

THE
DR RUSSELL
BARKLEY
INTERVIEW
COLLECTION



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About the Collection

In the last decade, I have interviewed dozens of ADHD thought leaders around the globe, producing over 500 episodes of Attention Talk Radio, plus more than 300 episodes of Attention Talk Video. In that time, I have found the single greatest source of knowledge was Dr. Russell Barkley. His insights and constructs revolutionized my ability to coach those with ADHD and helped me understand the core fundamental issues that manifest in behavior for those with ADHD.

In short, ADHD is not a deficit of attention, but without Dr. Barkley's insight, it looks like it is. The reality is that ADHD is an issue of self-regulation with a working memory challenge.

In this collection, I share edited versions of my most impactful interviews with ADHD genius, Dr. Russell Barkley.

I encourage you to read and reread the content to fully absorb and digest the knowledge that can help you understand ADHD. One thing we have learned about those with ADHD is that they often know what to do, but they struggle to execute what they know to do. At DIG Coaching, we specialize in helping those with ADHD apply the principal understandings based on constructs I have developed over the years from ADHD thought leaders such as Dr. Barkley.

Warmly,

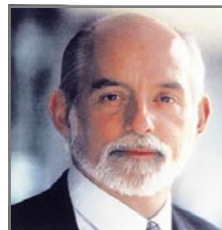
Jeff Copper,

Your ADHD and Attention Coach

Who are Dr. Russell Barkley and Jeff Copper?

Russell A. Barkley, PhD, is a clinical professor of psychiatry at the Virginia Treatment Center for Children and Virginia Commonwealth University Medical Center. He holds a diplomate in clinical psychology, clinical child and adolescent psychology, and clinical neuropsychology. He has been featured in seven award-winning DVDs, has presented more than 800 invited addresses internationally, and has appeared on national television programs and radio programs, such as 60 Minutes, The Today Show, Good Morning America, CBS Sunday Morning, and CNN. He has received numerous awards for his contributions to ADHD research and clinical practice. His publications include 22 books, six rating scales and clinical manuals, and more than 300 scientific articles and book chapters on the nature, assessment, and treatment of ADHD.

A complete bio and other facts on Dr. Barkley's extensive credentials are also available on his website at www.russellbarkley.org where his many other publications are also available.



**RUSSELL A.
BARKLEY,
PHD**



**JEFF
COPPER**
MBA, PCC, PCAC,
CPCC, ACG

Jeff Copper is an attention coach and expert on attention issues, more commonly referred to as attention deficit disorder or ADD/ADHD. As founder of DIG Coaching Practice LLC and the host and founder of Attention Talk Radio (www.attentiontalkradio.com) and Attention Talk Video (www.attentiontalkvideo.com), Jeff coaches individuals and entrepreneurs with ADD/ADHD symptoms who are seeking to improve their personal and business results. Jeff is a frequent speaker and thought leader in the ADHD community. He serves on the Marketing Committee of Children and Adults with Attention Deficit Hyperactivity

Disorder (CHADD) and on the Editorial Advisory Board of CHADD's Attention Magazine. He is a member of the Professional Advisory Board for the Professional Association for ADHD Coaches (PAAC).

To learn more about Jeff and his coaching practice, and to access his podcasts on Attention Talk Radio and Attention Talk Video, visit his website at www.digcoaching.com.



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ADHD and The Importance of Emotions

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ADHD and The Importance of Emotions



Jeff: Today, we have Dr. Russell Barkley, a world-renowned authority on ADHD. In one of his presentations at the CHADD conference, he was talking about emotion. I was so moved by it that I wanted to provide this platform for him to share his position on emotion in the context of ADHD, specifically the role of emotion and how it can explain so many things that our current view of ADHD does not.



What's obvious is a function of what you're paying attention to.

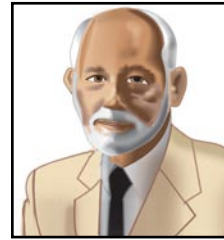
As most everyone knows, one of the things we say on this program is that what's obvious is a function of what you're paying attention to, and as Dr. Barkley emphasizes the need to pay attention to emotion in the context of ADHD, I think it really can change not only how we look at it but also how to find solutions. So, with that, Dr. Barkley, welcome to the show.

Dr. Barkley: Thank you, Jeff. I'm happy to be here.

Jeff: So, let's start at the beginning. What is an emotion?



An emotion is a very short-term change in the state of our body and of our mind.



