

## Key concept: Self-regulation difference

**Self-regulation** is a mental process, that enables us to act in a very intentional way, in line with everything we know, for the purpose of longer-term goals.

**Drivers:**

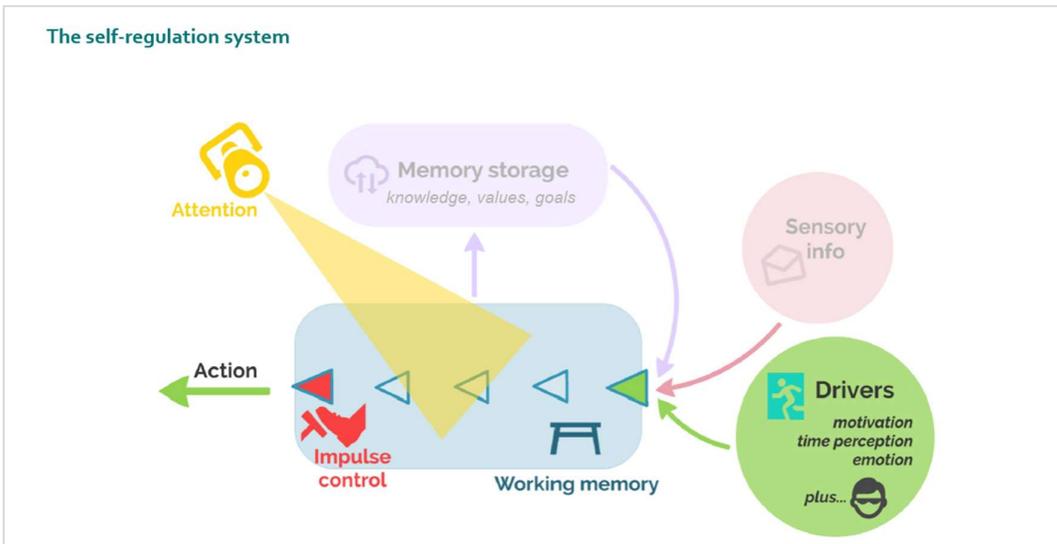
Is this good or bad? A reward or a threat?

Do I need to do something about this?

Right now?

**Executive functions:**

Refining, and checking against all knowledge, values and goals that are held



### The threat-detection override:



**Self-regulation differences with ADHD:**

Self-regulation capacity is reduced, and less consistent.

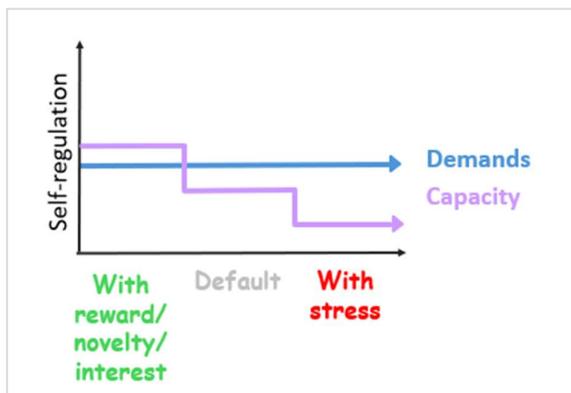
Responses are less often ‘intentional’,

and not fully in line with all knowledge, values and goals.

	Attention control -	The spotlight may go to what is interesting (instead of important)
	Impulse control -	The brakes may come on too late, or not at all
	Working memory -	The workbench may be smaller

	Motivation -		Time perception -		Emotion -
The brain may not be able to activate for a task that is not rewarding, novel or interesting		Time may not be felt passing accurately, the time horizon may be shorter, and circadian rhythms may be delayed		Emotions may be bigger, with high highs and low lows	

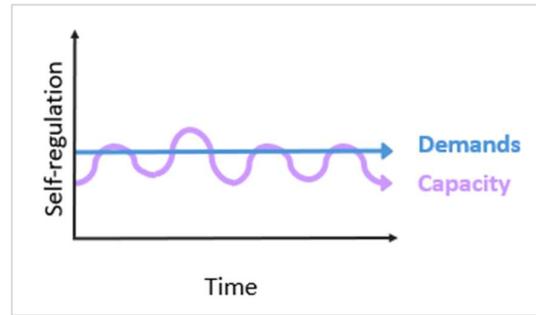
Capacity is heavily influenced by stress, and by reward / novelty / interest.



