

Shining with ADHD by The Childhood Collective

Episode #203: The Key to Parenting ADHD Teens: Insights with Dr. Ann-Louise Lockhart

Dr. Ann-Louise: Reacting is instant. It is impulsive. So, you're reacting to an impulsive teen with impulsivity, and you can see where that's hypocritical and doesn't work. So it's like they, and this happens a lot with parents, they roll their eyes, their teen rolls their eyes, and you immediately kind of snap back with 'don't you dare', or 'that's rude', or, you know, 'go to your room'. And instead, responding is about pausing and it's about noticing your heart is racing, your blood pressure spiking, your shoulders are tightening. And so, then you respond by taking a breath before you say anything.

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. I'm here today with Mallory, and we are so excited to be chatting with Dr. Ann-Louise Lockhart, who many of you already know because we've had her on the podcast before, once talking about sibling relationships and once talking about rejection sensitive dysphoria.

Mallory: Yes. Dr. Ann-Louise brings expertise in many areas of child psychology and of course, our favorite topic, ADHD. She is the founder of A New Day Pediatric Psychology. She empowers families to move from chaos to connection using practical tools rooted in clinical expertise and real-life parenting.

Katie: And if you didn't know, Dr. Ann-Louise recently authored a new book which is launching in a few weeks, titled *Love the Teen You Have: A Practical Guide to Transforming Conflict Into Connection*. So today we are so excited to be chatting with her about a topic that we get tons of requests for; parenting teens with ADHD.

Mallory: Yep. So, Ann-Louise, we're so excited to talk with you today. And you have, like, the street cred with this too, right? Because you have teenagers at home, don't you?

Dr. Ann-Louise: Absolutely, I absolutely do. One that was a tween and that is now a teen. So now I have a 13- and 15-year-old. Yes.

Mallory: Yeah. So, we're still know we're still in those preteen areas. So, we're looking, we're personally also looking to you for all the tips, all the advice about how to survive the teen years, especially when you have kids with ADHD.

Katie: Yes! Definitely for me, as I was reading your book, I was thinking of my daughter who's 11, and that kind of tween years, as you describe it. I'm like, oh, yep, we checked that box and that box. And so, we're just really excited to have you on. And like I mentioned, we just get so many questions about teens and so thank you again for taking the time to chat with us.

Dr. Ann-Louise: Yeah, I really appreciate being on here with you too and really talking about this topic because I know it's something that people have a lot of questions about. So, I'm glad to be here.

Katie: Yes, and we love that you're coming at it professionally and from your own lived experience. So, let's just jump in with why is parenting ADHD teens especially hard? What are some things that parents often misunderstand?

Dr. Ann-Louise: So, I think people tend to misunderstand that they already know how to do it already. So, if they have teens and they've been raising teens like, oh, if it's a neurotypical teen, this is how kids are, this is what they do. And with an ADHD teen it's different because the biggest misunderstanding is that they can't do something or, or no, it's really that they won't do something when maybe it's that they can't do something. That it's less about a willingness and it's more about an ability. And I think that people forget they may say things

like, oh, this teen is just lazy, that's why they're not cleaning their room. And it's not the laziness, it's challenges with like task initiation or organization or task persistence or prioritizing things. And lots of teenagers struggle with that, but with an ADHD teen, their brain is wired differently and so it makes it harder for them to initiate that action, to persist in that action, to follow through with that action, and then to be emotionally regulated and flexible enough to persist in the thing that they're doing. So it's not that active defiance type of thing is that they're struggling. And so when a parent can shift how they respond and how they conceptualize and perceive what they're going through, then they don't move into this punishment they can look more into problem solving and figuring it out with their teenager. And I think that's the biggest issues that they think that, oh, they're like every other teenager and they're just being difficult. No, they're struggling, which is why they struggle with the rejection sensitivity, which is why they struggle with depression and anxiety.

