

Miranda is an occupational therapist, who has over 20 years of experience in pediatrics, after graduating from McGill University in Montreal. She earned a Master of Rehabilitation Science from the University of British Columbia and is currently the interim clinic head of the B.C. Provincial ADHD Clinic at B.C. Children's Hospital. She holds a Clinical Faculty position with the Department of Occupational Science and Occupational Therapy in the Faculty of Medicine at the University of British Columbia.

LAND ACKNOWLEDGEMENT

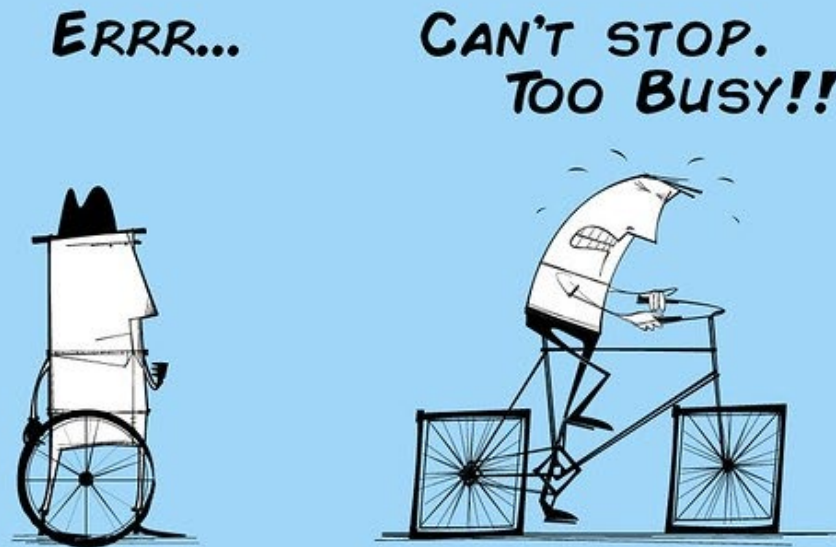
For the privilege to continue to live, work, and play on the traditional territory of the Coast Salish peoples, including the unceded homelands of the x^wməθkwəy'əm (Musqueam), Skwxwú7mesh (Squamish), Səl'ilwətaʔ/Selilwitulh (Tsleil-Waututh), Semiahmoo, and Tsawwassen Nations, my family and I are truly grateful.



Image courtesy of
<https://www.vancouvertrails.com/trails/burns-bog-delta-nature-reserve/>

Native Land – type in your address to find the traditional territory <https://native-land.ca/>

CAN'T STOP, TOO BUSY!



TOO BUSY TO IMPROVE?

WorkCompass

OBJECTIVES

- Identify your own self-regulation tools
- Identify your child's self-regulation tools
- Find one tool to add to your own toolkit
- Find one tool to add to your child's toolkit

Presentation is not intended to be or to replace comprehensive self-regulation programs.

AGENDA

1. Self-regulation
2. Parent self-regulation
3. Co-regulation
4. Children with ADHD and their tools
5. Calming and Alerting tools
6. Mouth, Move, Touch, and The Environment
7. What about COVID?

SELF-REGULATION DEFINED

- SELF-REGULATION = the ability to attain, maintain, and change arousal appropriately for a task or situation.

(Williams & Shellenberger, 1996)

- AROUSAL = the state of the nervous system, how alert one feels

(Williams & Shellenberger, 1996)

- Being able to understand and respond to others and ourselves

(Shanker, 2013)

CAN YOU FOCUS?

1. If you Fidget with your hands, **Stop fidgeting.**
2. If you Wiggle your foot, **Keep it still.**
3. If you Doodle, **don't.**
4. If you cross your leg over, **sit straight.** If you sit straight, **cross your leg over.**

START NOW

PARENT SELF-REGULATION



"96th Street subway, uptown side, Oct 2009 - 15" by [Ed Yourdon](#) is licensed under [CC BY-NC-SA 2.0](#)

Tools examples:

Coffee

Breathe

Quiet

Go outside

Walk

What are yours?