An interview with ADHD Genius,
**DR. RUSSELL
BARKLEY**

Dr. Barkley: Yes, well, I'm glad you asked about this whole topic, Jeff, because, as you know, emotion has been ignored in our view of ADHD now for some time, but to begin with, an emotion is a very short-term change in the state of our body and of our mind, and it's usually comprised of about three things that interact with each other. One is simply our level of arousal. We experience a change in our heartrate and our blood pressure and our breathing so that we find ourselves in a more active state than we were, say, just 15 seconds or a few minutes ago.

But aside from a kind of physiological arousal, there's also an evaluative part of an emotion which has to do with our evaluating whether what has just happened is either threatening or reinforcing to us. And that evaluative part of the emotion then leads to a change in our behavior, whether or not we pursue and approach what it is that we found interesting or rewarding or whether we withdraw from something that we find threatening to us.



“ Emotions are very important for human survival because they rapidly evaluate what is happening around us and cause us to pay attention to them and then change our behavior as a function of paying attention.

So, it's those three gradients that form what we report as feeling that we have an emotion, but they're very, very important for human survival because they rapidly evaluate what is happening around us and cause us to pay attention to them and then change our behavior as a function of that paying attention. So, you could basically break down any emotional experience into four stages, and they can happen within a matter of milliseconds, but we separate them, because later we're going to talk about how you might be able to alter your problems with emotions and problems at regulating these emotional states.

4 Stages of Emotional Experiences

1. The situation
2. The attention
3. The evaluation
4. The reaction

So, these four steps are... first of all, *there's a situation*... an event that happens to us. That's immediately *followed by* what you've already mentioned and that is *you paid attention to it*. So, there's an attention component to emotion besides the situational part of it.

The third thing is that you appraise it. *You evaluate it*. You've thought about it in some way.

And then, finally, *you react* and that's the emotional reaction that you experience.

But those four steps – the situation, the attention, the evaluation, and then the response or the reaction – can be split apart, and it really helps in managing your emotions to think of it as a four-step process, because it's through those four steps that we're going to try to get a handle on this.

Jeff: So, this is fascinat-

4 Steps to inhibit the automatic level of emotion:

1. Calm down.
2. Refocus attention.
3. Organize a new emotion.
4. Replace the old emotion.

ing to me. This is almost instantaneous, but you're in a situation, you pay attention to it, you appraise what's going on, and you react to it or what you think you should do as a result of it, which I'm hearing, manifests in behavior?

“ We monitor ourselves because humans have self-consciousness, self-awareness.

Dr. Barkley: Yes, that's right. Now, that's how emotions play out in everybody, including nonhuman species. It's not just humans that have emotions. Those four things happen. What humans have is a second layer to this whole system in which we are monitoring ourselves, because humans have self-consciousness, self-awareness.



“ We have the ability to step into that automatic first level and be able to do something about those emotions.

And so, we're monitoring these emotions as they play out, and that second level gives us the ability to step into that automatic first level that I just described and be able to do something about those emotions. No other species can do that, because no other species is self-aware to the extent that we are and, therefore, we can self-manage these emotions if we choose to.

And so, there's a second higher level to our emotions, and it's also comprised of a four-step process. The first is simply the ability to inhibit the automatic level... this automatic reaction to events... so that, instead of just allowing ourselves to be at the mercy of our environment and our feelings, humans have the ability to actually intervene. And the first thing they do to

intervene is they stop. They inhibit the strong emotional behavior and reaction. And then the second thing they do is try to calm themselves down. They self-soothe, self-calm, and otherwise try to down-regulate this sort of strong emotion that's overtaken them.

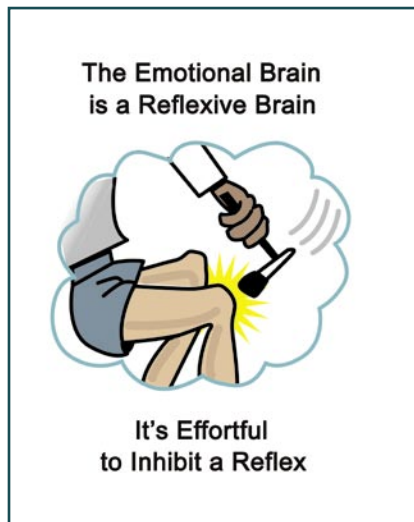
The third thing they do as befits your show, by the way, is they refocus their attention away from the event itself. They may distract themselves; they may look away; they may close their eyes or even cover their eyes if it's a really powerful event; but in some way they're going to divert their attention away from that stimulating event.

