

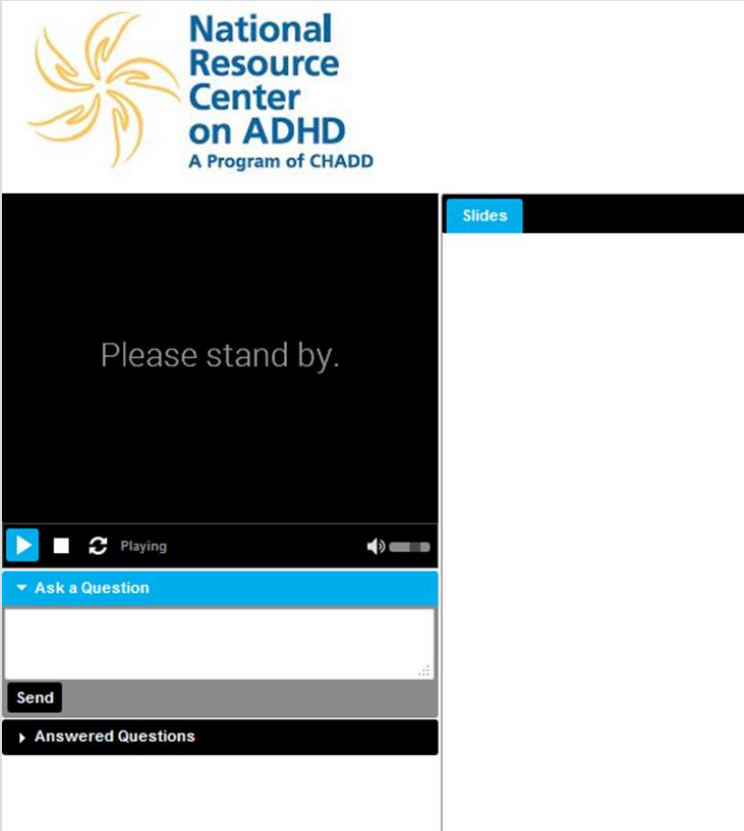


# Ask the Expert

“Off You Go!”

Helping Your Teen Navigate the Transition from High School to the Next Chapter

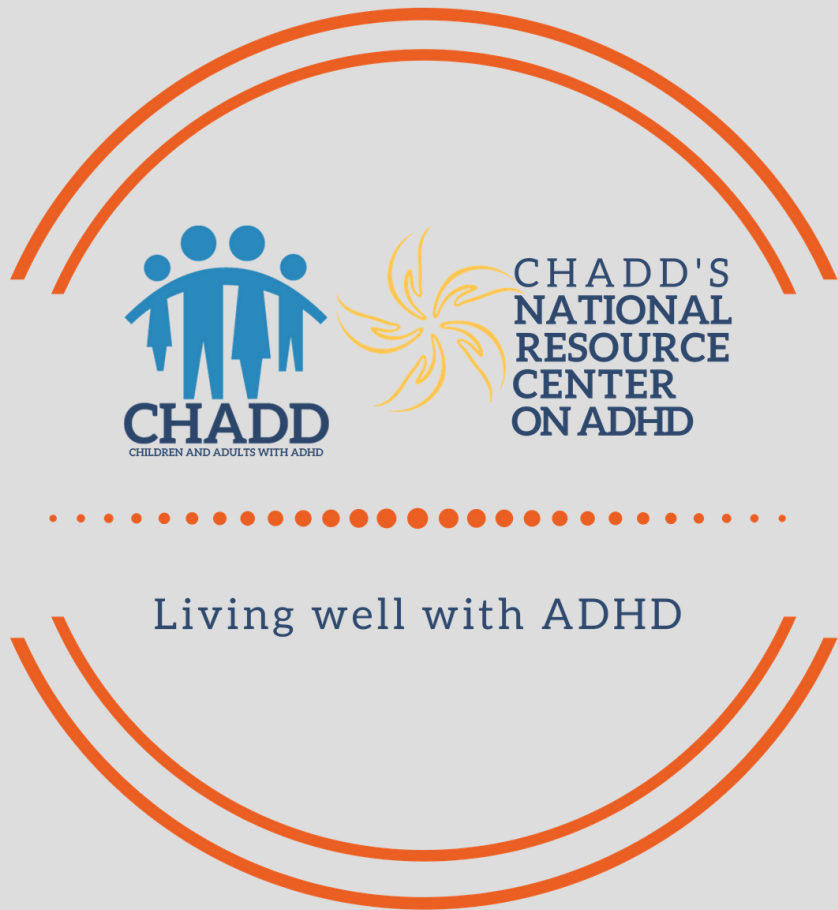
# A partnership between CHADD and the Centers for Disease Control and Prevention



