

Session 10:

Booster Session

Parent Summary: Booster Session

Session Overview

- ◆ Homework review
- ◆ Booster session
- ◆ Farewell

Key Information

- ◆ Take time to reflect on your progress towards important goals. For example, use your experience working towards your last goal to either adjust your original plan or to inform your plan for your next goal. By reflecting on any obstacles that arose, you and your child can work to overcome or work around those obstacles to meet your goals.
- ◆ Keep using the worksheets from previous sessions. Revisit critical worksheets periodically to update your child's profile (e.g., do they have new stressors or regulators?). Some key worksheets include:
 - ✦ **SESSION 1:**
 - ◆ Problem Response Types
 - ◆ PCPS
 - ✦ **SESSION 2:**
 - ◆ Identifying Stressors
 - ◆ Stress Indicators
 - ◆ Co-Regulating Response Strategies
 - ◆ Teaching Emotion Regulation Skills
 - ◆ Plan for Supporting Emotion Regulation
 - ◆ My Child's Self-Regulation Profile
 - ✦ **SESSION 3:**
 - ◆ Inhibition
 - ◆ Motivation
 - ◆ Parent/Youth Motivation Strategies
 - ✦ **SESSION 4:**
 - ◆ Attention
 - ◆ Shifting
 - ✦ **SESSION 5:**
 - ◆ Working Memory
 - ✦ **SESSION 6:**
 - ◆ Planning Skills
 - ◆ Time Management
 - ◆ Planning and Time Management Tools
 - ◆ Sample Tools
 - ✦ **SESSION 7:**
 - ◆ Organization
 - ◆ Appendix A Resources
 - ✦ **SESSION 8:**
 - ◆ Self-Monitoring
 - ◆ Appendix A: Self-Monitoring Templates
 - ✦ **SESSION 9:**
 - ◆ Goal Setting
 - ◆ Developing a Plan

Farewell Checklist

- Fill out the feedback questionnaire, when you receive it.
- Reach out for further support, if you feel you need it. Find a professional who is able to support collaborative, scaffolding, and self-regulation approaches, rather than behavioural approaches to treating ADHD.
- In the next few days, check in with your child, if possible. Ask them what they noticed and/or liked over the past several weeks, in terms of any changes you made to how you supported them. Ask your child what they would like to see different, moving forward. Try to periodically ask your child how they think things are going, and whether there are things you could do differently to support them in the areas they are struggling (be specific about the areas you are referring to).
- Take a moment to appreciate all of the hard work you've done and for making it through to the end of the course. You put a lot of time and energy into attending sessions, completing worksheets, etc. so that you can help support your child, and it is important that we each acknowledge our efforts. (Do not spend time judging yourself for what you didn't do, either! Just focus on all that you did do.)

Handout: Activities

ACTIVITY #1

| Possible Executive Functioning Deficits for Child #1 | | |
|--|--------------------|-----------------|
| | Inhibition | Working Memory |
| | Emotion Regulation | Planning |
| | Motivation | Time Management |
| | Attention | Organization |
| | Shifting | Self-Monitoring |

| Possible Executive Functioning Deficits for Child #2 | | |
|--|--------------------|-----------------|
| | Inhibition | Working Memory |
| | Emotion Regulation | Planning |
| | Motivation | Time Management |
| | Attention | Organization |
| | Shifting | Self-Monitoring |

| Possible Executive Functioning Deficits for Child #3 | | |
|--|--------------------|-----------------|
| | Inhibition | Working Memory |
| | Emotion Regulation | Planning |
| | Motivation | Time Management |
| | Attention | Organization |
| | Shifting | Self-Monitoring |

| Possible Executive Functioning Deficits for Child #4 | | |
|--|--------------------|-----------------|
| | Inhibition | Working Memory |
| | Emotion Regulation | Planning |
| | Motivation | Time Management |
| | Attention | Organization |
| | Shifting | Self-Monitoring |

| Possible Executive Functioning Deficits for Child #5 | | |
|--|--------------------|-----------------|
| | Inhibition | Working Memory |
| | Emotion Regulation | Planning |
| | Motivation | Time Management |
| | Attention | Organization |
| | Shifting | Self-Monitoring |

| Possible Executive Functioning Deficits for Child #6 | | |
|--|--------------------|-----------------|
| | Inhibition | Working Memory |
| | Emotion Regulation | Planning |
| | Motivation | Time Management |
| | Attention | Organization |
| | Shifting | Self-Monitoring |

| Possible Executive Functioning Deficits for Child #7 | | |
|--|--------------------|-----------------|
| | Inhibition | Working Memory |
| | Emotion Regulation | Planning |
| | Motivation | Time Management |
| | Attention | Organization |
| | Shifting | Self-Monitoring |

| Possible Executive Functioning Deficits for Child #8 | | |
|--|--------------------|-----------------|
| | Inhibition | Working Memory |
| | Emotion Regulation | Planning |
| | Motivation | Time Management |
| | Attention | Organization |
| | Shifting | Self-Monitoring |

