

Slide 1

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Neuro Developmental Conditions Pathway (NDC)

Communicating and Interacting with your child – All Things ADHD Series

By
Alison Hatton and Dr Fran Whitaker

Slide 2

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Top tips – things to consider

- ✓ Ask for it in writing
- ✓ Ask questions
- ✓ Sound on or off
- ✓ Stay active
- ✓ View video in increased playback speed
- ✓ Take a break
- ✓ Check understanding

Slide 3

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Today's Theme

Communication and Interacting with your child

Produced by Alison Hatton (Speech and Language Therapist & Dr. Fran
Whitaker (clinical Psychiatrist), Oxon NDC pathway)

Slide 4

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Communication

- What is communication?
- What are the communication differences in ADHD?
- How can these differences be supported?

Slide 5

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

What is Communication?

Form
grammar, syntax

Content
vocabulary, semantics

Use
pragmatics, social communication

Words

Tone of voice

Gestures

Non Verbal Communication

Slide 6

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Communication is behaviour

looking	talking	Effective Communication = positive behaviour
pointing		
hugging		
guiding	crying	Ineffective Communication = negative behaviour
screaming	cursing	
hitting	ignoring	

Slide 7

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Communication Differences in ADHD

- attention
- understanding
- processing & memory
- interrupting others
- talking too much
- awareness of the listeners needs
- planning and time keeping
- repeating words and using fillers "um"
- word finding difficulties
- speaking loudly and fast

Executive Functioning

Attention and Listening

Processing

Working Memory

Organisation

Slide 8

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

"ADHD isn't something in your child that needs to be fixed, it's a superpower they just need to be taught how to use".

Slide 9

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Strategies – Environment

- Reduce distractions & background noise
- Sensory equipment
- Educate others
- Good role models
- Increase motivation by making tasks fun, practical, achievable
- Teach how and when to ask for help

Slide 10





Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Strategies – Visual

Supports:

- listening
- memory
- organisation
- independence
- reduces anxiety

Wake up	Get breakfast	Brush teeth	Get dressed
			


Slide 11

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Strategies – Language

- Keep language simple, concrete and literal
- Slow down your own rate of talking
- Try not re-word what you have said
- Give instructions in the same order that you want them done
- Prepare in advance for any change
- Pause to allow thinking time
- Reduce your language and choices




Slide 12

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Strategies – Social

- Increase self awareness
- Practise specific skills such as turn taking
- Have a script to follow
- Adults to model

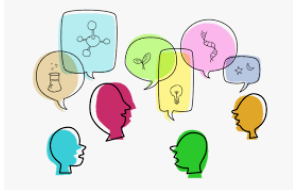


Slide 13

Caring, safe and excellent


NHS
Oxford Health
NHS Foundation Trust

Effective communication



Slide 14

Caring, safe and excellent



Families and communication

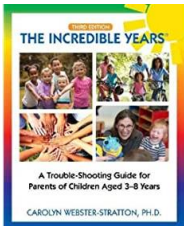
- In families we tend to see both the best and worst of each other and this can include how we communicate.
- Most families could benefit from improved communication, but it may be particularly helpful if communication is also made more difficult due to ADHD.
- How can we improve communication? We will look at some tips over the next 15-20 minutes, taken from the Incredible Years book.

Slide 15

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

- <http://www.incredibleyears.com/books/the-incredible-years-a-trouble-shooting-guide-for-parents-of-children-aged-3-8-years-3rd-edition/>



Slide 16

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Tips for good communication

- Active listening  • Editing what we say 
- Speaking up  • Positive requests 
- Calling a truce  • Talking about feelings 

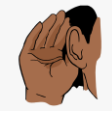
Slide 17

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Active Listening

- When we hear the word "communication" we often think about talking, but listening is just as important, if not more so.
- Can you think of any times when your child finds it easier to talk with you? *In the car? Before bed? Walking to the shops?*



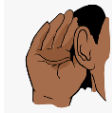
Slide 18

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Active Listening

- Tips for demonstrating you are listening:
 - good eye contact
 - allow the speaker to finish
 - listen to **what** is being said and also **how** it is being said
 - ask questions to express your interest
 - check you have understood by summarising what you have heard
 - **VALIDATE** – this means showing you can see the problem from the other person's point of view and that you consider their point of view valid (even if you do not agree).

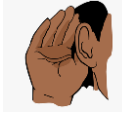


Slide 19

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Active Listening




- Can you think of a time when you felt really listened to?
 - *If so, what was that like? What made you feel listened to?*
 - *And can you think of a time you felt you really weren't listened to? What was that like? What made you feel this way?*

Slide 20

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Speaking up




- It is important to express what we are feeling/thinking.
- Stops other people mind-reading or making decisions for us because they don't know what we're thinking.
- Can prevent a sudden explosion of feelings because we have been trying to keep a lid on them.

