

2/3: Does My Child Have ADHD?

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SPEAKERS

Seth Perler

 Seth Perler 00:00

Part two, welcome. does my child have ADHD? What's up parents and teachers? This is the second video where I'm going to talk about does your child, or does the student that you are concerned about, have ADHD. In the first video, I went through the DSM-5 and the way that they break down ADHD in this book. This book is used for people to diagnose ADHD among many, many, many, many other things. It's a very long 900-page book here. But we are worried about is does the student have ADHD. So I told you in the last video that in this video, what I'm going to do is I'm going to help you know how this book articulates some of the symptoms. So basically, in here, what we're looking at on the ADHD page here is it has a list of symptoms. The first page has a list of symptoms associated with inattention, and the second page has a list of symptoms associated with hyperactivity. First, I'm going to go through inattention. So basically what we want to know is here at the beginning, it says, "We have a persistent," if we're diagnosing which I do not do, and you as the parent do not do, and you as the teacher do not do. A professional who who diagnosis professionally does it. However, this book is a great reference for us to look at what they are going to be looking at. So is there a persistent pattern of inattention and or hyperactivity, impulsivity that interferes with functioning or development, as characterized by in attention? Here's what it says about inattention. "Are there six or more," so if you're taking notes here, "Are there six or more of the following symptoms that have persisted for at least six months, to a degree that is inconsistent with the developmental level that is different from their peers? And that negatively impacts directly on social or academic and occupational activities?" So, when you're listening to

these symptoms here, have they persisted for at least six months? Are they not common or typical as compared with their peers? And does it negatively impact their life?

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Seth Perler 02:25

Note: this is very important. "The symptoms are not solely a manifestation of oppositional behavior, defiance, hostility, or failure to understand tasks or instructions. For older adolescents, age 17 and older, at least five of these symptoms are required. So I think it's really important that they note here that these symptoms aren't just a manifestation of oppositional behavior, defiance, and hostility or failure to understand directions. So we have a lot of situations where there's a lot of misunderstanding. We need to be very clear about what's going on here. Here we go. Now we're getting to the good part.

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Seth Perler 03:07

These are the symptoms, this is what we're looking for. Are there six or more of these? (1) Often fails to give close attention to details, or makes careless mistakes in schoolwork, at work, or during other activities. They overlook details, they miss details, the work is inaccurate. Number two, (2) Often has difficulty sustaining attention in tasks or play activities, such as has difficulty remaining focused during lectures, conversations, or reading, lengthy reading. (3) Often does not seem to listen when spoken to directly, their mind seems elsewhere even in the absence of any obvious distractions. (4) Often does not follow through on instructions, and fails to finish schoolwork, chores, or duties in the workplace. They start tasks but quickly lose focus and are easily sidetracked. (5) Often has difficulty organizing tasks and activities. Difficulty managing sequential tasks, difficulty keeping materials and belongings in order, messy, disorganized work, has poor time management, fails to meet deadlines. (6) Often avoids or dislikes or is reluctant to engage in tasks that require sustained mental effort, schoolwork or homework for older adolescents, preparing reports, completing forms, reviewing lengthy papers. Next, (7) Often loses things necessary for tasks or activities, school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile phones. Next is, (8) Often easily distracted by extraneous stimuli. For older adolescents and adults it may include unrelated thoughts." So they move the stimuli to even their own thoughts. And next is, (9) Often forgetful and daily activities, forgets doing chores, running errands, returning calls, paying bills, keeping appointments.

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Seth Perler 05:09

And that is it. That's all they list. They say if you have six or more of those, then that would be inattentive. Now we are dealing with ADHD, Attention Deficit / Hyperactivity Disorder.

Okay. So not everybody has the hyperactivity. The next section is all about hyperactivity. What's interesting is how they define hyperactivity. So listen carefully, these are the things for what is hyperactivity, I'm going to go through those now. Again, they are looking for six or more. (1) Often fidgets with or taps, hands or feet or squirming in their seat. (2) Often leaves seat in situations when remaining seated is expected. Leaves his or her place in the classroom and the office or other workplace, and other situations that require remaining in place. (3) Often runs about or climbs in situations where it is inappropriate. Often unable to play or engage in leisure activities quietly. (5) Often quote 'on the go,' acting as if quote "driven by a motor," is unable to to is unable to be, or uncomfortable being still for an extended time in restaurants, meetings. May be experienced by others as being restless or difficult to keep up with. Often talks excessively, often blurts out the answer before question has been completed, completes other people sentences, cannot wait for the turn in the conversation. (6) Next, often as difficulty waiting their turn like while in line. (7) Often interrupts or intrudes on others, butts in the conversations, games, activities, may start using other people's things without asking or receiving permission. For adolescents and adults may intrude into or take over what others are doing. Now, I want to be very clear when we're looking at these things. So first of all, if you were making little checks on a piece of paper as you're watching, you probably know if your child or the student you're thinking about has ADHD. Again, you need to get diagnosis by professional. Not by me, not by you. This is done by professionals.

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Seth Perler 07:37

The thing I want to mention is, I don't want to leave this conversation without making this point extraordinarily clear. These things are not bad. These are not misbehaving humans, bad people, kids who just don't care, kids who just don't try enough. I'm so sick and tired of all the shame out there. And as I'm sure you are, if you're watching this video, and if you follow me you know my stance on this. The point is, these are not bad. And the point is that what we ultimately want, whether there's a form of diagnosis or not, whether the kid struggles with executive function, whatever is going on, what we want for these kids is that they have the tools and the skills to be able to create a good future for themselves. And when we have legitimate executive function challenges, it is a it is a quality of life issue. It can impact, it can negatively impact somebody's quality of life. When they get older, it can impact their relationships, it can impact their career, it can impact how they feel about themselves, it can impact their health, it can impact their finances, it can impact their quality of life. We want to give our kids everything that they need to have the opportunity to have a good quality of life. So we need to be addressing these executive function issues sanely, mindfully, carefully, thoughtfully, conscientiously, and take the decisions that we make very seriously about this.

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Seth Perler 09:24

Anyhow, again, my name is Seth with SethPerler.com and I'm an executive function coach in Colorado. Give me a thumbs up if you like this, please. Leave a comment if you want to say anything about this video and subscribe on my website and support my work. My work is dedicated to helping struggling students navigate life and school. Remember, this book is a guide. A lot of the the revisions are driven by the pharmaceutical industries, you have to take this stuff with a grain of salt. You have to take any decisions around how to make medicate and things like that. I do have a video about medication as well in my blog. But anyhow, I am so grateful to you, the parent or the teacher, whoever's watching us, that you are taking the time to learn this stuff in the service of kids. That you are taking energy to do this for the kids that you care about. So again, you can grab this book at the library, you can get online, it's very expensive book. See my previous video about this to learn more about it. But just to sit down and soak in, whatever it was, 10 pages or so about ADHD. It will help you help the kids that you're trying to serve. So this is how people diagnose, with this book. So anyhow, I'm going to take off, have a great day. I'll see you soon.