

# ADHD IN ADOLESCENTS:

## ADVANCED STRATEGIES FOR MANAGING IMPULSIVITY AND OPPOSITION

**For parents of adolescents with ADHD seeking to deepen their understanding and develop concrete intervention strategies**

Understanding ADHD in adolescence and effectively intervening in the face of challenging behaviors

<b>Duration :</b> 5 progressive modules	<b>Modules :</b> 6 modules
<b>Lessons :</b> 22 lessons	<b>Audience :</b> Parents of adolescents with ADHD
<b>Format :</b> 100% online, asynchronous	<b>Provider :</b> N° 11757351875
<b>Certification :</b> Qualiopi	<b>Price :</b> On request

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### Course description

This comprehensive training offers an in-depth understanding of ADHD in adolescence, a period when the disorder interacts with hormonal upheavals, the need for autonomy, and social pressure. You will discover why your adolescent is not "difficult" but "in difficulty," and how to adapt your support to this neurological reality. Through concrete strategies, you will learn to identify triggering situations, recognize warning signs of overflow, and intervene appropriately in each situation. You will build a coherent framework between home and school while respecting your adolescent's need for autonomy, and develop practical tools for daily management of impulsivity, opposition, and emotional outbursts.

### Module summary

<b>MODULE 1</b>	ADHD in Adolescence: Understanding the Origin of Behaviors	6 lessons
<b>MODULE 2</b>	Identify Risk Situations and Prevent Overflows	4 lessons
<b>MODULE 3</b>	Intervening During Challenging Behavior	5 lessons
<b>MODULE 4</b>	Building Educational Coherence and Working with the School Establishment	4 lessons
<b>MODULE 5</b>	The DYNSEO Applications to Support Your Teenager	1 lesson
<b>MODULE 6</b>	Conclusion	1 lesson

### Learning objectives

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- Understand the neurocognitive functioning of ADHD in adolescence and the role of the developing prefrontal cortex
- Recognize transformed hyperactivity and identify the specificities of ADHD combined with adolescence
- Differentiate the three types of challenging behaviors: restlessness, impulsivity, and voluntary opposition
- Identify the 5 categories of triggering situations and spot warning signs of overflow
- Implement immediate adaptations and apply active prevention strategies
- Adopt the right posture in the face of a crisis-prone adolescent and use immediate intervention techniques
- Manage specific situations: insults, refusals, door slamming, and conflicts related to screens
- Support after a crisis with delayed verbalization and age-appropriate repair
- Build educational coherence between home and school and establish an adapted family framework
- Recognize warning signs that require consultation and know the resource professionals
- Discover practical tools: JOE app for cognitive training adapted to ADHD

### General information

<b>Duration</b>	5 progressive modules, self-paced online access
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<b>Target Audience</b>	Parents of adolescents with ADHD who wish to deepen their understanding of the disorder in adolescence and develop concrete intervention strategies to manage impulsivity, opposition, and emotional outbursts on a daily basis
<b>Prerequisites</b>	None, training accessible to all adults
<b>Price</b>	On quote - VAT not applicable (article 261-4-4° du CGI)
<b>Certification</b>	Qualiopi - Certificate of completion
<b>Organization</b>	DYNSEO - Activity registration number: 11757351875

**Lesson 1 - Neurocognitive Functioning of ADHD in Adolescence**

- ADHD affects executive functions; prefrontal cortex still developing in adolescence
- Attention works in bursts, not due to lack of willpower
- Strong concentration on passions but quick disengagement from low-stimulation tasks
- External distractors (notifications, noises) and internal distractors (thoughts, concerns)

**Lesson 2 - Inhibition Deficit and Impulsivity in Adolescence**

- Inhibition is the ability to stop an action or word; the neurological brake is doubly tested
- Manifestations: speaking before thinking, regretted messages, hasty decisions, interruptions
- Intense and immediate emotional reactions, difficulties in delaying gratification
- Impulsive purchases, regrettable social media posts, difficulties in waiting