"Tired parents" by [Jodene](#) is licensed under [CC BY-NC-ND 2.0](#)

CO-REGULATION

“back and forth exchanges with each participant adjusting their response based on the response of the other”



"Bill Waterson's amazing creativity! Calvin n Hobbes !" by [PC - My Shots@Photography](#) is licensed under [CC BY-NC-ND 2.0](#)



"Calvin And Hobbes Painting" by [trpnblies7](#) is licensed under [CC BY-NC-ND 2.0](#)

CHILDREN'S SELF-REGULATION STARTS WITH CO-REGULATION



"beach" by [ECraig4](#) is licensed under [CC BY 2.0](#)

Key Tools for Children with ADHD:

Co-regulation

Movement

Touching

Oral sensory

Your child's tools:

CHILDREN WITH ADHD OFTEN...

- Move constantly
- Jump from one thing to another
- Touch everything
- Get frustrated easily
- Are more emotional, resistant, stubborn
- Look away from tasks



"English Springer Spaniel running in bluebell woods, eyes closed" by Katariina Järvinen is licensed under [CC BY-NC-ND 2.0](#)

COULD YOU FOCUS?

1. Stop fidgeting.
2. Keep your body still.
3. Don't Doodle.
4. Sit straight or Cross your leg over.

Could you Focus?

Did you find it easier or harder to focus?

How did you manage?

What did you use?

ENGINE SPEEDOMETER ANALOGY

- Engine Speedometer Analogy (from the Alert Program® for Self-Regulation www.alertprogram.com)
- Engine speeds: Low, Just Right, High
- Learning what speed you are at
- What are the sensory and motor tools that help change your speeds?

(from the Alert Program® for Self-Regulation www.alertprogram.com)

CALMING AND ALERTING TOOLS

- Calming – Slows you down
- Alerting – Speeds you up



["Sleeping child"](#) by [Noelup](#) is licensed under [CC BY-NC-ND 2.0](#)



["Emotional Experience"](#) by [Scott 97006](#) is licensed under [CC BY 2.0](#)

- Goal: Find the right tool to get to the “Just Right” speed
- **Types of tools: Mouth, Move, Touch, The Environment**

CALMING



"MY FINDER 92: Turtle...slow but sure" by [ongushi](#) is licensed under [CC BY-NC-ND 2.0](#)

- What slows **you** down?
 - Mouth, Move, Touch: _____
 - Environment: _____
- What slows **your child** down?
 - Mouth, Move, Touch: _____
 - Environment: _____

ALERTING



"Speed car GTR" by [XanderLeaDaren](#) is licensed under [CC BY-SA 2.0](#)

- What are **your** triggers? What wakes you up?
 - Mouth, Move, Touch: _____
 - Environment: _____
- What are **your child's** triggers? What wakes your child up?
 - Mouth, Move, Touch: _____
 - Environment: _____

MOUTH

- **BREATHE DEEPLY**
- **Drink something** – water bottle, juice box, use silicon/steel straws
- **Chewing** – gum, chewy granola bars, dried fruit, gummies
- **Crunching** – raw veggies, popcorn, pretzel chips, corn nuts
- **Sucking on something** – small candy, e.g. Skittles or Tic Tacs



"EasyLunchboxes - snacky lunch - organic apples, strawberries, carrots, cheddar cheese & pretzel chips" by anotherlunch.com is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/)



"Skittles" by [Special](https://www.special.com/) is licensed under [CC BY-NC 2.0](https://creativecommons.org/licenses/by-nc/2.0/)

CHEWING GUM HELPS ATTENTION

- Systematic review of 22 studies
- Positive effects of chewing on attention in over half the studies, especially sustained attention
- Helps increase alertness
- Helps improve mood
- Helps relieve stress
- Effects last 15-30 minutes, or longer

Hirano, Y., & Onozuka, M. (2015)



["Wrigley's Hubba Bubba Hawaiian Punch Bubble Gum Unwrapped"](#) by [theimpulsivebuy](#) is licensed under [CC BY-SA 2.0](#)

LITTLE MOVEMENTS

- Active sitting

- Ball chair
- Wiggle cushions
- Kore wobble stools
- Move your legs
- Reach with your arms, stretch



"Balance Disc" by M.Doherty, 2021



"Ball Chairs and iMacs" by Derek K. Miller (1969-2011) is licensed under [CC BY-NC 2.0](#)

- Break up your day with movement
- Stand up, Change positions



"Standing Desk" by MikeOliveri is licensed under [CC BY-NC-SA 2.0](#)

BIGGER MOVEMENTS

- Walk, Run
- Climb
- **Heavy work – Push, Pull, Lift, Carry**



"Kids Climbing In Bella Abzug Park" by [Joe Shlabotnik](#) is licensed under [CC BY-NC-SA 2.0](#)



