

Shining with ADHD by The Childhood Collective

Episode #175: Your Questions Answered: Emotions and ADHD

Mallory: Taking a step back, not engaging in that back and forth when your child is escalated is truly what they need. And we see parents with the best intentions who are like, okay, I can do this. I'm going to stay calm. I'm going to de-escalate my child. I'm going to rationalize with them and we're going to get through this. But what happens is the parent is calm, the parent is calm, the parent is calm, all the while the child is escalating, escalating, escalating, escalating. And then the parent reaches the breaking point, right. Like we all have that breaking point.

Katie: Hi there. We are The Childhood Collective, and we have helped thousands of overwhelmed parents find joy and confidence in raising their child with ADHD. I'm Katie, a speech language pathologist.

Lori: And I'm Lori.

Mallory: And I'm Mallory. And we're both child psychologists.

Lori: As busy mamas ourselves, we are on a mission to support ADHD parents on this beautiful and chaotic parenting journey.

Mallory: If you are looking for honest ADHD parenting stories, a dose of empathy with a side of humor and practical tools, you are in the right place.

Katie: Let's help your family shine with ADHD.

Hey, team, how are we all feeling today?

Lori: It's a Monday, so lots of stuff to catch up on and get done today. But feeling good.

Mallory: I am feeling great, actually. This Arizona weather makes me so happy. I feel like in Arizona we have the opposite issue with seasonal affective disorder. It's like during the summer when it's literally too hot to function, that can be really depressing. But then once, you know, once fall hits, once winter hits here in Arizona, the weather is amazing and I'm feeling great for that reason.

Katie: I love it. So, today's topic is going to be all about feelings. And I'm feeling pretty excited about it. I know, but it's also a lot to unpack. We are going to be doing an audience Q&A all about emotion regulation. And when we read through your questions on this topic, it was easy to see that we're all facing some really big feelings in our home and that can just be really tough.

Mallory: Absolutely. And if you haven't already listened, you should go back and check out episode 174 with Dr. Siggie, The Dr. Siggie! Her interview did a really great job of kind of painting the big picture of the importance of maintaining your own calm and giving kind of a frame framework for how to respond to your child's big emotions.

Lori: But we also know that sometimes we need to go a little bit deeper into that framework because real life gets super complicated. So today we're going to be diving into even more practical strategies and trying to answer some of these complicated questions.

Katie: Yes. So, we asked all of you to send in specific situations where you might have needed some help. And today we're going to talk through a bunch of different ideas to help support our kids through emotion regulation. This first question is from Haley, and it's something that a lot of us, I think have probably experienced. So, she says, my 10-year-old really struggles to receive any sort of feedback that is not praise. No matter how carefully, positively, and thoughtfully delivered, he cannot listen. He will start arguing before we can even finish a sentence. He covers his ears and talks to himself to avoid listening. We've worked with a therapist, but the strategies she gave us don't help anymore. And then an hour or two later, he will often apologize and be really sweet again.

Mallory: Yeah, I bet a lot of our listeners can relate to this experience of their child having a hard time accepting critical feedback and let's start with kind of why this might be happening. Even though emotion regulation isn't part of our diagnostic criteria when we're giving a child a diagnosis of ADHD, we hear time and time again that this is one of family's most significant challenges. It's one of the biggest issues and that's because emotion regulation really does come back to executive functions. And we know that kids with ADHD struggle with executive functioning. And if you've listened to any of our podcasts before, you probably know the 30% rule where kids with ADHD can be delayed in executive functioning skills by up to 30%. So, let's say your child is 10-years-old, their emotion regulation, their impulse control, their cognitive flexibility might be closer to that of a seven-year-old. Which,

when you think about, is a big difference. So, as I kind of already mentioned, executive functioning can include things like inhibition, so kind of stopping yourself from doing the first thing that comes to mind. So, in some cases, the first thing that comes to mind for your child might be to yell when they're upset. Executive function includes cognitive flexibility. So, just the ability to understand that other people might have different experiences than your own. Think about situations in different ways. Understand that just because you think a situation should go a certain way doesn't mean it's the only way to do that. Executive functioning also has to do with your child's ability to take past experiences and apply them to new experiences. So, even being able to remember, like, oh, this has happened to me before, like this emotional experience has happened to me before and I survived and everything was okay. Which is why, like, in the moment, your child is having a big emotion about something that they've had a big emotion about before, and it feel they're, they're feeling like the world is falling apart. And for you, you're thinking you've survived this a hundred times before or this has happened a hundred times before. Because of their executive functioning skills, because of their delayed executive functioning skills, this is going to be harder for them. They live in the here and now. They're struggling to draw on that past experience to kind of inform that current reaction. So, when we start here, when we kind of understand that our ADHD kids are not trying to be difficult, we can truly appreciate more and understand that they experience the world just in a more intense way. And it's not, again, it's not because they're trying to be difficult or naughty, this is just how their brains are working.