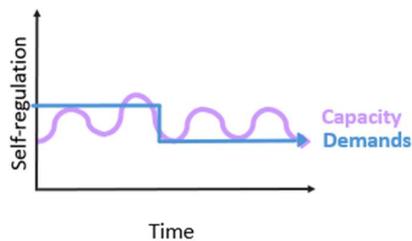
## Key concept: Environment-fit

The impacts of self-regulation differences will depend on environment-fit...

...including whatever then happens if there is a poor fit.



High capacity can be a hindrance in some environments!



- Creative and entertainment pursuits
- Entrepreneurship and innovation
- Emergency and crisis management

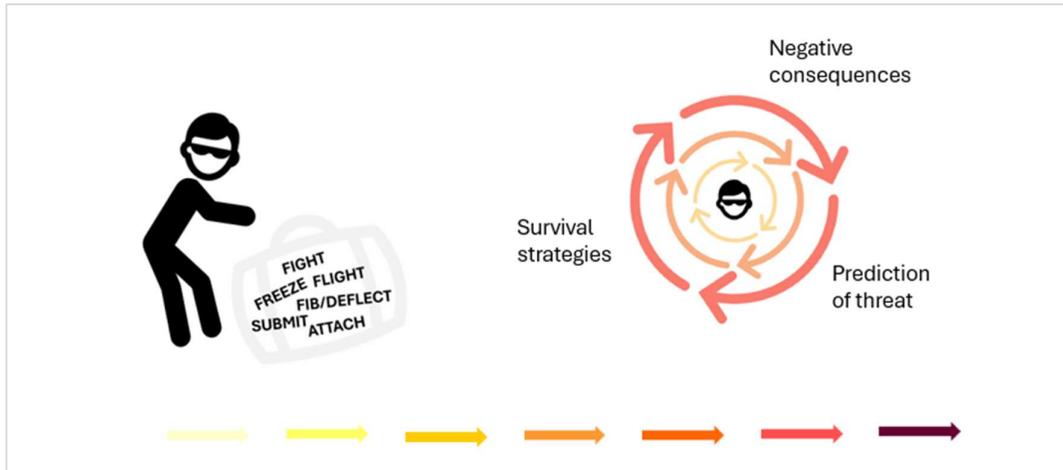


### Common strengths;

Alternative perspective  
 Idea generation  
 Analysis and drawing connections  
 Empathy and compassion  
 Hyper focus  
 Initiative and drive  
 Openness to experience  
 Comfort with risk and change  
 Composure in a crisis



