

# 3/3: Does My Child Have ADHD?

Fri, 4/30 2:35PM 5:07

## SUMMARY KEYWORDS

mindsets, systems, compassionately, students, work, adhd, diagnosis, kids, routines, habits, develop, teacher, child, action, matters, formal diagnosis, executive function, persistently, coach, perler

## SPEAKERS

Seth Perler

**S** Seth Perler 00:00  
What's up, parents and teachers? So this is video number three in terms of ADHD. Does my child have ADHD? Whether you're a parent or a teacher, and you're curious about a child and the DSM-5, the diagnostic manual for determining if people have ADHD. In this final video, please watch the other videos so that you know where the heck I'm coming from, if you're just coming upon this one first. In this particular video, what I want to mention about ADHD, is that I have a lot of students that I work with. My name is Seth Perler, I'm an executive function coach based in Colorado and I help struggling students navigate this thing called education. There are bicycles riding by if I look pretty ADD that's why, and I am pretty ADD. But I work with a lot of students who are struggling with this stuff. And what I want you to know in closing about this book, about ADHD, about diagnoses is this.

**S** Seth Perler 00:58  
I have a lot of students that I work with that have no diagnosis whatsoever. So when I'm working with a family, and I get a diagnosis, and I may read a neuropsych reporter, I may read notes from a doctor, whatever about what's going on with the kid. I look at those notes, but it doesn't often drive how I serve those kids. The reason I want you to know that is because just having a diagnosis does not necessarily empower you to take action that matters. What we want to do is take action that matters to impact positively the life of

the child that we are concerned about. How do we do that? Well my site is still with it, there are tons of professionals and people who are filled with it. But what I do in a nutshell, is this. I am looking at what are the concrete problems that we can do something about? There are generally three things that I am concerned with helping this child with. What are these? Oh, yeah, I'm riffing here and I've been making videos all day. Excuse me. Hi, welcome back.

S

Seth Perler 02:14

Mindsets, systems, and habits. So that means these students are resistant. "I don't want to. Why don't have to do this. This is stupid. I'll do it later. I'll do it tomorrow. I'll do it some other time, anytime." These students have mindsets that keep them stuck. "The teacher hates me, all the teachers hate me," whatever that you know, "I can't concentrate," they have mindsets that keep them stuck. Now, there's a story behind the mindset that needs to be taken into consideration. But we have to help them have, as Carol Dweck talks about, is growth mindsets where they can do things. Where they can move through and they can take action, they can overcome this problem. So mindset has to be taken into consideration. We have to help the student work with their own resistance. Any program, any tutor, any teacher, any coach, any person who is trying to help these kids that does not somehow address the mindsets, is missing the boat. It's very important.

S

Seth Perler 03:11

Next is systems. These kids need systems, they aren't getting the system through osmosis. Maybe a lot of the kids in the class, get the systems of organization. Organizing their folders, using their homework folder, using their planner, using their notebooks and their systems. They're getting them. These kids aren't. They're not systems thinkers. They need to be compassionately, empathetically, thoughtfully, and persistently taught systems until they understand how the systems work.

S

Seth Perler 03:45

And finally, habits and routines. These kids need to develop. It takes a long time. People chill out, it takes a while to develop. It's not just saying "Oh, well, you know, you should have done that." Well, it doesn't matter that they knew it, they don't have the habit. They don't have the routines yet. So we need to help them compassionately develop these routines. So whether or not you have a diagnosis, a formal diagnosis, we still want to take action, just recapping this video, we want to take action that matters. We want to compassionately, patiently, and persistently help these kids develop mindsets that are going to work for them, work with their resistance, develop the systems that they need to

be successful in school and in life, and to develop habits and routines. What good is having the systems and the mindsets if you don't have habits and routines to implement them? I hope that was clear. My name is Seth with SethPerler.com, I'm an executive function coach in Colorado. I help struggling students navigate this thing called education so they can have great life. Give me a thumbs up if you like what I'm doing. Put a comment below. Do you have any thoughts about this video? Let me know. I do read my comments. And subscribe on my website, support my work, share it everywhere. Have a fantastic day. I will see you soon. Later.