Katie: Absolutely. It's such an important reframe and it makes me think about my own parenting because obviously we're really immersed in this world right, day-to-day. But I do, I have those times when I'm like, oh, she just won't do it, right. And it really changes my perception because then I'm frustrated, I'm a little defensive. Where when I reframe it and say, okay, this is hard. What about this is hard? And you just listed off, what, like, eight things that are hard. So, I mean, it's like, really just pick from that list. It could be any one of those things. It might be all of those things at the same time. And another thing that I know has been interesting for me in my parenting is the inconsistency where some days are better and some days are harder. Is that something that you see with teens and parenting teens as well?

Dr. Ann-Louise: Oh, absolutely. I mean, they're already inconsistent creatures anyway. So when you add a divergent, neurodivergent brain who will have a hobby and go, like, full force and they're just everything, everything, everything. And then all of a sudden, they're like, it's not even like, what? Like, I'm not even interested in that. Or they have, like, these food jags, right, where they'll obsess over a certain type of food, and that's all they want, that's all they'll eat. And then now it's, like, gross. I mean, all of that, kind of dysregulation is part of it. And so, I think that's where it can be so hard and confusing and draining and exhausting as a parent, because you're seeing, like, I feel like I just figured them out and I now know how to parent them, and then they switch it up on you. And it's interesting because I also work with adults with ADHD, and it's the same thing where they can't hold down that

job or that hobby or whatever it is because they didn't learn the skills that we're talking about right now when they were teenagers. And so, we're doing our teens a disservice when we don't teach them how to figure these out and how to accept themselves for where they're at, but also to learn it so they don't stay there either.

Mallory: You know what, this conversation is making me think of a DM that we got just today from a parent of a teen who watched one of our reels and was like, oh, we are, like, stuck in this pattern, and we're having a hard time. Is it too late for us? Like, my kid is already a teenager, is it too late to change this pattern?

Dr. Ann-Louise: Not at all. Never too late. I mean, that's the message that I talk about over and over again in my book is just, it's never too late. It's never too late. And when I work with parents, specifically parent coaching of parents of teenage kids with ADHD. I love that, I love seeing them because they come in with that kind of feeling defeated. Like, well, they're 16, they're 17, they're about to graduate or they're a junior. Like, it's too late. They're in college. It's too late. No, it's not too late. Is it more challenging? Absolutely. Because maybe for the past 10 years or 5 years they've been learning or practicing really poor habits and they weren't on the foundation of learning a particular skill, but it's not too late. And so, I had a recent parent coaching client that came in, 16-year-old boy, only child, and he doesn't want to be taught anything, he thinks he knows it all and they just have such, such a struggle. And, but a lot of the reframe is what helped them. And really, in a matter of a couple of sessions, a really a complete turnaround because they came in thinking it's too late and then realize, oh, it's not too late. We just need to approach it differently. We need to be more collaborative, we need to be more curious, we need to be more on his side, validating. Okay, what is your experience? What is your end goal? Where do you struggle? How can we support you? And it's so, it's small little changes. And I think that people think that it's this big elaborate parent hack and it's not. It's really specific in terms of how you're approaching it. So no, I believe that it's never too late at any age or stage of life. And I think we need to give ourselves more grace and be more patient with our kiddos.

Katie: And I do think that that comes through really clearly in your book. So, anyone who's thinking about purchasing the book, you definitely want to do that because there's a lot of amazing anecdotes and stories and you know, as I was reading through it, I was like, oh, I can really see myself in this situation. Or oh, that's actually reminding me of a client that I've

worked with. But the hope is there and that there's, as you were mentioning, these kinds of small steps can really add up. And I think that's a really important message for parents that it does, it feels like you're standing at the bottom of a huge mountain and you're like, where do I even start? So that's what the book does really well.

Dr. Ann-Louise: Thank you, I appreciate that.

Mallory: I think one part, of parenting ADHD teens that might feel hopeless for a lot of parents is that they feel stuck in this, like, cycle of constant nagging. Like, they wonder, like, how is my child going to get through college without me there nagging them all day to do this, do that, keep up with this, keep track of that. So how can parents move from nagging to nurturing when really, like, the focus is, like, just trying to get through the day, right. How can we, how can we make this transition?