Katie: I love that it's such an important distinction in our own mind. It doesn't change a lot about what they're doing, but the way we perceive it can really shift. And I also want to mention that on top of that, kids with ADHD really tend to get a lot more negative feedback than their peers. So, they might be getting more corrections, more prompts and reminders, and so a lot of times they might show up already feeling a little defensive and more negative about themselves. So, let's get back to this original question and I think what you're going to see throughout this episode is that there are these certain themes that are going to emerge across many different questions. And what we're going to try to do is help make it clear how that theme applies to each different situation so that you can take that same idea and apply it in your own child's interactions and in your own experiences. But one basic thing we want to talk about is we need to give our kids a little more of a vocabulary around emotions. And again, this is not the only thing you're going to do, but it is one piece of a kind of complex tool set, is for them to know more about emotions. Especially for those kids that are like, I'm

happy, sad or mad, that's it. And labeling our own emotions is a great place to start. I'm feeling a little bit confused about this. I'm kind of cautious. I'm not sure what's going to happen here. And talking out loud can be really helpful. Something that I did a lot in therapy with kids is we would look at books or watch, like, sitcoms, you know, especially the older sitcoms they're so exaggerated in their facial expressions, and talk about the different emotions that we see. And you as a parent can do this as you read with your child at night or if you're watching a movie, you can pause it and say, okay, how do you think that person is feeling? And why? Why do you think they're feeling that way? And this is a great skill to help our kids just get more comfortable around emotions and realize there is an entire vast array of emotions and that's normal. It's part of the everyday experience. And then you can talk about what that feels like. How does it feel in their body or their brain? Oh, it feels so tight. My muscles just feel really tight. My face cannot smile. My muscles do not want to smile. Or my stomach kind of hurts. I feel hot. My hands get sweaty when I'm upset. And this is really helpful for our kids because again, part of the executive functioning piece is that self-awareness. And a lot of times they might not be really aware of how they actually feel or what that feels like in their body.

Lori: Yeah. And another thing to think about, and it sounds like in this situation that the child was probably calm, in a calm state. I'm going to guess that they were in a generally calm state and then the parent was just giving kind of critical feedback. So maybe they were working on a math problem and the parents like maybe trying to give them some feedback on how they're doing it or whatever. I think it's important in these situations, sometimes families can kind of get into stuck in a pattern of like walking on eggshells with their kids and it is important that they learn this skill. This is a skill that is hard for kids with ADHD to get that feedback, but they do have to be able to get critical feedback from adults and teachers. So, we don't want to shy away from doing that. So, I would say don't stop giving that feedback because that's how kids learn and it's important part. But I would say that, generally the best thing you can do is to talk about these issues when your child is calm, away from that situation. So, when your child is calm, you're not trying to ask them to do anything, you're not giving feedback. Sit down with them and talk about how things feel in their body and in their minds and what they're thinking, like in those moments. Like, I've noticed that when I give you feedback on something x, y or z, you get really frustrated and angry. Can, can we talk about what's happening in your body, what you're thinking? Like, are there some solutions we can talk about? Are there things that I could say or do to kind of help you in those moments? See if

you can try and get some feedback from your child, make a plan. The best thing you can do is kind of, again, make that plan in the moment and then your child knows what to expect in the future when those things are happening. Another thing to think about is when your child does do a good job of accepting critical feedback, really make a big point of giving lots of praise for that. I noticed when you, when I said no, how you handled this. I noticed when I told you how to do it a different way, you got a little bit frustrated, but you didn't yell and you were respectful to me, and I love that. So that's when we can really teach our kids what we expect from them. Sometimes it's even appropriate, like maybe you said no about something, but your child handled that no so well that you change your mind in a moment and you give them that thing that they're really motivated for to really emphasize the fact I love that you handled taking no well, you did that so awesome, you know what, I'm going to change my mind and let you do this thing. So, there's a payoff. They see that payoff in the moment, which is so important for our kids, ADHD brains that are really motivated by positive feedback in the moment.

