

PSYCHOEDUCATION

SESSION 2

PROGRAM

Content

Session 1: What is ADHD

Session 2: How does it affect me?

Session 3: Treatment options

Session 4: What can I do?

Format

4 sessions, 90mins

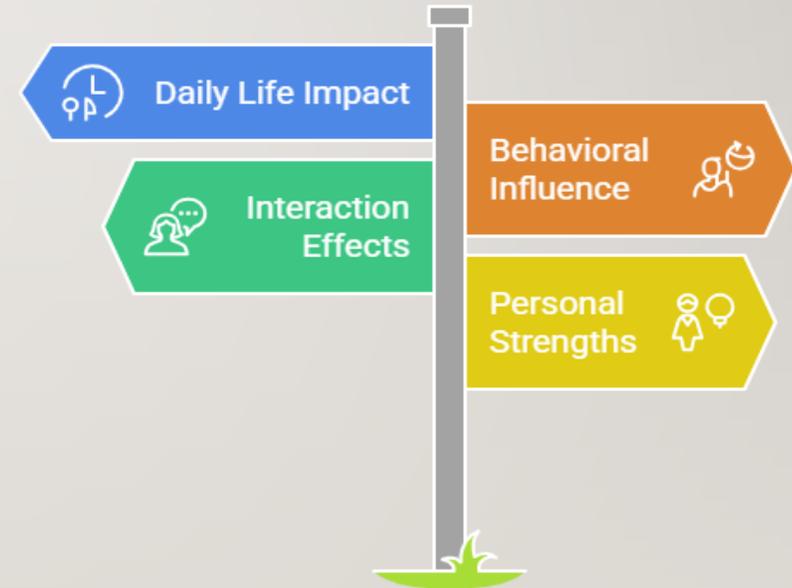
Slides, clips, exercises, questions

Respect and trust

WHAT IS YOUR EXPERIENCE

- How does ADHD symptoms impact your life?
- Most challenging?
- Strengths?

- Discuss in groups (15 min)
- Follow up in main-call



EXECUTIVE FUNCTIONS AND ADHD

ADHD is not a disorder of knowing what to do, it's a disorder of doing what you know — at the right times and places. Anyone who exhibits the classic symptoms of ADHD will have difficulty with all or most of the seven core executive functions.

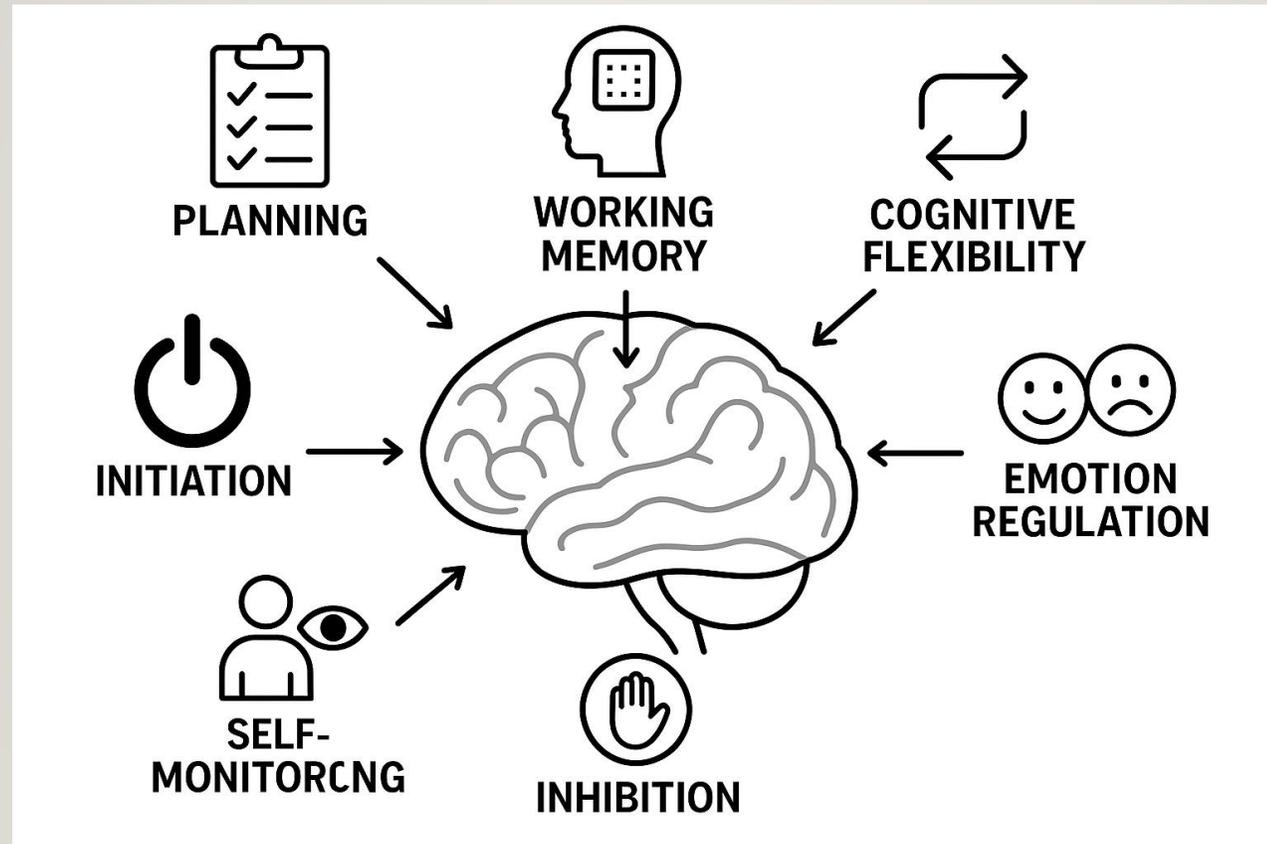
Russell A. Barkley

EXECUTIVE FUNCTIONS

- The "manager" of the brain
- Defined as "those self-directed actions needed to choose goals and to create, enact and sustain actions toward those goals"
- Largely mediated by the brain's pre-frontal cortex, but not exclusively
- Beyond that researchers can't agree on much



EXECUTIVE FUNCTIONS



EXECUTIVE FUNCTIONS

- Exercise:
 - Do you recognize issues with any of these?
 - How does it affect you?
 - How do you deal with it?