Dr. Ann-Louise: Well, I think first we have to give ourselves some grace and give yourself some grace. Because, you're obviously listening to this podcast because you want to be a more effective parent. You want to nag less, because otherwise you wouldn't be listening to this. You just keep doing what you're doing. Right? So, and I think that nagging comes so natural for so many of us as parents, because we, many of us were raised that way and, and we think that same thing, Mallory. Like, if we don't say it over and over again, then they're not gonna hear it. And, so if you've been nagging, it's probably because you're overwhelmed and trying to keep the wheels from falling off. But the thing is that nagging, it feels like criticism to a teen, especially in ADHD teen. It sounds like criticism. It sounds like criticism. It sounds like, I never do enough, I'm a disappointment, I don't do anything right. Even if you think you're trying to help. And so instead, it's about front loading the communication, being clear, giving a time frame, and then walking away. 'Hey, I, want to, clean up the kitchen and in about an hour do you mind unloading so then I can load the dishes?' or 'Hey, there's a lot of laundry that you need to get done and know it's a lot. I can get it started for you and can you bring it on home like you do so well'. Like, being more collaborative with it in terms of a time frame then walking away. Is it going to work every time? Oh, gosh, no. Absolutely not. But it's like you know, 'we're gonna have dinner in an hour, can you put one load in?' and be done. So that's, I think that's the hard part. And, it's about really the repeating, not repeating yourself 10 times is the even harder part, but it's saving yourself the energy for the connection and the connecting moments. So, a quick hug, a high five. Look at you putting your laundry

in the washing machine before dinner. I'm so proud of you. You should, should be so proud of yourself. So watching the show together while you fold the laundry together. Because again, it's the starting, it's the thinking it's going to take forever. I'd rather watch TikTok. Like, so, when they could feel seen and safe and heard that you get it, that it is that hard, they're more likely to follow through. Because parents always tell me, like, well, it's just laundry, how is it that hard? I'm like, well, it's obviously hard.

Mallory: It's not happening, so....

Dr. Ann-Louise: It's not happening! There is something hard, but really finding out, like, what is hard about it. Because for some teens, it's the getting started. For some of them, they think that because of the time blindness, they think is going to take forever. For some, it's because they don't know how to prioritize it or they would rather just wear something dirty or pretend like it's clean, you know. So, I think we have to be curious about it and go through that with them because then otherwise we're going to nag and say it ten more times.

Mallory: I really like some of those examples you gave for that reason of how ADHD brains tend to struggle with that time perception. Like you said, like, hey, can you unload the dishwasher so after dinner it's ready for me to load it up and clean up the kitchen. Since most ADHD brains are not doing that forward thinking, creating that future picture for themselves of like, oh, if I don't unload the dishwasher before dinner, then mom's not going to be able to do her thing. So you're kind of like externalizing that for them, helping sequence those events, helping them think towards the future picture, which is so important for ADHD brains. And naturally, of course we want them to eventually do that on their own, but like you're saying our teens still need help with that. Again, it's not that lack of motivation, it's sometimes a skill deficit. Like we need to teach them how to do that. So I think that's really important for parents to think about how we can kind of bring them into that sequencing process.

Dr. Ann-Louise: Yeah, absolutely. And I think that's why it's exhausting and draining as a parent to raise an ADHD kid, because you're using your frontal lobe, you're using your executive functions. And then if you have ADHD or other kinds of executive functioning issues, then you're going to be exhausted because it's like you're keeping tabs on you and everybody else and it is exhausting. So, I think you can give yourself a little bit of grace and a break by kind of putting some boundaries around that stuff so it's not so open ended.

Katie: Yeah. That's really interesting and I love how you explained it. You know that you're going to be so curious to figure out what's hard about it and help set up those supports. I am curious thinking about like the dishwasher example. If I say that to my daughter and I say hey you know we're going to eat dinner in an hour, I would love if you could get that unloaded. And then she doesn't do it, what, talk us through that a little bit. Because I'm sure there are some parents that are like yeah, I don't know if that would work. And what would be the next step? Like what would that look like?