"Kids going to school" by [Spyros Papaspyropoulos](#) is licensed under [CC BY-NC-ND 2.0](#)



"Jumping Jacks" by [α is for äpΩL †](#) is licensed under [CC BY-NC-ND 2.0](#)

HEAVY WORK IDEAS

- Climbing
- Pulling
- Wall pushes
- Chair pushes
- Push-ups
- Lean on a wall
- Push hands together
- Carrying



["Children climbing on wood platforms and ladders, The University of Iowa, May 28, 1941"](#) by [The University of Iowa Libraries](#) is licensed under [CC BY-NC 2.0](#)

TOUCH

- **Deep pressure = Calming**, hugs, blanket wrap, stuffed animal
- **Light pressure = Alerting**, feather, tickles, tags, clothing, tap



"Reading time" by [goldberg](#) is licensed under [CC BY 2.0](#)



"Hugging Charlie" by [Clover_1](#) is licensed under [CC BY-NC 2.0](#)

FIDGETS TO FOCUS



["stress"](#) by [bottled void](#) is licensed under [CC BY 2.0](#)



["Tangle Toy"](#) by [wwarby](#) is licensed under [CC BY 2.0](#)

- Fidgeting = Using the Hands for touch
- Fidgeting can help the brain stay focused
- Fidgeting can help us explore and learn through touch
- Fidget tools are different for everyone
- Fidget tools are working if you can fidget AND focus

THE ENVIRONMENT – LOOK & LISTEN

- A Place to Get Away from it All = “Home Fort”
- **VISUAL**
 - Cardboard dividers = study carrel
 - Dim – dimmers, table lamps, small string lights, curtains, hats
 - Slow moving visuals – lava lamps, night lights, glitter jars
- **AUDITORY**
 - Noise Canceling headphones
 - Music
 - Hoodies



["Pretty soon we won't have any human seating. Just cat blanket/pillow forts. #jaycatsby" by enchiladaplate is licensed under CC BY-NC-ND 2.0](#)



["Snowstorm" by Thomas Guest is licensed under CC BY 2.0](#)

SLEEP AND EAT

- Feed the brain
- Sleep and rest
- Oxygen
- Sugar and energy



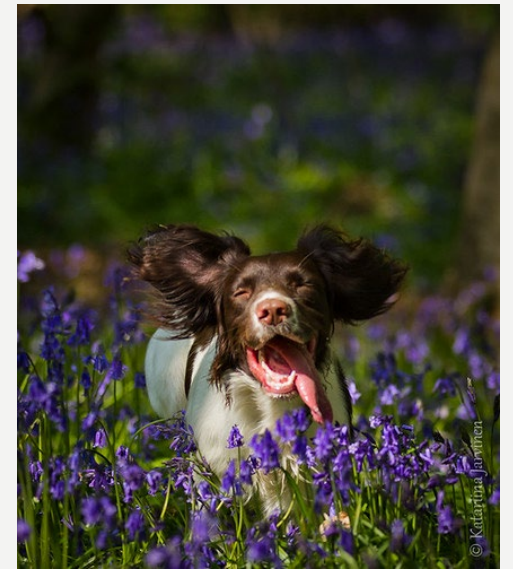
"3 cats eat dinner" by [taiyofj](#) is licensed under [CC BY 2.0](#)



"Sleeping Cat in Café Ballet, Taipei" by [goodmami](#) is licensed under [CC BY-SA 2.0](#)

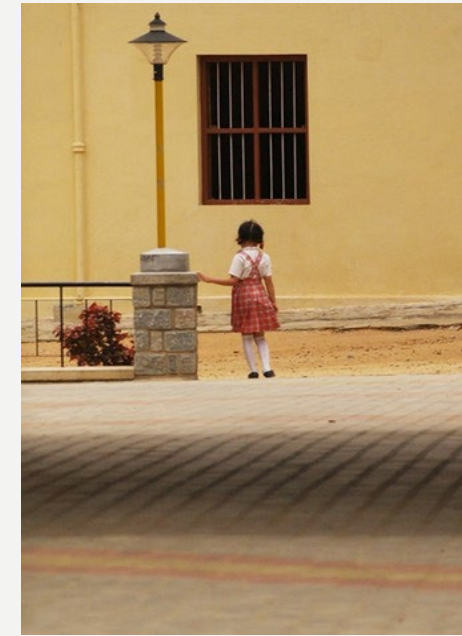
CHILDREN WITH ADHD OFTEN...