Katie: Yeah, absolutely. So, our next question we got from Emily and I love it. It's very short and very to the point. She says emotional dysregulation is holding our son back in sports. Help!

Lori: So, this is such an important topic. Anytime we post on social media pictures of our kids, like in lacrosse or soccer, people are always commenting that their kids have such a hard time with organized sports and they really struggle with them. It is, I just want to emphasize this is a struggle that we hear from many, many ADHD families.

Mallory: Yeah. And I think the main issue that people usually bring up if they're telling us that their child is struggling with organized sports is that emotion regulation piece. Especially when their kids are not, you know, losing with grace, so to speak, or they might feel like the game isn't being played fairly. They can really struggle with regulating their emotions around those experiences with organized sports.

Katie: Yeah, it's so hard. And honestly, after being in a couple different types of sports with my son, I see parents who also do not know how to lose. So, this is a life skill, and it's something that we can actually grow in our kids. But it's hard because losing is frustrating or feeling like maybe something wasn't perfectly fair or you had a different perception of what happened. But again, going back to those executive functions, a lot of times that's the main

area that our kids with ADHD struggle. Many times, they can be quite athletic and even gifted in certain areas physically, but you have these other skills, these brain-based skills. Like again, perspective taking, being really flexible, being able to read the room. I know, like basketball is a really great example of just so much online processing. You're coming down the court with a ball, you have to look and scan and see all the kids and figure out what color, you know, is it the white jerseys or the purple jerseys and who should I throw it to? And everyone's kind of yelling, I'm open, I'm open, even when they're not open at this age, they just yell like, me, me. And it's really overwhelming, you know, and you've got whistles blowing and all the things. And so, thinking of that level of executive functioning, that is a lot for our kids. Like we can kind of start to see, wow, I get why that's so hard for them.

Lori: Yeah. And I think it's important for parents to understand that maybe your child isn't there yet. Like maybe they don't have enough of these executive functioning skills. And we talk to parents with kids who are 4, 5, 6-years-old, that their skills really aren't there yet, that they can handle the pressures and navigate all of the issues and executive functioning needed to be in kind of a large group sport like that. They need more practice. So, in some cases we would say, you know what, maybe this isn't the right time for them. Maybe they need to work and develop some of those skills and work in smaller groups. So sometimes going with an individual sport like golfing or swimming or karate or ice skating or track or things that again doesn't rely on a team, like team cooperation can sometimes take the pressure off of them and give you a little bit more time, and your child a little bit more time to learn some of those basic skills of losing or making mistakes that doesn't have the pressure of a whole team. I was just talking with an ADHDer or the other day that was like, you know, really upset about like having missed a catch, you know, missed a ball in a baseball game and like they lost the game and he felt so much pressure from like all the teammates. It was like so overwhelming to deal with that. So, it, you know, a lot of times it is a lot and it's okay to say like, maybe your child isn't there yet. Maybe they need to start with something smaller.

Katie: And I think too it might not even be a yet. Like there might be kids where that really isn't where they're going to shine, even long term. And there's other ways if you're really wanting your child to have teamwork and those kinds of things, you can get them involved in other activities that aren't necessarily athletic. But so many adults do individual sports. You know, golf is a great example, track, tennis, I think pickleball has become like a big thing. And I, you know, I hear rumblings of this. I'm not a pickleball player, but it's great to have

those kinds of skills that are more individualized. So, you know, we say they might not be ready yet, but they also, that might not be their thing and that's also okay. Even looking long term, they might be really successful at swimming or something like that. And that doesn't necessarily, it has a team component, but it's not like throwing the ball to the team, doing the play and all of that.

Lori: Yeah, but it's like if your child, if you see we play games at home and they get extremely dysregulated when they lose at home with safe people like their family and just a couple of individuals in your family, they're probably not ready to handle like a big team sport and losing. Like, you need to maybe work on this at home first and develop the skill at home in a safe setting. And once they're able to do that, then you can try and translate that into more of a team sport.

