



## A Parent's Protocol for ADHD - Inspired by Boots' Story

### Introduction to Boots' Case

**Background:** Boots, an 8-year-old boy from China, struggled academically and behaviourally.

**Challenges:** Bottom of his class, conduct problems, punishment and ridicule at school.

### Treatment Plan

#### 1. Education and Empowerment:

- Teach the child about their strengths (e.g., "race car brain with bicycle brakes").
- Reinforce that behavioural issues are due to neurological differences, not personal faults.

#### 2. Teacher Involvement:

- Encourage teachers to avoid shaming and punitive measures.
- Promote understanding and supportive classroom strategies.
- Use a token system.

#### 3. Cerebellar Stimulation Exercises:

- Implement simple balance exercises (e.g., wobble board, exercise ball).
- Consistency is key: 10 minutes in the morning and evening.

### Results for Boots

**Academic Improvement:** Improved from the bottom to the top of his class.

**Behavioural Change:** Significant reduction in conduct issues.

**Recognition:** Received an award for his progress.

### Additional Strategies

**Physical Affection:** Encourage a warm, affectionate environment at home.

**Encouraging Balance and Rhythm:** Activities that challenge balance can improve attention and mood stability.

### Conclusion

Boots' story demonstrates the transformative power of a holistic approach to ADHD, combining education, physical exercises, and emotional support. This protocol can serve as a guide for parents seeking similar outcomes for their children with ADHD.

**Source:** Based on the webinar "ADHD 2.0" by Drs. Edward Hallowell and John Ratey.



## Examples of ADHD-Friendly Classroom Strategies

**Structured Environment:** Create a predictable and organized classroom setting with clear rules and routines to help students with ADHD focus and understand expectations.

**Positive Reinforcement:** Use positive reinforcement and encouragement to motivate and engage students, rather than focusing on negative behaviours.

ex. Use a token system.

**Break Down Assignments:** Divide larger tasks into smaller, manageable steps to help students with ADHD stay focused and organized.

**Active Learning Techniques:** Incorporate hands-on activities and interactive learning methods to engage students with ADHD who may struggle with traditional lecture-based teaching.

**Regular Breaks:** Allow short, frequent breaks for students to move around and expend energy, aiding concentration when they return to tasks.

ex. Do cerebellum exercises for a couple of minutes with the class.

**Individualized Support:** Recognize that each student with ADHD has unique needs and strengths; tailor support and accommodations accordingly.

**Open Communication:** Maintain open lines of communication with parents and caregivers to ensure consistency and understanding of the child's needs both at home and in school.

**Visual Aids and Organizers:** Use visual schedules, charts, and graphic organizers to help students with ADHD understand and remember instructions or sequences.

ex. Provide a cheat sheet of the process/procedure they need to follow to answer a question about a reading assignment.

**Sensory Tools:** Provide access to sensory tools like stress balls or fidget devices for students who may need them to focus and self-regulate.

Incorporating these strategies can create a more inclusive and supportive learning environment for students with ADHD.



## Token System for Positive Reinforcement

### How It Works:

**Define Desirable Behaviours:** Identify and clearly define the positive behaviours you want to encourage in the child.

**Token Allocation:** Each time the child demonstrates a desirable behaviour, they earn a token, which could be a sticker, point, or a small symbolic item.

**Consistency:** Ensure consistency in awarding tokens for the same behaviours, both in school and at home.

**Redemption for Rewards:** Accumulated tokens can be exchanged for a reward. This could be a privilege, a small gift, or a fun activity.

**Gradual Phasing:** Over time, as the desired behaviours become more habitual, gradually phase out the tokens and rely more on verbal praise and intrinsic motivation.

This system reinforces positive behaviour by providing immediate and tangible rewards, making it an effective tool for children with ADHD.