



ADHD and social skills

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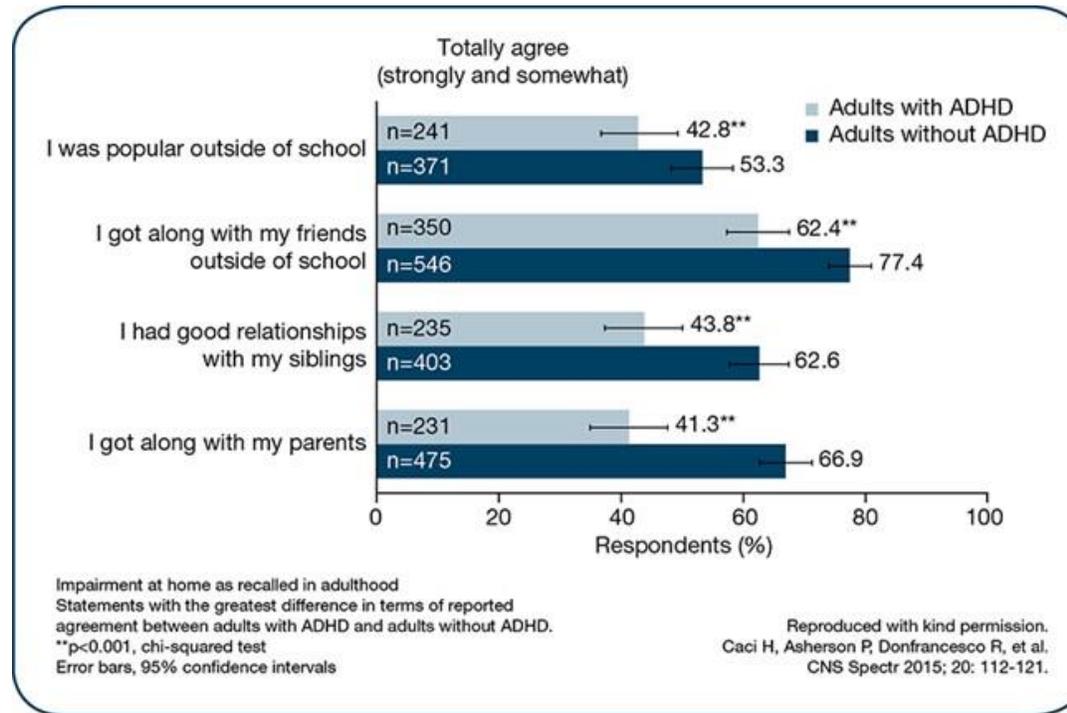
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ADHD (DSM-5)

- ▶ persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development,
- ▶ has symptoms presenting in two or more settings (e.g. at home, school, or work; with friends or relatives; in other activities),
- ▶ negatively impacts directly on social, academic or occupational functioning.
- ▶ Several symptoms must have been present before age 12 years.

Adult-recalled impairment at home in the European Lifetime Impairment Survey



ADHD is associated with (co-morbidity)

- ▶ ASD
- ▶ Anxiety
- ▶ Social anxiety
- ▶ ODD/ CD
- ▶ Depression

Learning disorder

Children with ADHD often have

- ▶ Low self-esteem (teenagers)
- ▶ No much awareness of the impact of their behaviour on others
- ▶ Poor self-regulation (prone to outbursts)
- ▶ Poor concept of time
- ▶ Poor planning and organisation skills

What is the problem (s) ?

- ▶ Observe your child in social situations



Is your child worried about it?

- ▶ Talk with your child , What does he think the problem is ?
- ▶ How concerned is he about it ?
- ▶ Does he want to change ?

Types of problems



Trouble making friends

- ▶ Consequence of ADHD: (poor impulse control) interrupting others, being unpredictable
- ▶ Other causes: can be co-morbid with ADHD
 - ▶ Social anxiety - Social anxiety disorder (difficulty approaching others , being nervous)
 - ▶ Traits of ASD would like to join but does not know how to do it.

Losing friends quickly

- ▶ Consequence of ADHD: not realising the impact of aspects of behaviour like difficulties taking turns, being emotionally intense
- ▶ Other causes
 - ▶ Traits of ASD
 - ▶ Emotional issues

Struggling with conversation

- ▶ Consequence of ADHD: becoming distracted by other thoughts, losing the thread of conversation
- ▶ Other causes
 - ▶ ASD : talking about topics of their own interest



Overreacts to situations

- ▶ Consequence of ADHD : difficulties with self-regulation, lashing out physically, having tantrums



"Well, I'm glad we had this chat"

Not being reliable

- ▶ Consequence of ADHD: Poor sense of time keeping and poor planning skills



Websites for social skills (more directed to ASD)

- ▶ www.socialthinking.com
- ▶ <http://www.socialskillbuilder.com/who-uses-our-software/parents-use-our-learning-tools/>

