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 is a registered psychologist, clinical director of Koru Family Psychology in Alberta, and adjunct assistant professor at the University of Calgary. With over twenty years of clinical experience, she specializes in neurodevelopmental assessment and intervention for children, adolescents, and families.

Dr. Buzanko is internationally recognized for her expertise in comprehensive psychological assessment, particularly in differential diagnosis of ADHD and other neurodevelopmental conditions. Her clinical work emphasizes neuroaffirmative, strengths-based approaches that honor neurodiversity while addressing functional impairment across home, school, and community settings.

As a sought-after international speaker and trainer, Dr. Buzanko has trained thousands of mental health professionals and educators in evidence-based assessment and intervention strategies. Her work focuses on translating diagnostic data into meaningful intervention planning, promoting collaborative relationships with families, and developing ecologically valid assessment approaches that capture real-world functioning.

Dr. Buzanko's clinical philosophy centers on maximizing confidence, forging resilience, and fostering strong connections for neurodivergent individuals and their families. She is passionate about training clinicians to conduct diagnostically precise assessments that lead to actionable outcomes and long-term success for clients across the lifespan.

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 worl system
Improving productivity and motivation
Teaching focus
Optimizing self-regulation
Managing big emotions
Co-regulation and self-regulation
Self-monitoring
Goal setting
Conclusion

Evaluation:

To validate the achievement of the learning objectives, a final evaluation in the form of true/false questions is

required. It must be completed in order to obtain the certificate of completion.
In addition, an optional self-assessment is offered at the beginning and end of the course, allowing you to measure your progress on the targeted skills.
These evaluations are not graded and are intended primarily to support your professional reflection.

Access timeline: Once registration is confirmed, you (or the learner) may start the training at any time, independently and at your own pace. You can access the training for as long as Asadis as the legal right to diffuse it (typically 10 years).

Questions? Feel free to contact us at *contact@asadis.net*