Mallory: So, there's also probably a lot of families listening who are like, nope, we are a soccer family. We are a baseball family. Like, we do team sports. We're going to do this. And I totally respect that. It's your family value. It's important to your family. And so you want to make that team sport work and you want to support your child and help them grow in that sport. We recommend talking to the coach, making sure that the coach kind of understands your child, where they're coming from, what they might need to be their best self on the field. You know, it doesn't have to be a perfect fit necessarily with the coach, but if there's kind of this mutual understanding there of some basic things that your child is going to need to be successful, then that is always a good sign. You want to prep your child as much as possible. You want to talk, you know, ahead of practice, ahead of the game, about what your expectations are. Don't overwhelm them with a laundry list of expectations of all the things they need to remember during the game, like really focus on those one, two, or three things that is most important for them to be focusing on that moment and really talk about that specifically. So rather you know this episode we're talking about emotion regulation, right? So maybe one of your goals is that at the end of the game your child is going to, even if they've lost, your child is going to stay with their team and tell every player on the other team, you know, as you slap hands down the line, good game, good game, good game. Like that is the goal for the day. So you're making it very specific and clear what the expectation is. And then of course, when your child has met that expectation, has done a great job, you are letting them know you are celebrating that win. Something that they've done really well. In some cases, especially for younger kids, they may, may not be ready to do a full hour-long

practice. I mean the exhaustion and the mental, the mental load of all the things for those young kids might not, might be a lot. So maybe you only plan to stay for half of the practice. Again, this is if they're young, but that's when that's so you can kind of get out of the situation before things unravel, right. And you can leave on a positive note. So smaller doses if possible, to kind of give them those baby steps, build up to the bigger goal. And again, just remember to have patience because that 30% role, again, like they're, they're managing a lot with their executive functions on top of the demands of playing a sport, the physical demands, so just to keep that in mind as we're helping our kids navigate this team sport.

Katie: Yeah, I love that.

Lori: And I think, you know, some coaches also have corrective consequences that they're going to use and that's okay. Like you, they have a certain way of doing things. It might be good to know what that coach's plan is or what they like if there's a challenging behavior, what they plan on doing, because you can also communicate that to your child. Like if this happens, this is what the coach is going to do so that they aren't like thrown off when they're corrected publicly because that can be really hard. And you might even be able to talk with a coach too about like other ways that might work better for your child. But again, respecting that this coach has, has a certain way of doing things too.

Katie: Yeah, I love that. It's all about again going back to those themes, making a plan, knowing what's happening, anticipating that, talking through it with your child and that can carry over into sports. And just as a quick side note, you can still, your child can still be active and healthy and grow confidence and grow teamwork, even if they're not doing team sports. You know, some kids are just going to be more inclined towards music or art or other LEGOs and building Minecraft, you know, different things like that. And so you don't have to do team sports. And I think this is something I've sat with so many parents in my office where, especially dads, no shade to the dads, I'm sure there's moms out there too, but they really are so disappointed. And it's a daily struggle. Every week they're really like struggling with their own child. They're frustrated and it's okay to take a little step back and think about if there's another possible option here. Just opening that door for that possibility. And our kids will migrate towards things that they are naturally good at, that they enjoy. And it might not be a team sport for every single kid. And I think that's okay.

Lori: All right, so our next question is from Megan who said this. Our 11-year-old son goes from 0 to 60 with anger. He might ask us to help him with homework or a creation he's working on. If we ask for clarification or repeat back to him what we think he's saying, he loses it. It's like his thought process is so chaotic and he is trying to keep himself organized, plus now trying to help us help him and it just pushes him over the edge.

Katie: Okay, so I love that this parent is really trying to get to the heart of the issue. She's getting curious, she's kind of making a prediction or a hypothesis. Like I think this is the problem, his thought process is this and it's pushing him over the edge. This is great, right? Because the natural instinct might be to say like, my son is just being a jerk and that's really tough. So, what we want to talk about here is getting to the heart of what skills are missing. Like what is hard for your child about this situation. And speaking as a speech language pathologist, she might be right about difficulty organizing his thoughts, right. When you ask a kid with ADHD to rephrase something or even to tell a story in order, sometimes they might start in the middle. All of this is an underlying language issue. So specific to this question, potentially a speech language eval might be helpful because if this is a constant struggle and he's getting really frustrated, we might be able to help this child with some language therapy.

Mallory: Yeah, and I think that's a really important thing to rule out because we have to keep in mind that whatever language our kids are able to use when they're calm, they're going to have less language abilities, less access to that skill when they're really stressed. It's like when they're stressed out, their spring is really tight. It's hard to access all of the skills that we know they really have when they're calm.

Katie: But again, it's not just looking at the speech and language, but more broadly like what skills are missing in this case that we can help build up those skills so we don't get into these kinds of situations.