And then finally, they're going to organize a new emotion, a new experience to replace the old one. And this new emotion they're going to generate is going to be much more consistent with their long-term goals, their welfare, what they hope to achieve.

If you like, I'll give you an example.

Jeff: Yes, go ahead.

Dr. Barkley: If you and I were in a business meeting and I said something to you that was humiliating or insulting, if you didn't have this second level of emotional self-control, you might automatically leap across the desk and begin to throttle me because I've humiliated you in front of our peers.



But you do have this ability, and so what you might do is, even though this reaction is building in you, you will go through these four steps that we've talked about. You'll inhibit that initial urge to come over across the table and throttle me. Then you're going to start to talk to yourself and calm yourself down and watch your breathing. Then maybe you're going to look away from me and think about something else and count to ten and go to your happy place.

And then finally that evaluation is going to lead you to substitute a different emotion, one that's more reasonable, because you've evaluated the fact that you don't want to lose your job, you don't want to get arrested for assault, and you want to be able to keep this source of employment going and, therefore, you're going to substitute a more constructive emotion in its place.



ADHD interferes with the ability to inhibit that strong emotion.

And those are the two steps that we believe ADHD interferes with. It interferes first of all with the ability to inhibit that strong emotion and then secondly these things we've talked about as far as self-regulating your emotions.

Jeff: So, with us having talked about what an emotion is, what I'm hearing is that one of the keys with ADHD is the ability to self-regulate that emotion?

Dr. Barkley: Yes. Well, that's exactly what you're going to see. Because of the impulsiveness that ADHD creates in individuals, they're going to be less able to engage in that first step, which is to stop the emotion from playing out. Their emotions are going to be very impulsive, off the cuff, raw, unmoderated, thoughtless emotions as they play out.

And, you know, that's okay if you're a child. It's forgivable, but as you get older, we expect people to have a more mature management of their emotions. And that's where it starts to get people in trouble because the inability to manage that strong emotion has consequences for your work, for your social relationships, and so on.

And then the second thing they find difficult is, when the strong emotion has overcome them, doing these other steps we talked about – self-soothing, self-calming, refocusing their attention – and then appraising the event differently so that they come up with a better emotion in place of the one that they initially were going to show. Those are going to be hard for them, as well, because the emotion is out of the gate.

Jeff: And this is what's really powerful and why I thank you so much for coming on the show is, if we were paying attention to other things, we wouldn't necessarily have no emotion, but by saying, "Hey, listen, emotion is a real big piece of this, and this is what an emotion is, and these are the process that we go through to self-regulate."



Knowing what those processes are, to me, is very powerful if you have ADD, because you can feel that emotion in your body, like, wait a second, pause, notice that you're going through that. And some of that stuff it might be is, like, I notice it's coming... this is a step in a process... and I know that I need to refocus my attention or to calm down a little bit.

Wait a second, I feel the emotion coming on. Here's the process I've got to go through and here's what I need to do in order to manage it and get to where I need to be for a different outcome.

What coaching is about is, okay, what types of things in the past have enabled you to kind of calm down and what has allowed you to refocus in those situations, because, if you become conscious of it, then you begin to manage it, which is really powerful for me today. It's because, if we – for your case of bringing emotion back in – we pay attention to it, it gives us so much more power, as working with those with ADHD to say, Wait a second, I feel the emotion coming on. Here's the process I've got to go through and here's what I need to do in order to manage it and get to where I need to be for a different outcome.

Dr. Barkley: Absolutely.

Jeff: Dr. Barkley, can you speak now a little bit about, I think you call it, the seven lines of evidence that you believe helps create an argument that emotion should be brought back into the diagnosis and the management of it?

All the way up through 1968, everyone always considered emotion to be one of the key or core ingredients of ADHD.

Dr. Barkley: Certainly, I'll try to be brief and let me take each of these at one point in time, but the most important at the beginning is to understand that emotion has always been a part of the history of ADHD going back to the first medical paper on the subject in 1798. People don't realize that the history of ADHD is over 200 years old, and that articles and chapters in medical textbooks were being written even in the late 1700s and throughout from 1798, all the way up through 1968, everyone always considered emotion to be one of the key or core ingredients of ADHD.

And yet, in 1968, the concept of emotion was stripped out of the way we think about ADHD.