- Move constantly – Need physical activity
- Jump from one thing to another – Need short chunks of activity
- Touch everything – Need to touch to learn, keep hands busy
- Get frustrated easily – Want to do well, but don't have the skills
- Explode, resist, stubborn - Feel their emotions on high speed
- Look away from tasks – Notice their environment (sounds, visual)



WHAT ABOUT COVID-19?

- Fewer and modified Organized activities
- Fewer and modified Sports activities
- Home and School changes
- Remote working and learning
- Screens!!
- Decreased Social interactions



"Lonely in school" by [Subharnab](#) is licensed under [CC BY 2.0](#)



"Screen Time" by [courosa](#) is licensed under [CC BY-NC-SA 2.0](#)

COVID-19 AND CHILDREN'S CO-REGULATION

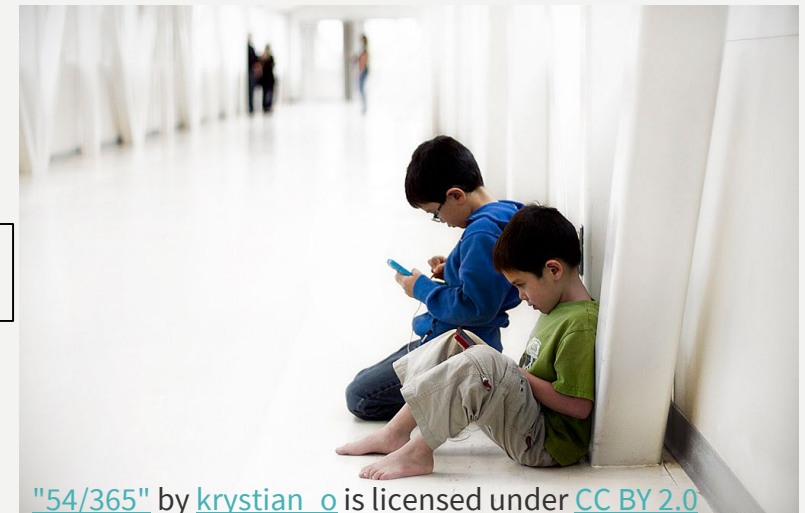
- Less movement —↓ sports, movement in class
- Less touch —↓ hugs, high fives, hand shakes, hands-on learning
- Less social —↓ play dates, gathering, family and friends time
- Masks cover our face and expression, difficult to hear
- More difficult to Co-regulate

Before
COVID



"Kids Run For Fun" by Fort George G. Meade is licensed under [CC BY 2.0](#)

Now



"54/365" by krystian_o is licensed under [CC BY 2.0](#)

PHYSICAL ACTIVITY IS ESSENTIAL

- Alternate physical activity with periods of concentration

For brain and mental health:

more dopamine, better concentration, memory, emotional resilience, mental health, reduce anxiety

For physical health:

cardiovascular, muscle strength, bone growth, flexibility, better sleep, reduced chronic illnesses

Canadian 24-Hour Movement Guidelines - For 5-17 years:

SWEAT 1 hr/day

STEP the rest of the day

SLEEP 9-11 hrs /8-10 hrs

SIT <2 hrs/day

<https://csepguidelines.ca/children-and-youth-5-17/>

INDOOR FUN – SHORT & SWEET

- Music, Musical Chairs
- Dance Party, Freeze Dance
- Balloon Toss – keep it up
- Basketball – ball & bucket
- Jumping Jacks
- Bubble Wrap Stomp
- Hide and Seek
- Indoor Scavenger Hunts
- Obstacle Course
- Fitness challenges Free2Play
- Build a fort with cushions
- Charades
- Family Yoga
- Five-minute clean up
- Minute to Win it



CHOOSE ONE ROUTINE

Daily Routine	Do I have Energy?	Choose One Tool
Morning routine		
Meal time		
After school		
Homework		
Bath time		
Bedtime		

EXAMPLES

Daily Routine	Do I have Energy?	Choose One Tool
Morning routine	No	Give yourself a break
Meal time	Yes	Standing at meal time
After school	Yes	Move – heavy work Or Quiet time
Homework	Yes	Mouth - Chew gum
Bath time	Yes	Warm towel wrap
Bedtime	Yes	Environment – fort time