Living well with ADHD

Visit CHADD on Social Media

The information provided by CHADD's National Resource Center on ADHD is supported by Cooperative Agreement Number NU38DD005376 funded by the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the CDC or the Department of Health and Human Services (HHS).



# Resources, Information & Support

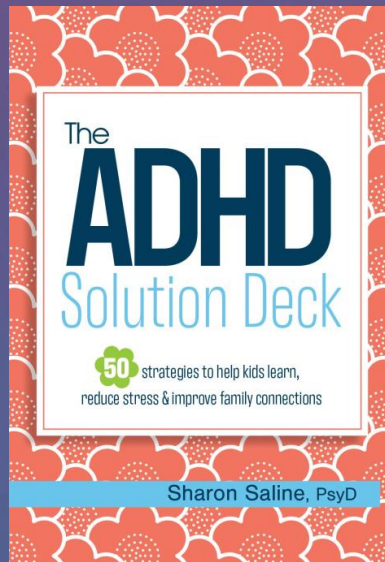
Monday– Friday, 1-5 pm Eastern  
866-200-8098

[customer\\_service@chadd.org](mailto:customer_service@chadd.org)

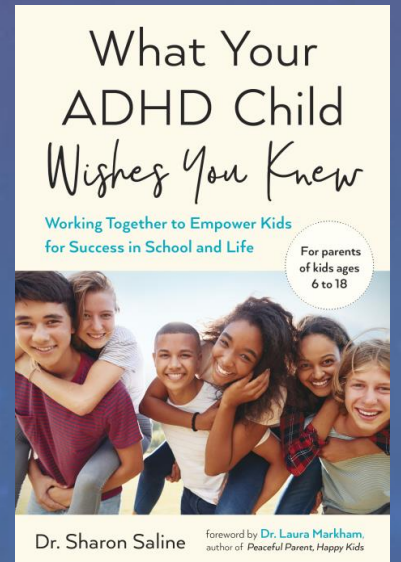
[chadd.org/nrc](http://chadd.org/nrc)



**OFF YOU GO!**  
**HOW PARENTS CAN HELP THEIR TEENS  
(AND THEMSELVES) NAVIGATE A  
SUCCESSFUL TRANSITION FROM HIGH  
SCHOOL TO THE NEXT CHAPTER**



**Sharon Saline, Psy.D.**  
**[www.drsharonsaline.com](http://www.drsharonsaline.com)**



# LEARNING OBJECTIVES

Understand the life stage of emerging adulthood

Learn how to help teens balance autonomy and connection

Foster executive functioning skills necessary for independent living and learning

Develop coping strategies to manage anxiety and build resilience

## POLL #1: WHAT'S HAPPENING FOR YOUR TEEN THIS FALL?

- Going to in-person college or vocational school for hybrid learning
- Engaging in remote learning from home
- Taking a gap year/deferral
- Uncertain of plans

## HIGH ANXIETY FOR ALL OF US

- School changes with hybrid or remote learning
- Social isolation
- Working from home
- Job uncertainty
- Pervasive anxiety
- Increased family time



# AN INTEGRATIVE, COLLABORATIVE APPROACH TO LIVING WITH AND PARENTING TEENS WITH ADHD

- Self-Control
- Compassion
- Collaboration
- Consistency
- Celebration



Goal is teaching lifelong skills while being more efficient and effective in the tasks of daily living—independence



## WHAT ARE THE CHARACTERISTICS OF EMERGING ADULTHOOD?

- Experimenting with possible directions in lives.
- Asking continued questions of adolescent identity development.
- Time of experimentation and exploration.
- 5 aspects of emerging adulthood:
  - Identity explorations, instability, self-focus, feeling in-between, sense of future possibilities (Arnett, 2020)



