



Course: supporting the development of the adhd brain in children and teens

Address: <https://asadis.net/en/course/supporting-development-adhd-brain-children-teens/>

Duration: 6h

Type of course: continuing education

Location: online course

Individual price: \$200.00

Overview:

Attention deficit/hyperactivity disorder (ADHD) is a complex, heterogeneous disorder of behavioural inhibition that impairs executive functioning, which leads to difficulties with self-regulation, organizing and planning behaviours, attention and distractibility. When left unmanaged, ADHD is associated with long-term pervasive impairment across all areas of functioning.

Given the substantial risk for children and youth with ADHD, developing effective interventions to promote success is critical to mitigate associated impairments and long-term risks.

In this workshop, clinicians will develop a comprehensive understanding of ADHD to foster student well-being and growth in all areas of functioning.

Participants will learn about:

- How the ADHD brain works.
- How executive functioning deficits manifest.
- How to teach self-regulation.
- How to support the ADHD brain and nurture the child's overall social, emotional, and behavioral functioning.

Practical case-base material is presented so participants can easily adapt strategies to meet the unique needs of children and youth.

When managed effectively, ADHD is an asset that supports individuals' successes. There are so many positive qualities of ADHD that need to be celebrated, which are also addressed.

By the end of this workshop, participants will have a renewed outlook on ADHD, and they will be better equipped to design and implement effective intervention programs for children and teens with ADHD.

Learning objectives:

1. Develop a deep understanding of ADHD and executive functions and how to optimize key assets
2. Understand self-regulation, stress behaviour, and misbehaviour
3. Implement strategies to support positive behaviours and effective behaviour management
4. Implement practical strategies help ADHD children and teens in all areas of functioning.

Learning material:

A theoretical course illustrated with clinical examples. This course is composed of videos of 5 to 15 minutes each. The PowerPoint of the course to download.

Audience: This training is intended for mental health professionals.

The expert, Dr. Caroline Buzanko

Dr. Caroline Buzanko is a licensed psychologist since 2009, mother, and international speaker. She is the clinical director of Koru Family Psychology based in Alberta and an adjunct assistant professor at the University of Calgary. She works with kids, teens, and their families to maximize confidence, forge resilience, and foster strong connections. With over twenty years working with families, her focus is on developing long-term success and well-being by creating meaningful change. She also trains other mental health professionals and educators to optimize their effectiveness working with children and teens.

Syllabus

PowerPoint

Understanding the ADHD Brain and Executive Functions

Presentation

The ADHD Brain

ADHD A disorder of executive functions

Executive Functions (EF)

Developmental transitions and progression

Teenagers with ADHD: Challenges and Interventions

The ADHD brain of teenagers

The flipside of what adults see as problematic

Intervention

The role of emotions

The right environment

Communication, Learning, and Building Skills

Connection and communication styles
Validation and effective communication
Externalize motivation
Effective teaching
Perception and understanding
Promoting Independence, Productivity, and Self-Regulation
Optimizing architecture
The video game model
Key to success- self-efficacy
Closing the EF gap
Capitalize on EF skills
Behavior inhibition
Working memory
The problem of sequencing and dependency
Promoting learning
The big picture
Scaffold to independence
Becoming time masters
Individual work system
Improving productivity and motivation
Teaching focus
Optimizing self-regulation
Managing big emotions
Co-regulation and self-regulation
Self-monitoring
Goal setting
Conclusion
Bibliography