**Lesson 3 - The Evolution of Hyperactivity in Adolescence**

- Visible motor agitation transforms into more internalized agitation
- Feeling of inner tension, chronic impatience, constant need for stimulation
- Difficulty relaxing or staying still during calm activities
- Internal motor that runs continuously; ADHD less visible but equally disabling

**Lesson 4 - The Specificities of ADHD Combined with Adolescence**

- Need for autonomy creates frustrating gap between aspirations and actual abilities
- Social pressure and poor self-esteem after years of negative remarks
- Increasing academic demands require autonomy and organization
- Risky behaviors amplified by impulsivity and need for thrills
- Omnipresence of screens poses particular challenge with risk of excessive use

**Lesson 5 - The Three Common Types of Behaviors in Adolescence**

- Internalized agitation: inability to stay focused, need to multitask, impatience
- Impulsivity: cutting responses, interruptions, decisions without considering consequences
- Opposition: categorical refusals, endless negotiations, questioning authority, provocations
- These behaviors reflect neurological difficulty amplified by adolescent upheavals

**Lesson 6 - Impact of Emotions: Frustration, Injustice, Overload**

- Emotions felt with intense rapidity, quick shifts from good mood to explosive anger
- Pervasive frustration from not succeeding as well as abilities would allow
- Exacerbated feeling of injustice due to years of difficulties and comparisons
- Cognitive and emotional overload leads to release at end of day: explosion or withdrawal

**Lesson 1 - The 5 Categories of Triggering Situations**

- Long or useless tasks: repetitive revisions, chores, homework leading to procrastination
- Imposed transitions: turning off screens, stopping games, change of plans causing refusals
- Sensory overload: noise, multiple solicitations, crowded places, busy days causing irritability
- Vague instructions: need for precision, unclear expectations causing paralysis
- End of day and weekends: cognitive fatigue, depleted reserves, relaxation of structure

**Lesson 2 - Warning Signs of Overwhelm**

- Physical signs: increasing agitation, facial tension, rapid breathing, clenched jaws
- Verbal signs: rising tone, shorter sentences, exasperated sighs, beginning insults
- Behavioral signs: seeking isolation, compulsive phone use, mild provocations intensifying
- Importance of intervening before crisis to facilitate calming

**Lesson 3 - Immediate Adaptations**

- Break tasks into concrete steps with intermediate goals; use Pomodoro technique
- Use organizational tools: reminder apps, digital calendar, task management, visual timers
- Make time management concrete: announce transitions in advance, help estimate task duration
- Create adapted environment: dedicated workspace, noise-canceling headphones, clear phone rules
- Ensure anticipation and predictability: announce changes early, create flexible routines

#### Lesson 4 - Active Prevention

- Positive reinforcement: sincere specific encouragement, factual acknowledgments, recognize efforts
- Strategic breaks: respect need for decompression, allow recovery through preferred activities
- Clear rules negotiated together: involve teenager, discuss together, find compromises
- Value strengths: identify areas of competence, recognize creativity and abilities, build positive self-image

### MODULE 3

## Intervening During Challenging Behavior

5 lessons

#### Lesson 1 - Differentiating Types of Behaviors

- Restlessness: physiological need for movement; channel without confrontation, offer activity
- Emotional crisis: internal overflow with intense manifestations; calm and secure, wait for storm to pass
- Voluntary opposition: testing limits, negotiating rules; firm but respectful framework, clear consequences

#### Lesson 2 - Your Posture, First Intervention Tool

- Maintain respectful distance: avoid invading space, open posture, comfortable distance
- Short sentences and neutral tone: few simple words, low firm voice without aggression
- Do not seek to win: accept deferring discussion, choose your battles wisely
- Avoid reasoning during crisis: brain not available, revisit behaviors after crisis