It wasn't just the fact that they were inattentive and distractibility or that there was some hyperactivity involved or that they were impulsive. Also included in here was this difficulty with managing emotions. And yet in 1968, the concept of emotion was stripped out of the way we think about ADHD and ever since then, all of our diagnostic criteria have simply focused on the other three symptoms, the inattentiveness, the hyperactivity, and the impulsiveness. And if emotion was mentioned at all, it was usually mentioned only as a by-product in some people or as a comorbid disorder or coexisting disorder.

So, it was due to something else, but it certainly wasn't viewed as central to the disorder. And what I've been trying to do in the past year through my scientific articles and so forth, and presentations like you heard at CHADD, is to bring emotion back into its rightful place as part of this disorder where it was

for 160-some years before it got stripped out, and it should be put back in again.

Jeff: So, our knowledge of emotions in ADD has been there for most of the time, but it was just in relative terms and was recently taken out?

The reason it was taken out are unclear. It may have had to do with the fact that emotion was hard to measure.

Dr. Barkley: That's right. And the reasons it was taken out are unclear. It may have had to do with the fact that emotion was hard to measure. And psychiatry and psychology were trying to become scientific in trying to measure human behavior and reactions. There may have been some politics involved in it. I don't know, but what I do know is that, starting with 1968, the official manual for psychiatric diagnosis did not include emotion any longer in ADHD. And I think that was a big mistake. I'd like to see emotion returned because the emotional stages that we talked about earlier, the impulsiveness of emotion and the self-regulation of emotion, fit exactly into the two dimensions of ADHD that we've already talked about.

We've said that people with ADHD are impulsive. Well, you're not just impulsive in your behavior, in your thoughts, and in your words. You have to be impulsive in your emotions, as well, because emotions are welded into everything we think, say, and do. And so, for that reason, emotion would have to be here.

And the second thing is that we know that the inattentiveness part of ADHD and that research now shows that inattention arises from deficits in executive functioning. And executive functioning is just a fancy professional term for self-control.

If you have trouble with executive functioning or self-control, you ought to have trouble then self-regulating your emotions.

So, if you have trouble with executive functioning or self-control, you ought to have trouble then self-regulating your emotions, not just your behavior, not just your thoughts, but your feelings as well. So, it makes perfect sense to return emotion back onto these two dimensions that have been part of ADHD since 1968. But I want people to realize though that we're not just going to put them back into those dimensions, that the emotion needs to be recognized as an obvious component of ADHD in its own right.

Jeff: Certainly. So, share with us some of the other points.

If we look at what parts of the brain are involved in ADHD, they are precisely the same parts of the brain that we know in normal individuals are involved in managing emotion.

Dr. Barkley: I'd be glad to. The second reason emotion should be in ADHD has to do with our advances in understanding the neuroanatomy of ADHD. If we look at the brain and what parts of the brain are involved in ADHD, they are precisely the same parts of the brain that we know in normal individuals are involved in managing emotion.

The inner emotional brain is known as the limbic system. And that's a very old part of the brain that generates our feelings and emotions.

For instance, one of the most important circuits in ADHD is from the frontal lobes, especially the right frontal lobe, back through an area in the middle part of the brain known as the anterior cingulate. And then from there, it goes to the inner emotional brain known as the limbic system. And that's a very old part of the brain that generates our feelings and emotions. So from the frontal lobe back into the limbic system is how our thoughts regulate our emotions and vice versa.

And that's how we control how we feel about things. That's the executive system, the frontal lobe reaching down into the brain and managing the emotional system,

the limbic system, the emotional regulation network is part of ADHD, so it ought to be part of the emotional aspects of ADHD.

Jeff: So, you're talking like the brain anatomy is what's affecting the emotion and affecting ADD; they are very similar?

Dr. Barkley: They're identical, absolutely identical.



There are three networks that are involved in ADHD, and one of those networks is the emotion regulation network. And so knowing that, we would know that emotion is a central part of this disorder. The other networks I'll just briefly mention. One is what I call "the what network." It's where what you're thinking about controls what you do and that's a separate network.

And then there's "the when network," which also involves the frontal lobe, but now the cerebellum, and that has to do with timing of your behavior, the timeliness of what you do and your ability to manage yourself relative to time. You can now see why people with ADHD have trouble with doing what they want to do, holding in mind what they want to do and doing it. That's the what network.