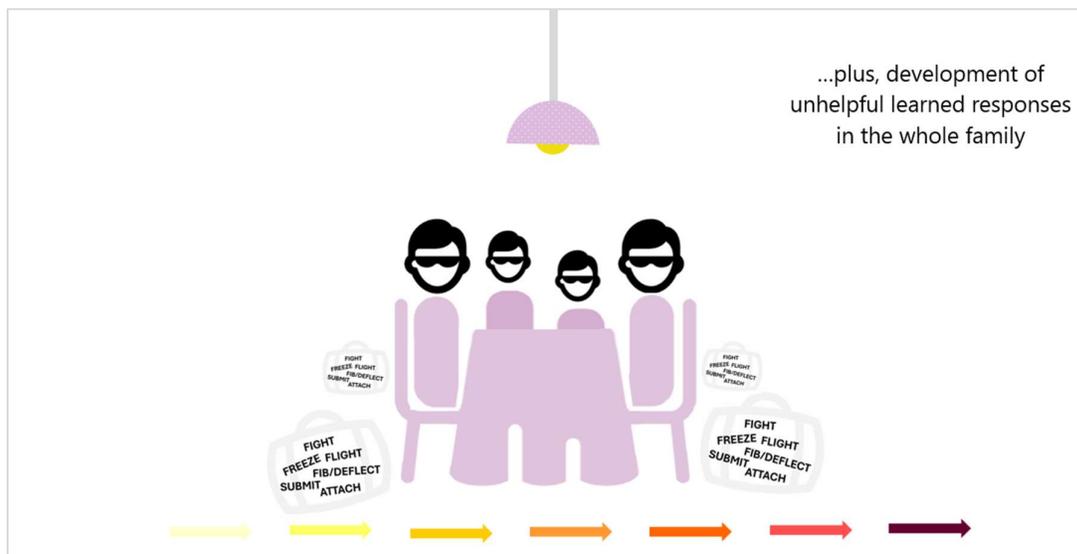
## Key concept: Learned responses



### Development of unhelpful learned responses:

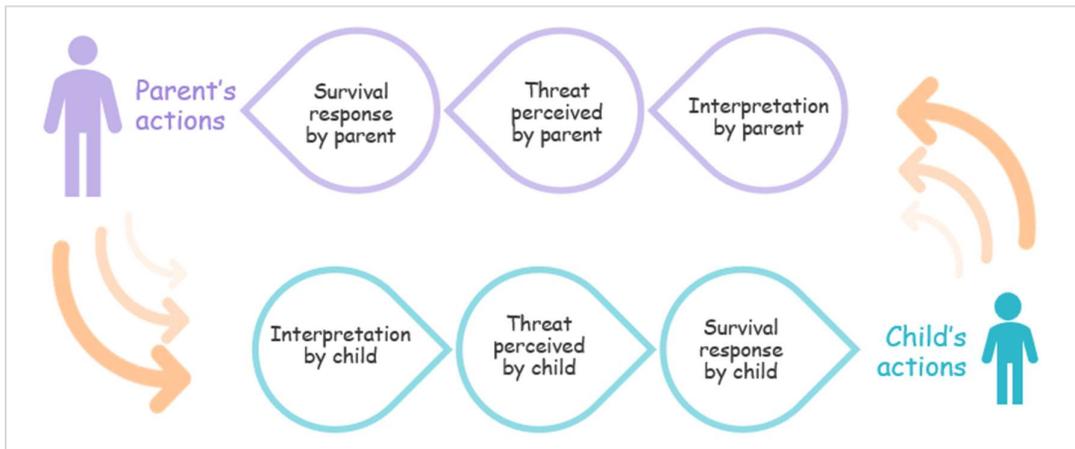
- Hypersensitivity and reactivity to criticism and rejection
- Defiance
- 'Cover-up's, blaming others, lying
- Learned helplessness or perfectionism
- People pleasing, masking

