

AUGUST 21, 2018

## ROUTINES FOR MORNING AND NIGHT

Though they may insist otherwise, children with ADHD desperately need and often thrive with reliable daily routines — particularly in the morning and at bedtime. Why? Many children with ADHD exhibit executive function deficits, which means they have a hard time organizing tasks in their minds — making it difficult to figure out how much time it will take to brush their teeth, take a bath, or choose an outfit.



Eliminate the stress by using this free guide to tackle common trouble spots, from waking up in the morning to going to bed at night. You can make your own routine or adapt the included sample routine to your family's needs. Plus, we've gathered advice from real parents of kids with ADHD, cluing you in to the power of:

- dry-erase boards
- iPad apps
- poker chips as rewards
- and other tried-and-tested ways to keep our distractible kids on track!

Creating a daily routine provides the external organization children with ADHD need to focus, manage their time, and wind down without stress. Follow these guidelines to make a schedule that will help your child put her best foot forward, each and every day.

[Click Here](#) to Download the free resource from ADDitude website

## 13 Kids Books to Spark Conversations About Empathy

Lately, it seems like every other day, we turn on the news or open up our social media to find that another tragedy has occurred. Each time we're faced with these events, we may be overcome with sadness, frustration, and hopelessness. But in these times, it's important to have conversations with the children around us about inclusion and empathy. [VIEW BOOK LIST](#) Source: TinyBop Blog

## REMEMBERING TRAUMA

### Connecting the Dots Between Complex Trauma and Misdiagnosis in Youth

Remembering Trauma is a 16-minute film highlighting the life of a traumatized youth from his early childhood into older adolescence. The film illustrates the impact of complex trauma and the potential for misdiagnosis across various service systems.

### WATCH VIDEO

This film was developed by the Center for Child Trauma Assessment, Services, and Interventions (CCTASI) in collaboration with partners from the National Child Traumatic Stress Network (NCTSN) and creator of the ReMoved film series, Nathanael Matanick.

*Empathy underlies virtually everything that makes society work - like trust, altruism, collaboration, love and charity.*

*Failure to empathize is a key part of most social problems - crime, violence, war, racism, child abuse, and inequality, to name just a few.*

Bruce D. Perry

*Born for Love: Why Empathy is Essential - and Endangered*

# Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event

## A GUIDE FOR PARENTS, CAREGIVERS, AND TEACHERS

Children and youth can face emotional strains after a traumatic event such as a car crash or violence.<sup>1</sup> Disasters also may leave them with long-lasting harmful effects.<sup>2</sup> When children experience a trauma, watch it on TV, or overhear others discussing it, they can feel scared, confused, or anxious. Young people react to trauma differently than adults. Some may react right away; others may show signs that they are having a difficult time much later. As such, adults do not always know when a child needs help coping. This tip sheet will help parents, caregivers, and teachers learn some common reactions, respond in a helpful way, and know when to seek support.

### Possible Reactions to a Disaster or Traumatic Event

Many of the reactions noted below are normal when children and youth are handling the stress right after an event. If any of these behaviors lasts for more than 2 to 4 weeks, or if they suddenly appear later on, these children may need more help coping. Information about where to find help is in the *Helpful Resources* section of this tip sheet.

[Click Here to Read More of this Tip Sheet](#)

*“Adult support and reassurance is the key to helping children through a traumatic time”*

## Talking About Adoption in Schools

**How can I educate the school about adoption, when my daughter doesn't want to be seen as different?**

*The Adoptive Families Magazine expert responds. (Written by Nancy Ng)*

**Q:**My oldest daughter (born in Asia) is going into second grade in a new town, much smaller and less diverse than the one we moved from. I would like to offer information on adoption to her school and give adoption talks in the classroom. However, my daughter seems embarrassed by the idea and by talking about adoption. How can I approach giving an adoption talk in the classroom—both with the school and with my daughter?

**A:**You may have the opportunity to visit the school on or before the first day to donate a good adoption book or two to the library. That visit could also serve as an opportunity to volunteer. When you are seen as a helper, teachers are more open to suggestions. As you get to know them, you might share articles about adoption language or ideas about alternative assignments. Take along printed materials to leave with teachers as samples. If your approach to adoption education is broadened to include other non-traditional families, your daughter's “difference” can be minimized. Respect for your daughter's wishes is very important; if she does not want you to do an adoption presentation in her classroom, don't go ahead with one. Instead, you can volunteer in her class and educate her teacher and others as described above.