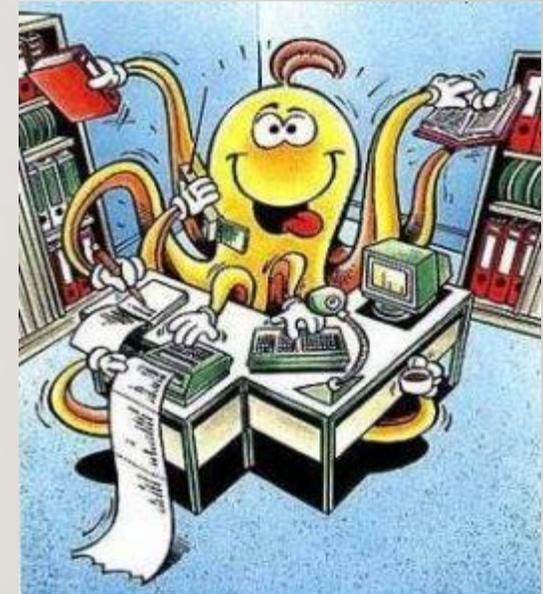
INHIBITION (INHIBITORY CONTROL)

- This is the ability to control impulses, resist distractions, and delay gratification.
- It's about stopping yourself from doing or saying something you shouldn't, and focusing your attention.



COGNITIVE FLEXIBILITY (SHIFTING)

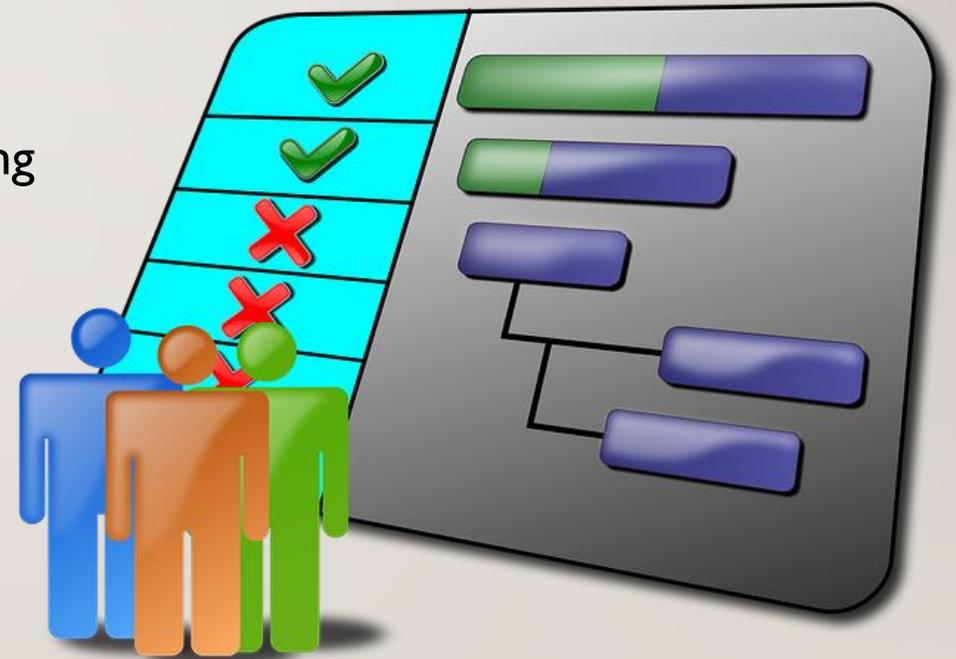
- This is the ability to switch between tasks, perspectives, or rules.
- It's about adapting to changes and thinking creatively.



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PLANNING/PROBLEM-SOLVING

- This involves setting goals, developing strategies, and organizing the steps needed to achieve them.
- It includes anticipating consequences and evaluating options.



WORKING MEMORY

- This is the mental workspace where you hold information and manipulate it.
- It's crucial for remembering instructions, keeping track of what you're doing, and mentally working with information.



SELF-MONITORING

- The ability to monitor your own actions, notice mistakes and adapt behavior



INITIATION AND COMPLETION

- This encompasses the ability to initiate and persist in goal-directed behavior.
- It's about staying motivated even when tasks are difficult or uninteresting



EMOTIONAL REGULATION:

- This is the capacity to manage and control your emotions, responding appropriately to situations without excessive reactivity.
- Two different systems in play:
 - Emotional control
 - Inhibiting emotional reactions



SHAME

- How can shame be constructive?
- How about destructive?



EMOTIONS

- So how do we deal with emotions when they are destructive?
- What do you do?

EMOTIONS IN THERAPY

CHECK THE FACTS

Check out whether your emotional reactions **fit the facts** of the situation.

Changing your beliefs and assumptions to fit the facts can help you change your emotional reactions to situations.



OPPOSITE ACTION

When your emotions do not fit the facts,
or when acting on your emotions is not effective,
acting opposite (all the way)
will change your emotional reactions.

FINAL THOUGHTS

- Where do you recognize yourself in what we've talked about today?

- Follow up together

QUESTIONS AND FEEDBACK

- Any questions about today or the following sessions?