Dr. Ann-Louise: Yes. So I think that's where you do the body doubling and you do it alongside them. Because I think where parents then move towards is punishment. Oh, you didn't do it like I said in an hour, no phone for a week, right? Okay. Now what did they just learn? They learn nothing.

Mallory: And the phone is back tomorrow anyway.

Dr. Ann-Louise: Right, Right. Because it's a good distraction. Right. So I think we need to make sure that we don't just automatically go into this punishment so that it could be as painful as possible when really all they see is mom took my phone. They don't see the lesson or the learning going on. So I think that's the important part is to like what am I trying to teach here? I'm trying to teach task initiation. I'm trying to teach flexibility. I'm trying to teach follow through. What am I trying to teach? And so then teach it. So she didn't do it like she said she was. Then like 'hey, about 45 minutes ago I asked you to load or unload the dishwasher. Let's go ahead and get started together. So come on and let's wash these glasses. Okay. Put that there'. And you're basically talking them, talking this child through it. So that way now she's learned to initiate. What I like to do as well too is have kids time themselves because many times they think oh I don't want to do it because know it's gonna take forever. It's always that forever thing. Right? And I'm like, how long do you think it really takes to load a dishwasher? Like how long does it really take? I don't know, like 45 minutes. Okay, well let's, well let's, let's look and then let's time it. And then they're like, oh, that took five minutes. Right. Like that's amazing. And so I think giving them that sense of urgency is not what they think it is. That sense of like the foreverness is not really what you think it is. And if it's the task initiation, getting started is the problem, then do it with them. And so I think that we have to, that's where that grace and compassion comes in. Like it's they don't have the ability. So then let's give it to them. Let's model it and show them and teach them so that they

can learn it. So I would say yeah, if the child hasn't done it, which is more than likely 90% probably not going to, then you do it alongside in the most calm voices you possibly can. Hey, I noticed that you didn't start, start loading the dishwasher and we're about to eat 10 minutes. Come on, let's do that together and let's load it up. And just make it very matter of fact.

Katie: I love that. And kind of taking out the, the judgment or the frustration.

Dr. Ann-Louise: And the nagging.

Katie: Exactly! And that leads me to another part of your book that I thought was really great where you talk about responding versus reacting. And I'm wondering if you can just kind of, you know, expand on that a little bit. Especially thinking about our kids who can be kind of oppositional, impulsive, thinking of those ADHD teens. What is the difference between responding and reacting?

Dr. Ann-Louise: Yes. Reacting is instant. It is impulsive. So, you're reacting to an impulsive teen with impulsivity, and you can see where that's hypocritical and doesn't work. So it's like they, and this happens a lot with parents, they roll their eyes, their teen rolls their eyes, and you immediately kind of snap back with 'don't you dare', or 'that's rude', or, you know, 'go to your room'. And instead, responding is about pausing and it's about noticing your heart is racing, your blood pressure spiking, your shoulders are tightening. And so, then you respond by taking a breath before you say anything. Okay, I just saw they rolled their eyes. I would really like to say some words, but I'm gonna take a breath because she is impulsive, he's oppositional, he tends to react, it's not going to help if I react as well too. So it's just doing some self-talk and just pausing. Because what I often hear from parents is they think, well, if I don't correct it in the moment, they're going to think it's okay to do. And I'm like more times than not because I see parents and coaching and I also work with teens in therapy. More times than not, the teen already knows they've screwed up. They, they know it already. So you reacting and yelling at them and name calling and labeling their behavior doesn't make them having more insight. They already know it. And so that's why so many of these teens beat themselves up already. And so I think we have to choose our words intentionally, which is the responding. Because with impulsive teens it might sound something like, you know, I can see you're frustrated, I noticed because you rolled your eyes just now. Let's take a break and talk about this in 10 minutes. Or I'm feeling really aggravated as well. So I'm gonna to

take a break and then we can talk about this again. Because responding gives you both the space to calm down so the conversation doesn't spiral into a power struggle that you really didn't want in the first place. So, I don't find that reaction helps ever. Because then what your teen hears is I am a screw up, I mess up, I don't do anything right. And the responding helps to bring the pause in which then brings a more connection so that you don't have to come back later in repair.