Slide 21

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Tips for speaking up




- Use "I" rather than "you" statements
 - "I" focuses on your thoughts and feelings, whereas "you" often suggests blame and criticism of the other person.
- Be brief, clear and specific
 - Try to focus on the issue at hand instead of previous arguments
 - Avoid comments that generalise, such as "You always.... you never."
- Say what you want positively, briefly and respectfully
 - Think about how you want help solving a particular problem.

Slide 22

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Tips for speaking up



Example,

"I've had enough of you always nagging at me from the moment I walk in the door, you don't understand how much pressure I'm under at work and you never even ask how my day was."

Or try instead.....

"I have a lot on my mind when I first get home at the end of the day and I would really appreciate 10 minutes to myself before I start helping with the kids and the chores."


- What reaction can you imagine in response to the examples above?

Slide 23

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Tips for speaking up




- On the one hand it is important to express negative feelings and to do this promptly.
- However, it is also important to be thoughtful about what we share:
 - Be sensitive about where, when, how and with who you express yourself – e.g. try not to overshare with your children.
 - Check in with yourself – am I just in a bad mood today? Am I really interested in solving anything?
 - Is this the right time to have this conversation or could we have a more constructive conversation another time?

Slide 24

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Calling a truce




- If a discussion is becoming unhelpful, your family can call a truce.
- You should agree ahead of time how this could be signalled:
 - anyone in the family might say:
 - I need to stop talking about this now, or
 - I'm getting upset, can we stop and talk about this later when we're all calmer?
- It should also be agreed that even if only one person has asked for a truce, everyone respects this.
- The cooling off period shouldn't be longer than a day, to make sure you do finish having the conversation.

Slide 25

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Learning to edit what we say – polite and positive communication




- **Focus on what you can do rather than what you can't:**
 - *For example:*
 - Child: "Dad, can we go to the park?"
 - Dad: "Why are you asking me to go to the park again now? We've just spent the whole morning playing together and I have loads to do, not everything is about you!"
 - *Alternative:*
 - Dad: "I've got a few chores to do, then in an hour we can go to the park. Why don't you play in the garden while you wait for me?"

Slide 26

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Learning to edit what we say – polite and positive communication



- **Focus on the positive**
 - Edit out complaints. For example, if your child has helped make dinner, but has left a big mess in the kitchen, it is probably best to show gratitude for the effort made and save concerns about mess for another time.

Slide 27

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Learning to edit what we say – polite and positive communication



- **Edit self-criticism**
 - Children also learn from watching and copying us.
 - If, for example, you have lost your temper with your child, when you apologise, remain self-compassionate, for example:
 - "I shouldn't have shouted at you like that, I'm sorry. How can I make things better?"
 - Instead of*
 - "I'm so sorry, I'm such a terrible parent."

Slide 28

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Give positive requests and commands



- Effective ways of giving commands/making requests, from others, including your children:
 - Be positive – say what you **do** want instead of what you don't want
 - E.g. "please put your plate in the dishwasher" instead of
 - "stop making a mess!"
 - Be specific
 - E.g. "please make sure you are ready to leave by 8am" instead of
 - "don't be late again."

Slide 29

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Give positive requests and commands



- Use "I"
 - I would like you to sit at the table while you eat your dinner please"

Instead of:

 - "Why will you never eat your dinner sitting down?"
- Ask how and what, not why
 - What would help remind you to put the rubbish out?

Instead of:


 - "Why didn't you put the rubbish out again this morning?"
- **And possibly most importantly – praise or reward whenever you see the behaviour you want!**
 - E.g. giving a hug and saying: "Thank you so much for being ready on time this morning, that has really helped me"

Slide 30

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Talking about feelings



- Parents talking about their own feelings in a calm way can help teach children to identify their feelings and put them into words
 - "I really enjoyed going to the park with you today, that made me feel happy."
 - "I feel sad that we can't see Grandma this weekend; I'm looking forward to meeting up with her again soon."


Slide 31

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Talking about feelings

- With negative feelings and areas of conflict, the aim is to calmly share these and to think about what action can be taken – avoid venting/blaming.
 - “It made me cross when our neighbours played loud music late yesterday evening. When I’m feeling a bit calmer I’ll go over and have a chat with them – I’ll explain that you and your sister were already in bed and it woke you up.”




Slide 32

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Talking about feelings

- Parents can also try to verbalise their children’s feelings and validate them.
- For example:
 - “You seem upset after arguing with your friend, is that right? Would you like to sit down when we get home and think about how you two can work things out?”




Slide 33

Caring, safe and excellent

NHS
Oxford Health
NHS Foundation Trust

Reminder of what we have covered

- Active listening  • Editing what we say 
- Speaking up  • Positive requests 
- Calling a truce  • Talking about feelings 

Friendly reminder

- Good communication is really difficult!!! And none of us get it right all the time.
- Communication is a skill that we can all practice and get better at.

Practice Makes Progress