Lori: My guess is in this situation this child is already like really escalated and really like, you know, they're feeling disorganized, there's a lot of pressure they're feeling, they're not knowing what to do. If you're trying to help them solve that when they're escalated, it's probably just going to be challenging. So, we don't want to get into a situation of arguing or back and forth. This again can be really, arguing can be really stimulating to an ADHD brain. Like we think nobody wants to be arguing or getting into fights. Well, sometimes it is like something that is motivating and an ADHD brain can seek, so we really want to kind of shut

that down. Try and keep your own calm, as best as you can while they work through those emotions and give them space to do that. The more language we give in these moments when they're already escalated, the more it adds fuel to the fire. A lot of times we need to get your child to a place of calm before we ever start providing some help or assistance because they're just not in a state of mind to accept that.

Mallory: I really want to give parents' permission to take a break when their child is at that escalated point to not have to say anything more. I always say you don't have to attend every argument you're invited to. If you attend every argument your ADHDer invites you to, you're going to spend a lot of your time arguing and going back and forth. And that's not good for maintaining your positive relationship, maintaining your connection. And I know that parents might be hesitant to kind of leave their child alone with their big emotions, but truly sometimes a lot of the times for kids with ADHD, taking a step back, not engaging in that back and forth when your child is escalated is truly what they need. And we see parents with the best intentions who are like, okay, I can do this. I'm going to stay calm. I'm going to de-escalate my child. I'm going to rationalize with them and we're going to get through this. But what happens is the parent is calm, the parent is calm, the parent is calm, the parent is calm. All the while, the child is escalating, escalating, escalating, escalating. And then the parent reaches the breaking point, right. Like, we all have that breaking point. And I can, I, mean, I can 100% relate to this. I have gone through this. And even knowing better, I still get in this trap from time to time. But I want you parents to hear it is okay to take a break. But this is when it's really important to prep your child ahead of time and say, I've noticed that when I try to help you, sometimes that's just too much for you and you get really frustrated. And I want to be able to help you, but I know that when you're feeling frustrated, that's not the time for me to help you. So, what I'm going to do is when you get frustrated, I'm going to take a break because that helps me stay calm. Once we're both calm again, then I can come back and try to help you again. And so, when you've prepped your child ahead of time, that that is something you're going to do, you're going to take a break, you're going to step away, you're not going to kind of engage in this back and forth, they're not feeling abandoned. Like, you've talked in advance that this is the plan and you love them very much and you're not abandoning them and you care about themselves so, so much, but this is what you know is best for both of you. So, I just want to, I want to give you parents' permission to step away and not engage in every single argument you're invited to.

Lori: Yeah, I think sometimes on social media these days, taking breaks away from our kids has been demonized a little bit. Like, this is such a bad thing. But then when we're, like, next to them while they're escalating, a lot of times that leads us to escalate. And then we're saying things and doing things that we know are hurtful. So again, it's okay to take a break and a lot of times we all need to do that to be able to, like, find calm in those moments that our kids need and there's nothing wrong with that. Okay, so our last question is from Deborah. My boys have such a hard time remembering things they have to do daily. They get so worked up when they get reminded or scolded for not doing them. They always yell, 'I know'. But they habitually forget to do the things I struggle with patients because they're 8 and 11, I feel like at this point, they should know what they're expected to do each day and should easily remember by now. I wonder if they just don't do it because they can get away with it or if they truly forget so easily every single day.

Mallory: I love that this mom is also trying to get curious, is already kind of hypothesizing what's going on, creating some ideas. And this really is a super frustrating situation that I'm sure a lot of our other listeners can relate to. I know a lot of you parents listening feel like a broken record.

Katie: Yeah. And I think, again, you know, it's important to understand that it's not just about forgetting, right. Because a lot of times what happens is our kids can get really distracted. I know for us, you know, we have two stories in our house now. And so, I'll send my kids upstairs and say, you know, okay, what are we doing? We're brushing teeth. Everyone's looking me in the eye. I feel like we're on the same page. And the next thing I know, you know, I hear the ball, like, bouncing up against the wall, and I'm like, okay, seriously, you're not. I know you're not brushing your teeth. But then I come upstairs and I'm like, what's going on here? And they are really genuinely like, oh, wait, yeah, you're right, I was. So, it's not just the forgetting, there's so many pieces to this that can be really hard. You know, they might be distracted or feeling like they have so much time, and I'm just going to get to it in a little bit. But, yeah, I think all of us have been there where we're just like, we do this every day. We do this every single day. How are we still not doing it? And it is really tough.