Katie: Yeah, I like to think of that in our family as, you know, the adults are setting the tone and if the kid is trying to set the tone and it's not the tone that we want to follow, then it's sort of like I'm not following you there, I'm gonna hold the tone right here where I want it to be. And that is really difficult, especially like you said, for parents who have executive functioning challenges, which I do. I know that I can be reactive in situations and so I have to be really aware of that and I literally have to remind myself like you are setting the tone. And so maybe for parents to come up with like some kind of little like self-pep talk. I don't know if that's the right words but, but having a strategy and really being intentional, like I'm not matching this, this exact energy as you try to kind of like take it to this place. But it is hard.

Dr. Ann-Louise: It is hard. It's very hard. It's extremely hard.

Katie: That's why we need your book.

Mallory: I want to come back to something that you said just a couple minutes ago about how when our teen comes at us kind of impulsively, when they react, our kind of gut reaction is to react or maybe like give some kind of punishment or kind of match their energy. And I know that there's a lot of ADHD parents who are stuck in that cycle and they're doing a lot of their parenting kind of out of fear or out of control because they feel like in that moment their kid really needs to learn a lesson, as you said. And also, because they have a kid who is impulsive and there is a lot of fear there about their kid making mistakes. And as your kid is getting older, as you have a tween, as you have a teen, the stakes are getting higher and in some cases the behavior is getting riskier. And so, you feel like, I need to correct this behavior or it's a risk, it's a safety risk in some cases. And so how do we help parents kind of find this balance of like, I'm keeping my kids safe and they're learning, they're learning important life lessons, but not parenting from a place of fear and control that they're often stuck in.

Dr. Ann-Louise: Yeah, I love that question and that's exactly why I named my book what I did: *Love the Teen You Have*. Because one of the courses, workshops, that I did a while back was stop parenting imaginary children. Because I think so often that's what we're doing. It's like we're parenting out of fear because we're like, oh, what if, you know, I've had parents say like, he hits his sister, what if he's a psychopath? I'm like, oh my gosh. Or he beats up, he's going to beat up women in the future. Or you know, my kid doesn't like school and they're gonna, what if they flunk out and end up homeless? But that's not what's happening right now. Like why are you doing that to yourself? Why are you doing that to your kid? And you're, that's an imaginary child. That is not the child you have in front of you. And that's why you have to love the teen in front of you. And I think fear makes us over control because we're imagining the worst-case scenario. And is that normal for a parent to do? Of course it is, because we don't want our kid to end up in the worst situation. But you know, I think a lot of parents tell themselves like, well, if I don't stay on top of them, they'll fail. If I give them space, they'll make bad choices. But control isn't the same as influence. In fact, too much control can push our teens away. And, and so the antidote is trust. And trust that we've taught them, trust the process and trust that mistakes are part of growth. And are they going to screw up? Yes, they are. Are they going to make mistakes? Yes, but better they make it under your guidance versus when they're away from you and they're gonna flop because you were so busy over controlling they can't ever move without you being right there or rescuing them. So I think it's really, the shift is from, I need to prevent all problems to I'm here to guide this teen through the problems when they happen. And that's where real resilience comes from. We don't develop strength and character and resilience from never having failure or problems. We develop strength and character, perseverance and grit by having mistakes occur, having failure occur, and then figuring out how to work through them. And I remember my mom taught me this in a way that I did not like but then I saw that it was beneficial. When I was a teenager and I was growing up on an island and we got hit by a hurricane. It was a Category 5, was the first one we had in like a hundred years. It ripped apart my house, destroyed the family business. We had mass looting, martial law. It was horrible. Senior year of high school, first three weeks of my, three weeks of the senior year, and I was like, well, this sucks. Like, I don't, I can't stay here. We need to go to Florida where it's safe and they don't have hurricanes. And I told my mom, I'm like, we need to leave. Like this isn't safe. And she's like, we don't run from our problems. And I'm like, well, that's dumb because there's literally problems right now.