...plus disrupted development of self-concept

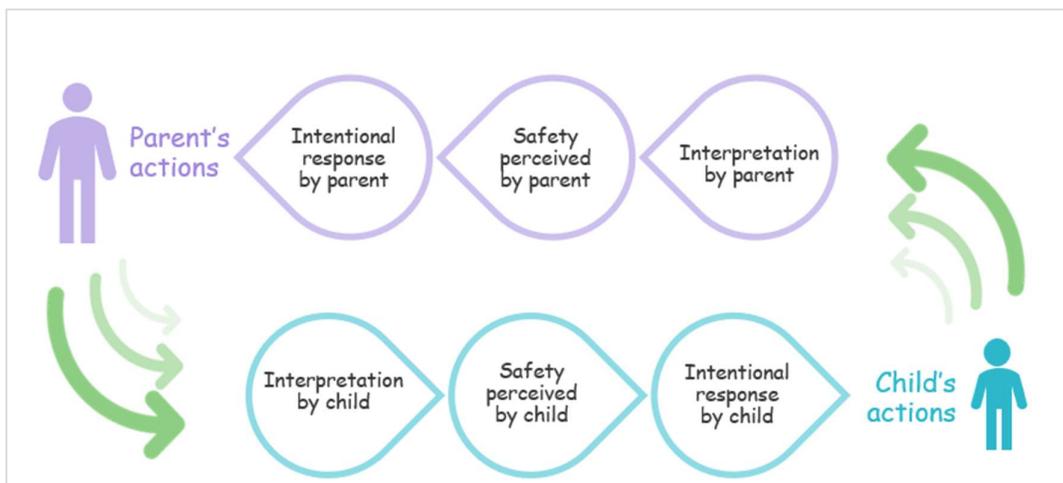


...plus, development of unhelpful learned responses in the whole family

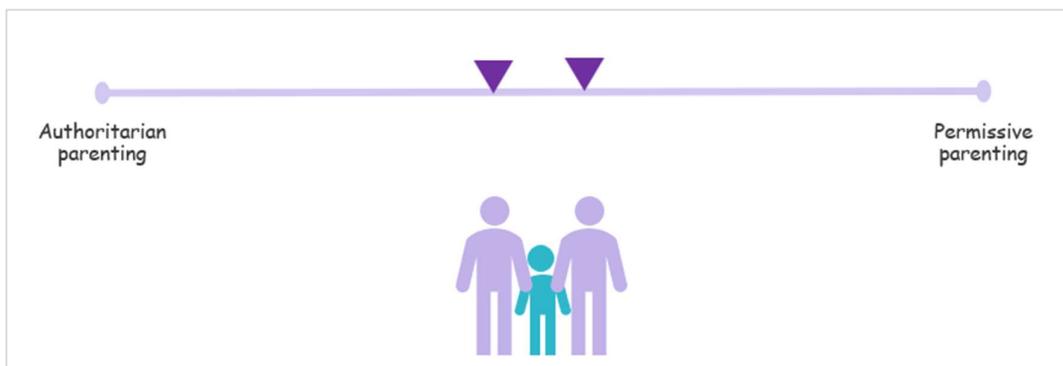


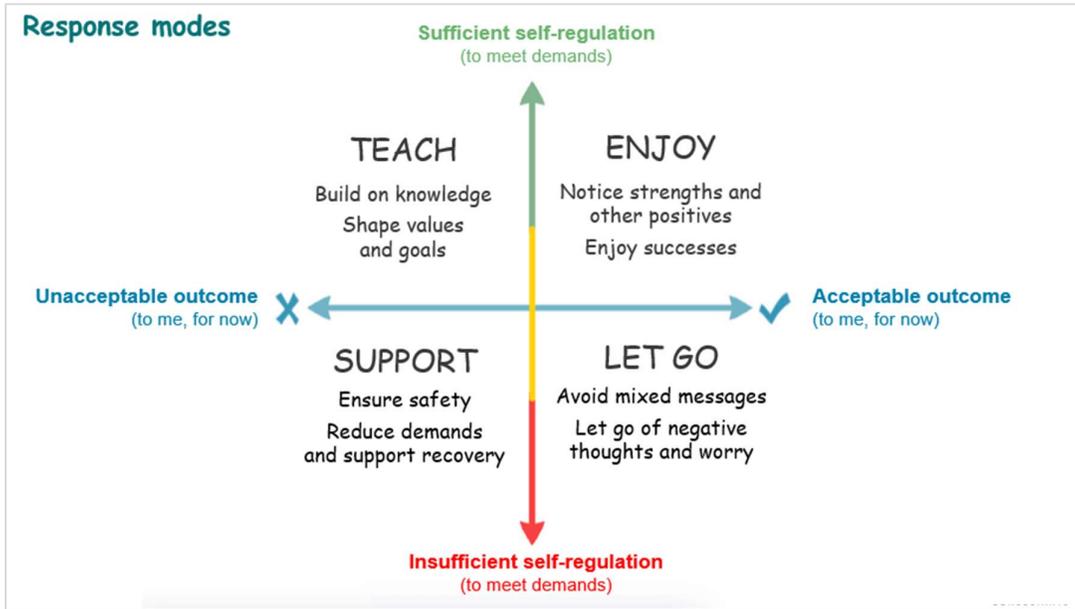


**Key concept: Retraining learned responses**



***The consistency of a 'parenting team' is essential (even within a 'team' of one).***

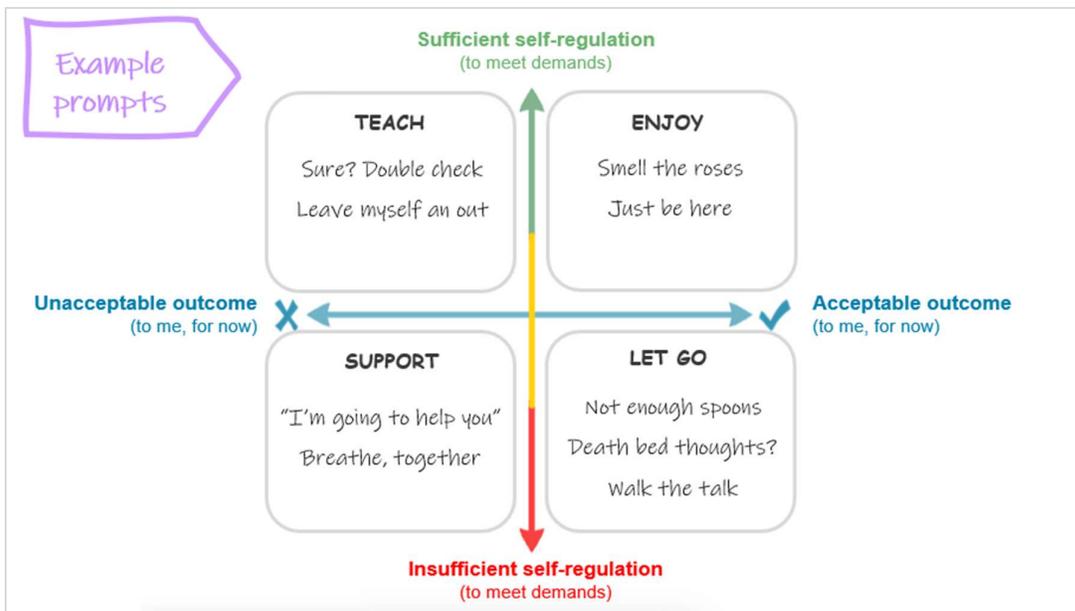


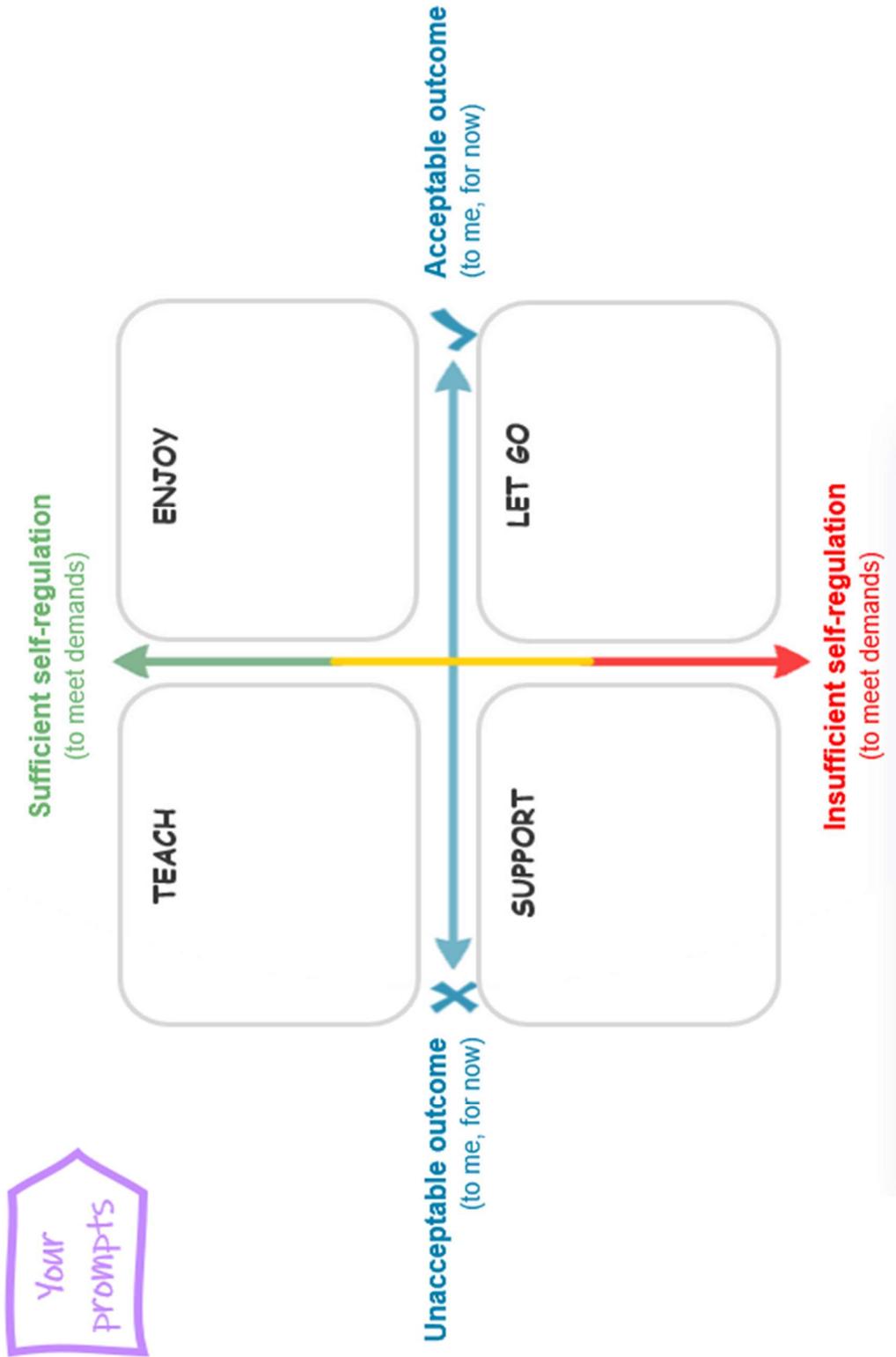