But also, with the timing of their behavior and time management, which as you know, in your profession, is a major deficit for adults with ADHD and that's self-management relative to time and their schedules and deadlines. So these three networks explain an awful lot about ADHD. But as I said earlier, one of them is the emotion management network. And that's just another piece of evidence that emotion has to be part of this disorder.



And if we observe people in emotionally provoking situations, like things that might make you frustrated or angry, we know that we can observe in them much greater emotion and much more struggling with trying to down-regulate that inappropriate emotion for them.

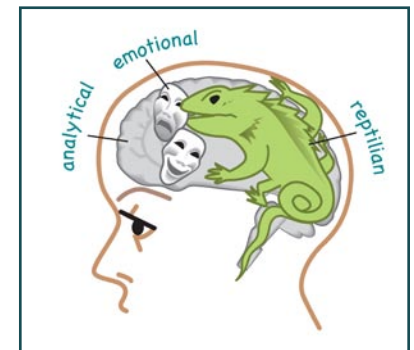
Now, a third line of evidence is the evidence itself. When we go out and we actually observe people with ADHD, or we have them fill out rating scales about their behavior. We find that they rate themselves as very emotional. And if we observe them in emotionally provoking situations, like things that might make you frustrated or angry, we know that we can observe in them much greater emotion and much more struggling with trying to down-regulate that inappropriate emotion for them.

So, the evidence itself in a number of research papers shows that emotion is part of this disorder. It's not just a fiction. It's not just conjectural. It's actually seen in people with ADHD when we put them in emotionally charged situations. So that's another line of evidence that we have.



ADHD predisposes people toward becoming oppositional, what we call oppositional defiant disorder and ODD.

And then another piece of evidence that I talk about is that, for a number of years now we've known that ADHD predisposes people toward becoming oppositional, what we call oppositional defiant disorder and ODD. By putting emotion back in ADHD, you can automatically see the connection between the two, because ODD is a disorder of regulating your anger, your hostility, which is an emotion.



If you have trouble regulating your emotions, you're going to have trouble, of course, regulating anger, hostility,

ity, aggression, and frustration, and that's ODD. So you can see how ADHD would cause ODD in individuals. And that's a new idea. Previously, we just thought that these two disorders coexisted. This actually explains that one causes the other.

Jeff: That's fascinating.

Dr. Barkley: Yeah. Thank you.

Jeff: So, any other points of evidence?

Dr. Barkley: Yes. Well, I think when we look at the outcomes of people with ADHD, and as you know, Jeff, I've done a 25-year longitudinal study out in Milwaukee with my colleague, Mary Ellen Fisher, where we followed 158 ADHD children who are now in their late twenties and early thirties. And when we look at their life course and how they did in school and in work and in deriving and managing money and these other domains of major life activities, we were able to go back into our data and look at whether or not the emotional symptoms they had when they were children and teenagers, whether those predicted certain outcomes.

And we did that and compared it to their inattentiveness and their hyperactive and impulsive behavior, and what did those predict? And what we were trying to show here is that emotion makes a unique contribution to our ability to predict how well people are going to do apart from the two traditional symptom dimensions that we've talked about, the inattention and the hyperactive impulsive behavior.



The single best predictor of whether you're going to be fired from a job and how many times you're going to be fired is not your inattentiveness. It's not your distractibility. It's not your forgetfulness or your hyperactivity or your impulsiveness. It's your emotions.

And here's what we found. I don't have time to go through all the data in these papers, but here's an important one, the single best predictor of whether you're going to be fired from a job and how many times you're going to be fired is not your inattentiveness. It's not your dis-

tractibility. It's not your forgetfulness or your hyperactivity or your impulsiveness. It's your emotions. Emotional impulsiveness and poorly regulated emotion were the single best predictor of how many times people got fired from work. It was also a predictor of road rage and driving under the influence and automobile accidents.



Well beyond simple inattentiveness, emotion mattered. We also found that it was a big predictor of social problems that people found that, if they had trouble managing their emotions, they lost friends because, just like employers, your friends will forgive you for your distractions and your inat-

tentiveness and even your restlessness. But if you're blowing up at them, if you're frustrated, if you're impatient with them, that's a little less easy to forgive, and it can cost you social relationships and even your intimate relationships, as in your marriage or your dating relationships. All of those were affected by the emotional aspect of ADHD.

Jeff: That's just amazing. It's fascinating information because, as you've been talking about what an emotion is and self-regulation, the ability to calm down, refocus, and come up with a new emotion, and if you don't do that, I can see how it can create a lot of problems and be a predictor of these problems. And you're saying that the research and evidence tie that link together.