Katie: Did you not see the place we could go to?

Dr. Ann-Louise: I was so angry because I'm like, I got dengue fever from being bitten by infected mosquitoes. We were, it was horrible. My eyesight got bad because we had no power for nine months. Like, it was terrible. It was, it was the most terrible situation I'd ever experienced and but she was like, nope, we don't run from problems, we push through. And up till that point. I was not a great student in high school. I didn't really care about school, I was more cared about, cared about my social life and dating and I didn't do really great in school. But that year, because I was determined to get the heck off that island, I got straight A's, honor roll, every award you could possibly get because I was, there was, there was things that I had to push through that I had to work through. And so for me it was like she was basically teaching me that it's not about over control, about running, about being fearful, is that you just play the hand you've been dealt and you push through. And I think we have to do that with our teens, that yeah, sometimes they're making poor choices or a lot of poor choices and we're afraid that they're gonna end up screwing up their lives, but we have to just love them where they're at. Not let them stay there, but love them where they're at and love them through it. And I don't think fear and control does that. It actually pushes them away.

Mallory: That's a hard lesson to learn.

Dr. Ann-Louise: It is. Oh my gosh, it's so hard. It sucks, but it's so important.

Katie: I love this. Okay, so another question that I had when I was reading the book and I thought we should really point out is the difference between mirroring and energy matching. And can you explain a little bit about what that means within the ADHD parenting context?

Dr. Ann-Louise: Absolutely. So, I talk about that in chapter three, I believe, and it's about nurturing the relationship and we do that through these key concepts. And so, mirroring is when you reflect back like a mirror your teens emotions so they feel understood. You know, they say, oh, I'm so mad. And you're like oh I can hear, I can see that you're mad. I can see your fists, you know, whatever, like you, you're mirroring. And so, if like they say like this has been the worst day ever, instead of jumping in to fix it, you might say, wow, that sounds like today was really tough. So that's the mirroring piece. It shows empathy without judgment. It's just reflecting exactly what you feel, here, see. Energy matching is about your tone and intensity. So, if they're amped up, you meet them a notch maybe lower, but you're

meeting them as much as possible but to kind of bring them and regulate them. You're not going 10 notches higher. And you're essentially saying, I can handle your big emotions without getting swept into them and you're just matching them. And I think what's happening when people are misinterpreting conscious parenting, gentle parenting, they think that they bring it down 15 notches lower. And they're like, oh, I'm so mad and they're like, oh, you're having strong feelings.

Mallory: That's not gonna work with a teenager.

Dr. Ann-Louise: That's not gonna work. They're gonna feel like you're mocking them. They're gonna think that you watch some parenting podcast and with you. It's just not going to work. And it's, it's not normal human behavior, right. So, and so with ADHD teens, when their emotions go from 0 to 100 as it feels like, the mirroring and energy matching helps you to deescalate the moment so that you can get to the problem faster. Because as we know, our brain processes emotions and logic and problem solving and critical thinking, but if we are emotionally amped up, then we can't get to that problem, to the solution, rather. And so when you can match them, their energy and you mirror so they feel heard, then you can bring that emotion down to a reasonable level and then they can actually work through the problem together. And that's super important for ADHD teens because they can be so emotionally dysregulated and inflexible and sticky. And so in order to get to the solution faster and to connect with them easier, that mirroring and energy matching can be so effective. I see that works over and over again. and I use it a lot with parents as well as with teenagers in therapy, and it's, it's just really, really effective.