To estimate capacity, take off 3 yrs ...then adjust for:

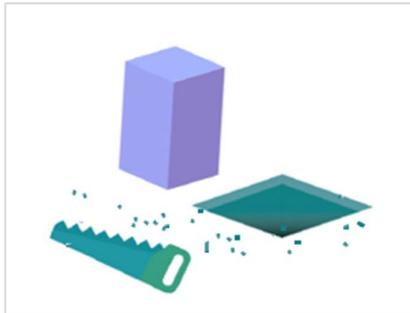
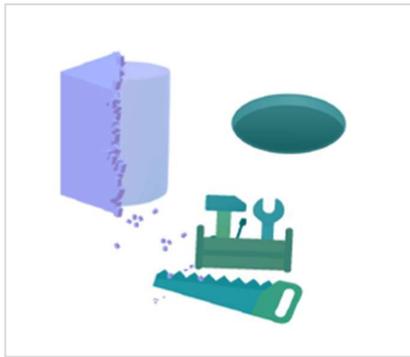
- Current task/situation e.g. Stress/threat, reward/interest/novelty
- The day so far e.g. High-demand tasks/situations? Physical activity?
- Daily/weekly patterns e.g. Medication, time of day, day of the week

...plus sleep, hormone fluctuations, mental health and other stressors





## Key concept: Neurodiversity-affirming parenting



A happy life  
for my child  
and family

-  Accept my square peg, and show my child their value as a square peg
-  Find square holes, and make square holes, and advocate so others do the same
-  Help my child prepare and heal when having to push through the round holes
-  Support and coach to enable my child to do this all for themselves once ready

"ADHD is an explanation,  
not an excuse.

You are still responsible for  
your impact on others ...."

"... just as others are responsible  
for their impact on you"