Lori: Yeah. So, knowing that, again, it's not necessarily that your kids don't know what comes next, they get distracted really easily. And I think the other issue is a lot of times we get frustrated, and then they get frustrated, right. So, one of the things that we love is using

visuals, and there are a couple things you can try. We have, one idea that we've talked about before, where you have a basket that has all of the things your child needs to get ready for the day. It has a hairbrush, toothbrush, toothpaste, their clothes, shoes. Try not to get the shoes next to the toothbrush. And it's in the basket. And your child just like goes through that and they can visually see when they get to an empty basket, they're ready for the day, right. So, it's a very easy visual. The other thing we talk about a lot, and we sell these, are our printable visual routines that are listed in order so your child has them in a sequence that they can see, they can check them off, mark them off, put the sticker in place when it's finished. The other reason why we love this is for parents, when you're, so that you're not kind of constantly giving verbal reminders and even giving like an escalated tone, which gets your child worked up emotionally, right. When we use a tone that is upsetting to them, they will react in not great ways and they become emotional. You can just point to the things that they need to get done as a reminder as opposed to using your voice or words that we know sometimes, you know, isn't helpful for our kids with ADHD. So, we'll put those in the show notes if you need help with that.

Mallory: Yeah. And I think that this is also a really great time to build in some reward or some reinforcement when your child does follow a particular sequence. Maybe it's the morning routine. Your child needs to do all five of these things in the morning to be considered ready. And then with whatever extra time they have left, they maybe in your family, they get to watch tv. Or if your child has done all five of the five of those things independently with only one reminder, they get to sit shotgun on the way to school if they're big enough to do that. Or they get to choose, they're the ones that get to select the music in the car on the way to school. I know my boys have some songs that they love to listen to that I generally don't have the patience for, but would a hundred, I would a hundred percent put on for them on the way to school in the morning if it meant they got ready for school with, like, minimal reminders. So, thinking about how you can tie in the process of getting ready with minimal reminders into, like, wow, you got ready so quickly, I didn't even have to remind you. Now you have all this extra time to work on your LEGO, to read your book, to watch a little episode of Bluey in the morning. So, you know, thinking about how you can tie that behavior into something that's immediate for them. Because, again, ADHD brains live in the moment. They're going to learn best by immediate responses, immediate consequences, both positive or negative, to the behavior. So, the more that we can kind of build in reinforcement for that success, the more successful we're going to be.

Katie: Yeah, I love that.

Mallory: So, something that I want to point out kind of as we've talked through all of these questions and the way that we've handled it is I'm like, I'm sensing this general theme here that our kids are really struggling with their big emotions in reaction to getting some kind of critical feedback or perceived critical feedback. It makes me think a lot of Dr. Ann-Louise's episode on Rejection Sensitive Dysphoria, which we can link for you in the show notes. But I just, I just want to empathize with our kids with ADHD for a moment. A lot of times, you know, they're getting corrective feedback about maybe something they did impulsively, and it's something that they really feel a lot of shame about. It's not something that they wanted to do, but again, coming back to those executive functioning skills, it was impulsive, but in the next second, they're like, oh, crap, can't believe I just did that. And now they're in trouble for it, but they know they didn't really want to do it. In a lot of cases, our kids, you know, are getting this negative feedback throughout the day and then that last piece of negative feedback is the straw that breaks the camel's back. I just want to point out that it kind of makes sense to me why our kids are struggling with a lot of these situations. They're getting a lot of negative feedback about things that they feel shame about. Things that they're struggling with. And so, when we can approach our kids with empathy and understanding that this is harder for them than a lot of kids, for a whole variety of reasons, we can approach them in a lot more of a sensitive way. Extend to them the extra grace that they really need to kind of make progress towards emotion regulation.

Katie: Yes. I love that so much. And these are great questions. They've been really hard to answer. It's not always a super straightforward, like, easy button, but we really want you to know that you are not alone in this journey. And so, our key takeaway for today is that helping your child with ADHD manage big feelings is all about practice and patience. And small, consistent changes over time can make a really big difference. And you're helping them gain the skills that they need to handle these strong emotions with more independence. And as always, we're here to support.

Thanks for listening to Shining with ADHD by your hosts, Lori, Katie, and Mallory of The Childhood Collective.

Mallory: If you enjoyed this episode, please leave us a review and hit subscribe so you can be the first to know when a new episode airs.

Lori: If you are looking for links and resources mentioned in this episode, you can always find those in the show notes. See you next time!