



Developing Strategies for Risk Reduction and Skill Training

1. First as parents and then as a family decide on family routines, structure and rules. Allow your teen to voice their opinion freely without judgement, but then come to an agreed upon short set of rules.
2. If consequences are needed around teen behaviour they should be well thought out and agreed to in advance.
3. Try the CPS approach. Both parents need to be on board. Start in the beginning of adolescence so the skills will develop as your teen ages.
4. If you have concerns about your teen's "ask" (going to party etc. driving), you may try having the teen acquire the information required to alleviate your concerns, or set up a list of limitations or rules before giving them permission.
5. Assess what the most serious concerns are, safety always comes first, and then work on the most important first. Don't try and tackle everything at once.
6. As parents do a risk assessment and decide if you have any immediate concerns around, risky behaviors, friends, driving, substance use and abuse, sexual activity. If so, deal with them immediately.
7. If there are no immediate concerns discuss and decide how and when you will discuss all of these topics with your teen at a later date.
8. Assess whether your teen has the ability to consistently do the things that they are having difficulties with. If not, reduce expectations or try breaking them into more manageable chunks.
9. Review ADHD symptoms and EF and ER impairments which might be contributing to the unwanted behaviours or lack of behaviours that you want to see.

10. Develop ways that these skills can be taught, modeled and practiced.
11. Review a list of accommodations and strategies which might be helpful in assisting your teen meet their expectations.
12. Which external reminders might be useful? Help them to develop these and implement in a staggered fashion.
13. Assess which adult skills you think your teen is ready to learn and practice: clothes maintenance, preparing some meals, involvement in medical care etc. Tackle one skill at a time until the teen becomes comfortable. Begin the process by having them work alongside you, taking on more and more of the responsibility until they eventually take on the task themselves.
14. Revisit to assess success and alter your strategies, if required.

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