## A POSITIVE TRANSITION TO ADULTHOOD DEPENDS ON:

- Verbal impulse control
- Emotional regulation
- Social adjustment
- Medication management
- Planning, organization, motivation, and persistence
- Love, patience, and more patience



# EXECUTIVE FUNCTIONING SKILLS

EF HOT SKILLS	EF COOL SKILLS
INHIBITION (VERBAL AND BEHAVIORAL IMPULSE CONTROL)	ENERGY (alertness, perseverance, information processing)
EMOTIONAL CONTROL	WORKING MEMORY
ORGANIZATION	SUSTAINED ATTENTION
TIME MANAGEMENT	SHIFT/FLEXIBILITY
PLANNING/PRIORITIZING	GOAL-DIRECTED PERSISTENCE
INTIATION (GETTING STARTED)	SELF-EVALUATION

Learning  
Disabilities

ADHD  
&  
Autism  
Spectrum  
Disorders

## THE IMPORTANCE OF SCAFFOLDING FOR BUILDING EXECUTIVE FUNCTIONING SKILLS

- Support and use accommodations based on their actual capabilities
- Lean into strengths—they're sensitive about their challenges
- Revisit plans and make changes along the way
- Expect pushback and negotiations: it's part of being a teen
- Tolerate the discomfort of letting them try on their own
- Remove support once skill is well in place



## CREATING A PLAN FOR SUCCESS

- Predictability and routines foster executive functioning skills.
- Make specific times to talk.
- Create routines they'll remember and maintain.



## CREATING A PLAN FOR SUCCESS

- Set realistic goals and prepare to offer support.
- AVOID comparisons.
- Write it down and post.



# HELPING TEENS WITH ADHD GET STUFF DONE

- Things must be engaging to start and stick with them.
- Incentives motivate kids for unpleasant or unsatisfying tasks.
- Incentives are not bribes.
- Break tasks down into smaller pieces to avoid procrastination.



## MOTIVATION IS COMPOSED OF:

- Initiation: **Break things down.**
- Time Management: **Use backwards design.**
- Sustained Attention: **Create timed work period with timed breaks.**
- Goal Oriented Persistence: **Routines foster persistence.**





# IMPROVING TIME MANAGEMENT



- **\*\*Make time physical**
  - **\*\*Teach estimation skills**
    - **\*\*Use alerts and alarms**

# SUSTAINED ATTENTION

- Determine ideal order of doing work.
- Make a structured plan that includes timed, pre-planned breaks.
- Consider creating family work time.
- Use incentives that matter.
- Break things down.



# ORGANIZATION AND PLANNING

- Use self-smart systems.
- Rely on technology to make plans and following through.
- Teach how to make lists with small steps.
- Focus on ONE area of improvement.



## COMMON CHALLENGES FOR EMERGING ADULTS WITH ADHD

- Difficulty with prioritizing, planning and organization
- Refusal to seek and follow through with support services.
- Poor concentration/easily distracted.
- Trouble with self-regulation—social, screen, food, etc.



POLL # 2: WHAT IS YOUR PRIMARY  
CONCERN ABOUT YOUR TEEN'S LAUNCH  
THIS FALL?

- Disorganization
- Forgetfulness
- Lack of motivation and follow through
- Social isolation
- All the above

## WHAT TO DO BEFORE SCHOOL BEGINS

- Contact support services and identify school resources.
- Assist in packing and review essential life skills.
- Identify potential challenge areas based on past experiences.
- Figure out medication plan.
- Review COVID safety measures.



## WHAT TO DO IF YOUR TEEN IS LIVING AT HOME

- Make a time to talk with your teen about their ideas for organizing their days and their stuff.
- Identify incentives that matter and motivate and write them down.
- Discuss your observations about their challenges with procrastination, time management and follow through.
- Talk about Plan B—if they aren't cooperating, what then?



## IMPROVING COPING STRATEGIES: WORRY VS. ANXIETY

- **Worry:** How we think about something.
- **Anxiety:** A physical response based on negative thoughts.
- **Worriers** have good imaginations.