TIPS

- Meet yourself where you're at.
- Self-compassion and nonjudgmental.
- Meet your child where he/she is at. Play Roblox with them?
- Prioritize the tool they need the most: Physical Activity - Move
- Set a routine
- Staying connected with family and friends



["Love yourself"](#) by [QuinnDombrowski](#) is licensed under [CC BY-SA 2.0](#)

RESOURCES

- Free 2 Play at Home <https://www.free2playathome.com/>
- Minute to win it games on YouTube
- GoNoodle **App** and **YouTube**
<https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw>
- Cosmic Yoga **YouTube**
https://www.youtube.com/channel/UC5ulZ2KOZZeQDQo_Gsi_qbQ
- TikTok **App** or other similar app for creating dance videos together
- Brili Routines – Visual Timer for Kids **App** <https://brili.com/>
- Timo Kids Routine Timer **App** <https://www.withtimo.com/>
- Habitica **App** gamify daily habits <https://habitica.com/static/home>

PEARLS

- Parents' self-regulation is essential for our kids' regulation.
- Children co-regulate with their family, teachers, and friends.
- Mouth
- Movement is a key tool
- Touch
- Look and Listen tools in the environ.
- Stay connected and Breathe deeply



["Pearl, Worship Slide"](#) by [amboo who?](#) is licensed under [CC BY-SA 2.0](#)

**“NO MATTER WHAT GETS DONE
AND HOW MUCH IS LEFT UNDONE,
I AM ENOUGH.**

**IT’S GOING TO BED AT NIGHT
THINKING, YES, I AM IMPERFECT
AND VULNERABLE
AND SOMETIMES AFRAID,
BUT THAT DOESN’T CHANGE THE TRUTH
THAT I AM ALSO BRAVE AND WORTHY
OF LOVE AND BELONGING.”**

BRENÉ BROWN

THE GIFTS OF IMPERFECTION
10th Anniversary Edition

Brené Brown “The Gifts of Imperfection” <https://brenebrown.com/downloads/>

QUESTIONS FOR THE SPEAKER?

PLEASE USE THE “Q&A” ICON



["Question mark made of puzzle pieces"](#) by [Horia Varlan](#) is licensed under [CC BY 2.0](#)



THANK-YOU FOR JOINING.

**CONTACT THE KELTY MENTAL HEALTH
RESOURCE CENTRE:**

E-MAIL: [KELTYCENTRE@CW.BC.CA](mailto:keltycentre@cw.bc.ca)

PHONE (TOLL-FREE): 1-800-665-1822



**Kelty
Mental
Health
Resource Centre**

REFERENCES

1. Belford, D. (2012, February). Co-Regulation and Self-Regulation. *Center for Development and Disability, The University of New Mexico*. https://www.cdd.unm.edu/ecIn/HVT/common/pdfs/2012_2.pdf
2. Brown, Brené. (n.d.). I am Enough Download. The Gifts of Imperfection Downloads. <https://brenebrown.com/downloads/>
3. Hirano, Y., & Onozuka, M. (2015). Chewing and attention: A positive effect on sustained attention. *BioMed Research International*, 2015, 1-6. doi:10.1155/2015/367026
4. Hoza, B., Smith, A., Shoulberg, E., Linnea, K., Dorsch, T., Blazo, J., ... McCabe, G. (2014). A randomized trial examining the effects of aerobic physical activity on attention-Deficit/Hyperactivity disorder symptoms in young children. *Journal of Abnormal Child Psychology*, 1-13. doi:10.1007/s10802-014-9929-y
5. Lin, T.W., & Kuo, Y. M. (2013). Exercise benefits brain function: the monoamine connection. *Brain sciences*, 3(1), 39–53. <https://doi.org/10.3390/brainsci3010039>
6. Silkenbeumer, J., Schiller, E-M., Holodynski, M., and Kärtner, J. (2016). The role of co-regulation for the development of social emotional competence. *Journal of self-regulation and regulation* (2), 16-33. <https://journals.ub.uni-heidelberg.de/index.php/josar/article/download/34351/28034>
7. Williams, M. S., & Shellenberger, S. (1996). "How does your engine run?"® A leader's guide to the alert program® for self-regulation (2nd ed.). Albuquerque, NM: TherapyWorks, Inc.