Mallory: Yeah, I think a really fast way to, like, just turn your teen off is to, like, jump right into problem solving, right. Like you said, like, they have a problem and you jump into, like, why didn't you try this? How about you do that tomorrow? This is what you're gonna do when really they just want you to, like, listen and understand. So it sounds like with mirroring and matching, like you said, you're kind of meeting them where they're at in a way that's not condescending and not trying to jump in and fix for them.

Dr. Ann-Louise: Yes.

Mallory: But kind of helping them come to a solution kind of together.

Dr. Ann-Louise: Absolutely.

Mallory: I love that. So we're coming towards the end of the podcast and I think that people are really going to want to buy your book, read your book, especially if they have a preteen or a teen with ADHD. But before we sign off, I want to hear what inspired you to write your book, *Love the Teen You Have*.

Dr. Ann-Louise: So a big part of it is because I'm living it, both as a parent and as a provider, as someone who's been working with parents, who's been working with teens for almost 20 years. And I, there were a lot of resources I just couldn't find for this population. And so I'm in the trenches working with parents and as being a parent myself. And so I'm a psychologist who's not just in this ivory tower telling people what to do. I struggle too. I mean, since I've written this book and been promoting it, I feel like I've had to develop more patience. Like I feel there's more challenges that I've had that I'm actually living it out. And so, so being able to bring all this information that I've been using and working through and just putting it all together has been really humbling because I've made mistakes. I've reacted instead of responding. I've jumped to conclusions and went into fix it mode, wondering why doesn't it work? And so I wanted to write a book that was real and practical, that it's not just guilt tripping or fluffy, that it's that parents need tools and maybe scripts sometimes and hope and to kind of look at themselves and not feel the pressure to be perfect. So, *Love the Teen You Have* is really about building connection, knowing that it's never too late, even when there's conflict and so that the parents can actually enjoy their teens. And, I think that's the biggest part for me is I really want parents to know that it is possible to enjoy their teens and to enjoy the teen years so they don't just have to survive.

Katie: I love that because I do think that society kind of puts this expectation. Like there are certain seasons, right, like, oh, menopause or oh, having teens. And it's just like, oh, yeah, just be prepared, it's going to get worse and worse and worse. And it really rubs me the wrong way because that is just not my vibes. And I'm like, nope, that's bringing down the energy. I'm not here for it. So, I love that you're saying, you know, it's not just something you survive. You can actually thrive and have joy in those teen years. I feel like that that's just not a message we get very often. And I'm here for it because I got like, you know, 10 more years of parenting. They're not even teens yet, so we, we're like almost there, so I love it. And I know that you are in pre-launch right now, right pre-sales and the book will come out at the

end of October, but tell our audience where they can get it and I think you have a free gift for people who buy an advance. So tell us a little bit about that.

Dr. Ann-Louise: Yeah, so they can go to my Instagram account @dr.annlouise.lockhart, I have a link right there in my bio that they can go in pre-order. They can go to my website at <https://drannlouiselockhart.com/> and just pre-order, and then just really support me that way. And so yeah, those are the main places where they can go and just kind of grab themselves their copy so that on October 28th, they can have it delivered.

Katie: I love it. And if they do pre-order, if you are listening to this before the book has officially come out, there is a free gift, right? You get a free workbook. That's the seven-day connection reboot?

Dr. Ann-Louise: Correct. Yes, it's a seven-day connection reboot. And it's really about helping parents to just in within seven days to get really practical ways to start that repair process with their teen and to start changing their mindset. Because I really believe a lot of this parenting and loving the teen you have is really about changing your mindset. It's not about them changing, it's about you. And so that connection reboot I think is really effective. I've done it myself and I feel like it's really helpful. So yes, that's a short little like seven-page PDF workbook that they'll get when they pre-order before the launch date.

Mallory: Awesome. Well, we will be sure to link your socials, link your website and all of that information in the show notes for our listeners so they can stay connected, so they can get their hands on your book. We're so excited for you. Congratulations, Dr. Ann-Louise! Thank you so much for joining us on the podcast today, we always, always value your insight and your expertise.

Dr. Ann-Louise: I appreciate that. Thanks for having me, ladies.

Katie: 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!