Helping your child to develop friendships

- ▶ List of Do and don't
- ▶ Role play
- ▶ Think with the child about situations in advance
- ▶ Work on one social skill at a time
- ▶ Carefully arrange dates with another child for your child to practice social skills (time limited)
- ▶ Reward your child when he makes progress: look for any signs of improvement , however small

Helping your child to develop friendships

- ▶ Review social goals prior to the event (X is coming to play, what is the first thing you are going to do when he arrives)
- ▶ Involve teachers in helping to re-inforce social goals
- ▶ Video the childand then show it to the child so he can see himself as others see him (don't do it as a punishment)
- ▶ Stress the importance of keeping promises and commitments to others

Things for the child to Do

- ▶ *Watch others - check the group: is it's a group that you'd like to join.?*
- ▶ *Watch yourself - appear friendly and approachable,.*
- ▶ *Think of what to say ahead of time.*
- ▶ *Think of when to say it - wait for a break in the conversation or the game*
- ▶ *Look at others straight in the eye when speaking to them.*
- ▶ *Go with the flow of the group.*
- ▶ *Find common interests and talk about them.*
- ▶ *Ask a question that shows interest -.*

Things for the child to Avoid

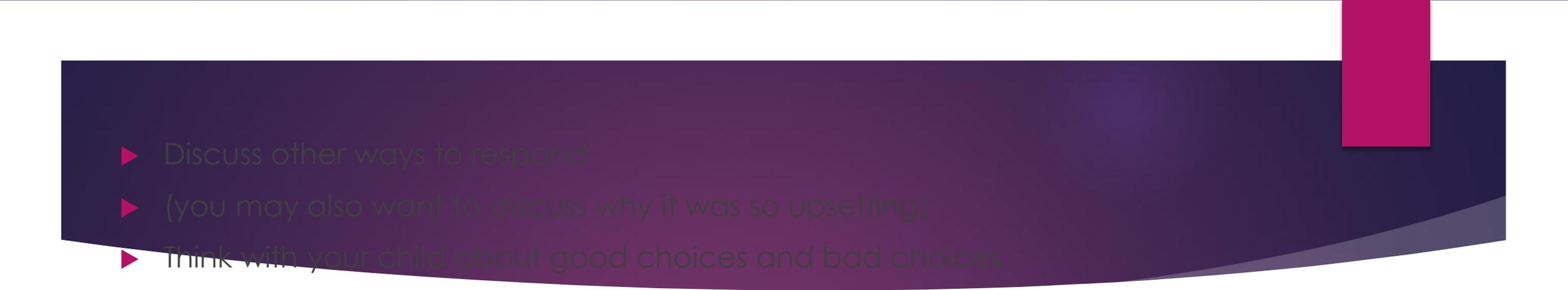
- ▶ *Tease others.*
- ▶ *Brag about yourself.*
- ▶ *Criticize others.*
- ▶ *Take charge and try to control the behaviour of other children.*
- ▶ *Stand too close or too far away from other children.*
- ▶ *Disrupt the game.*

Helping your child to sort out problems with others without becoming “physical”



Helping the child to sort out problems with others without becoming “physical”

- ▶ Listen to your child and define the problem (“bullying” means a lot of things) The issue is not what the others do , but how your child feels about it (and how you feel about it)
- ▶ If another child teases your child and he reacts angrily and hits him the issue is how your child has felt about it
- ▶ Listen to your child's feelings of upset and acknowledge them

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- ▶ Discuss other ways to respond
 - ▶ (you may also want to discuss why it was so upsetting)
 - ▶ Think with your child about good choices and bad choices

 - ▶ Role –play switching roles

 - ▶ Celebrate success. Be prepared , it will not help straight away.

Problems with emotional control





From

<http://www.additudemag.com/slideshow/51/slide-2.html>

Emotional control, is the ability to manage emotions in order to achieve goals, complete tasks, or direct behaviour.

Emotional upset is caused less by specific situations or events and more by what we tell ourselves about that situation.

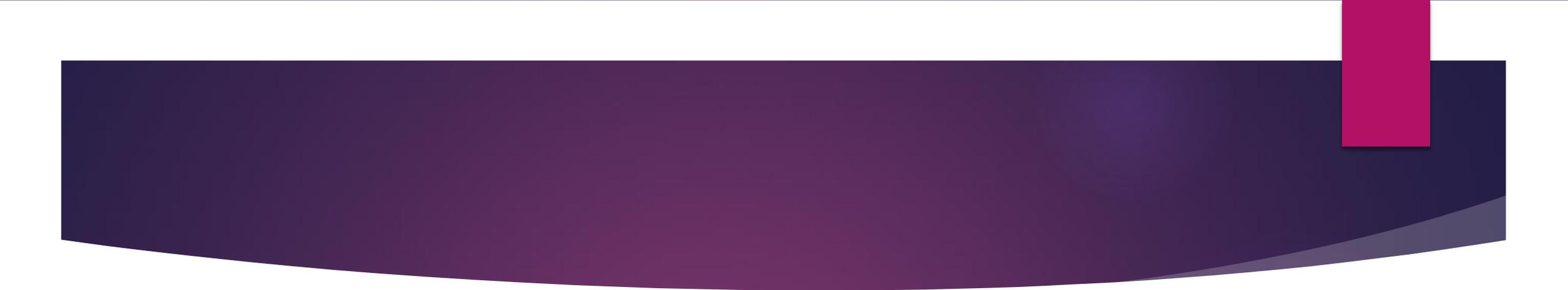
if your child is upset about forgetting her homework, help her redirect that anger into planning ways she can remember to bring it tomorrow.