#### Lesson 3 - Immediate Intervention Techniques

- Shift focus: suggest change of environment, propose physical activity, postpone conflicting subject
- Limited choices: two acceptable options providing sense of control
- Strategic withdrawal: temporarily step back if your own calm is threatened
- Quick resets: drink water, deep breaths, calming music, step outside briefly

#### Lesson 4 - Managing Specific Situations

- Insults and provocations: do not react immediately, name what you observe, set clear limits calmly
- Systematic refusal: verbally accept position, maintain framework firmly, apply consequence calmly
- Door slamming: let things calm down, do not force door, re-establish contact after break
- Conflicts about screens: anticipate, use parental controls, establish clear negotiated rules
- Avoid escalation: recognize your own signs, de-escalate, take break, avoid humiliations

#### Lesson 5 - The Post-Crisis and Reconstruction

- Deferred verbalization: respect need for time, offer conversation without forcing, no moralizing
- Age-appropriate repair: avoid humiliating punishment, suggest how to fix, sincere apologies
- Return to normal: move on after verbalization, do not dwell, provide success opportunities
- Rebuild the bond: show unconditional love, shared moments, each well-managed crisis strengthens bond

### MODULE 4

## Building Educational Coherence and Working with the School Establishment

4 lessons

#### Lesson 1 - The Importance of Home-School Consistency

- Stable coherent reference points essential; inconsistency generates confusion and anxiety
- Align accommodations, crisis strategies, communication modes, realistic expectations
- Communicate discreetly respecting autonomy, share what works, involve in follow-up meetings

#### Lesson 2 - Building a Coherent Framework at Home

- Clear negotiated limited rules: family contract, essential points, phrased positively, periodically revised
- Consistent consequence system: logical, proportionate, known in advance, applied consistently
- Flexible but regular routines: regular time markers, not rigid but secure framework
- Involvement in family responsibilities: real rewarding responsibilities, reinforce competence

#### Lesson 3 - Monitoring and Adjustments

- Observe without monitoring: keep eye without oppressive surveillance, identify patterns
- Gradually adapt strategies: test approach, evaluate, involve teenager in reflection
- Value progress: factual acknowledgments, recognize efforts, celebrate significant successes
- Take care of yourself: allow moments of rest, seek support, manage your own emotions

#### Lesson 4 - When to Consult a Specialist

- Warning signs: deterioration despite efforts, emotional distress, isolation, risky behaviors, school dropout
- Resource professionals: psychiatrist, psychologist, neuropsychologist, ADHD coach, therapists
- Asking for help is never admission of failure

## MODULE 5

### The DYNSEO Applications to Support Your Teenager

1 lesson

#### Lesson 1 - JOE, Your Brain Coach

- Stimulates cognitive functions often compromised in ADHD: memory, attention, concentration, planning
- Progressive playful work through varied adaptable cognitive games, short engaging sessions without pressure
- Flexibility: choice of cognitive function to target, remain active participant, progress at own pace
- Determining playful aspect: exercises as games with challenges, encourages engagement and consistency
- Regular use: long-term management strategy, build habits, train brain, maintain skills
- Safe space to practice and develop cognitive abilities within comprehensive support journey

## MODULE 6

### Conclusion

1 lesson

#### Lesson 1 - Conclusion

- In-depth understanding of ADHD in adolescence: adolescent is struggling, not difficult
- Key takeaways: risk situations, warning signs, adaptation strategies, differentiation of behaviors
- Support requires patience, consistency, balance between structure and autonomy
- Demanding but rewarding challenge: every progress becomes shared victory
- Importance of self-care: allow pauses, seek support, right to not be perfect
- Adolescence is transitional period for whole family; equipped with tools for this journey

## Teaching methods

- 100% online training, accessible from your computer or tablet
- Self-paced learning, whenever you wish, without time constraints
- 5 progressive modules with 22 detailed lessons
- Concrete practical tools: identification grids, intervention techniques, family contract model, screen management strategies
- Bonus: Discover the JOE app with 30+ cognitive games to train attention, concentration, and planning
- Certificate of completion provided upon finishing the training