## A DIFFERENT APPROACH TO ANXIETY

- Notice the reaction to the worry.
- Anxiety shows us that teen doesn't have skills to manage current situation.
- Help them focus on executive functioning skills to build confidence.



# PRACTICAL TOOLS FOR RESPONDING DIFFERENTLY TO ANXIETY-- DURING COVID AND BEYOND

- Identify the goal.
- Name and talk to the worry.
- Review times in the past when a similar situation was handled successfully.
- Think about the larger picture.



## ZOOM OUT: MAINTAIN YOUR PERSPECTIVE

- Keep your sense of humor.
- Inject some fun or whimsy into chores, homework or other activities.
- Give genuine encouragement and praise when something goes well.
- Celebration builds resilience and self-esteem.
- Foster growth mindset.

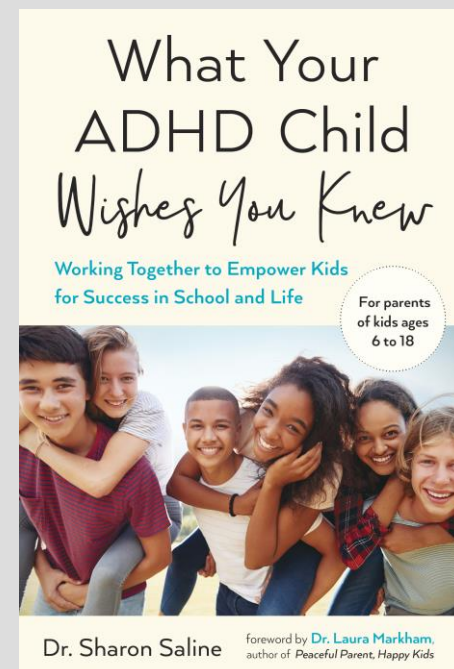
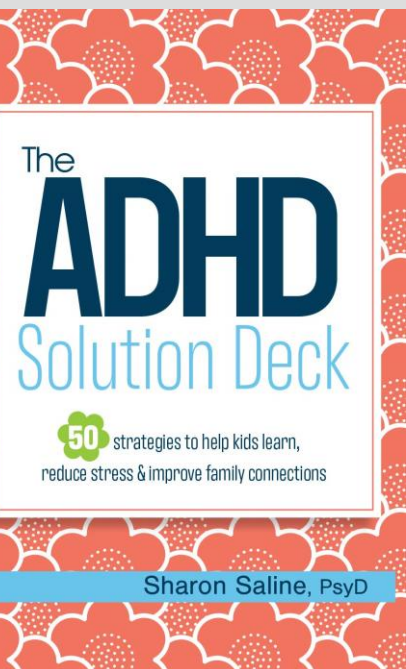


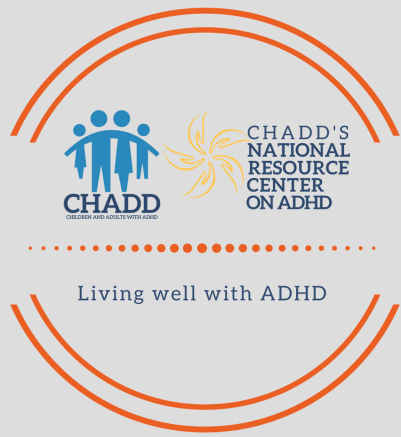
**Collaboration Leads to Competence!**



## STAY CONNECTED WITH ME...

- TEXT **DrSharonSaline** to **22828** AND SUBSCRIBE TO MY NEWSLETTER
- WEBSITE: [DRSHARONSALINE.COM](http://DRSHARONSALINE.COM)
- FACEBOOK: [@DRSHARONSALINE](https://www.facebook.com/DRSHARONSALINE)
- TWITTER: [@DRSHARONSALINE](https://twitter.com/DRSHARONSALINE)
- EMAIL: [SHARON@DRSHARONSALINE.COM](mailto:SHARON@DRSHARONSALINE.COM)





THANK  
YOU!

“Off You Go!”

Helping Your Teen Navigate the Transition from High School to the Next Chapter



# TAKE OUR



# SURVEY

“Off You Go!”

Helping Your Teen Navigate the Transition from High School to the Next Chapter