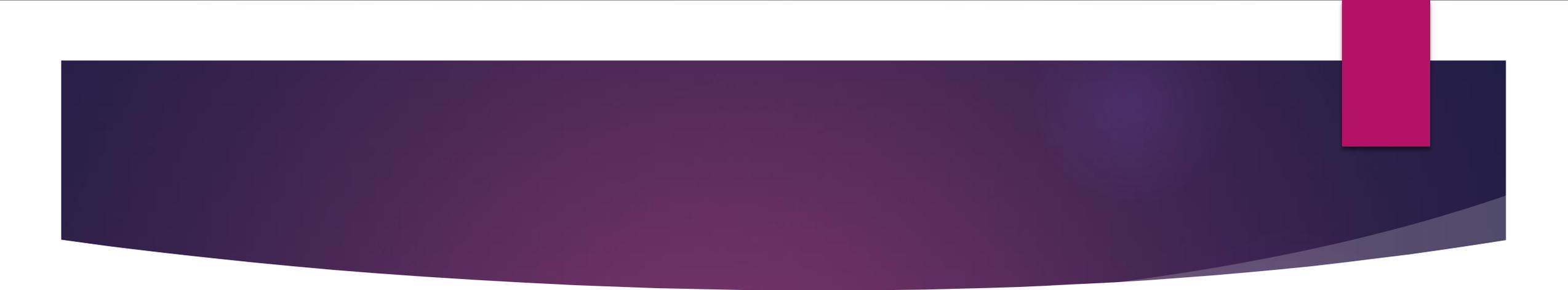
Teach the child to forgive himself for his mistakes.

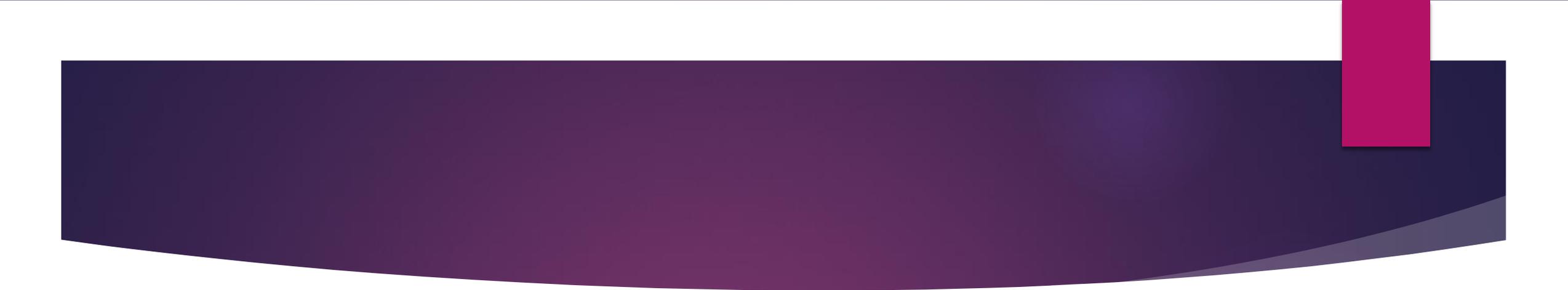
Emotional recognition

- ▶ Teach the child to recognise and grade his feelings in different situations



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- ▶ Talk with your child about the situation that causes problems and discuss possible solutions to it.
 - ▶ agree on the best action and to write it down in a sentence or two
 - ▶ Try to think about times when the child has shown good control and give praise and think how he managed to have control on that occasion.

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- ▶ Circumstances that make loss of control more likely- lack of sleep, being hungry.
 - ▶ The child needs to start recognising when he is about to lose control and learn to withdraw from the situation , Practice ways of getting out of the situation
 - ▶ Get the child to write a list of coping strategies (things he can do)

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- ▶ Talk about situations when you have been upset and how you calm down
 - ▶ Talk about emotions in every day conversation and grade them

Role of medication

- ▶ May help with impulse control
- ▶ May help with emotional control
- ▶ Some issues with highs and lows of medication



▶ Thank you