There are six things that people can do to help with the emotional component of ADHD.

Dr. Barkley: Yeah. Very consistent with that. Now, there are six things that people can do to help with this emotional component of ADHD. So, maybe we can just briefly go through those.

Jeff: *Excellent. I love this discussion. I'm getting a lot out of it as I'm sure our audience is. So, some of the arguments so far is, number one, emotion was always there until it was taken out in the sixties. We've got that the neuro anatomy seems to line up, the neuro-psychology, the actual evidence that we're observing. Is there any other area that we haven't touched on that would lend itself?*

When you observe people with ADHD, guess what?
They are more emotional.

Dr. Barkley: We talked about the actual psychological evidence out there, as well. When you observe people with ADHD, guess what? They are more emotional. And then we've talked about the importance of ADHD and understanding comorbid disorders like oppositional disorder. And then, of course, there is predicting all these impairments that we've talked about, as well. So all of these lines of evidence line up to emphasize that emotion is very important to understand as a key link in this disorder.

Jeff: *What would the argument be on the other side to say no, that emotion really shouldn't be put back in, based on what you're identifying?*

Dr. Barkley: Okay. Well, one of the arguments, which I think we can easily counteract just with the evidence we have, might be what's the point? It doesn't add anything new. We already know that ADHD involves these two dimensions of behavior, inattention and hyperactive impulsive behavior. And if that explains all of the problems that these people are having that accounts for their symptoms and their life course and their impairments, why put emotion back in?

And, of course, as you've already heard me say, because emotion brings value added, emotion by itself, apart from these other two dimensions interferes with certain aspects of our life. And it allows us to understand those impairments better.

By putting emotion back in ADHD, we now understand why oppositional disorder is there and also why depression and anxiety start to become problems for people with ADHD the longer their disorder goes unmanaged, whereas we wouldn't understand those links and those impairments if the emotion was left out of our core thinking of the disorder. So I think we can easily respond to the argument that emotion shouldn't be put back in with these new lines of evidence that have become available.

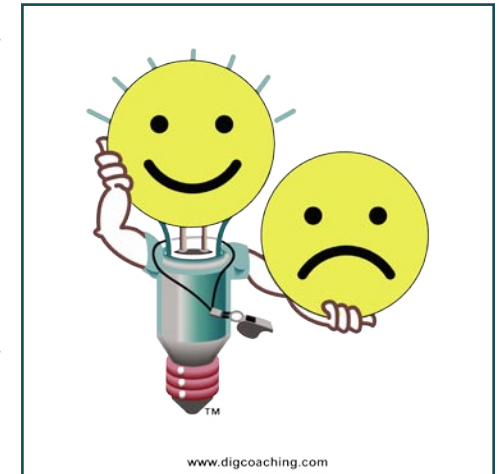
Jeff: *One of the reasons I think this is powerful is, if you're not paying attention to emotion or even managing your emotions, your solutions and outcomes are going to be very, very different. Whereas if you're focused on that, particularly from a coaching perspective on my side, is that, if we're focusing on how to calm down and how to re-focus and how to form new emotions, at least at that*

point in time, we're managing the area that's relating to some of these things whereas, if we don't acknowledge emotion, we might be managing something that's indirect and not actually having a direct impact on the outcome. So I like that. That makes a lot of sense.

Dr. Barkley: Yeah. I couldn't agree with you more. Absolutely. It's a good way to put it.

Jeff: *Are there any other arguments?*

Dr. Barkley: Well, I think it helps them to understand that, if emotion is part of ADHD, it would lead to at least six things that people



can do to help manage this part of ADHD. Whereas if you didn't put emotion into ADHD, you wouldn't think about doing these things at all. You would just be thinking about managing your inattentiveness and your distractibility and your time management and organizational problems. And I don't mean to minimize those. Those are important deficits in their own right. But you wouldn't be putting so much emphasis on this emotional component. You wouldn't even realize it was there.

You might wind up concluding that the person actually has a mood disorder and try to treat it through mood altering drugs like antidepressants or antianxiety drugs when in fact you've missed the point.

In fact, you might wind up concluding that the person actually has a mood disorder and try to treat it through mood altering drugs like antidepressants or antianxiety drugs when in fact you've missed the point. That's not the cause of those emotional problems. You've misdiagnosed the patient and you've mistreated them with the wrong medication because you thought the emotion was part of another disorder when in fact it actually was inherent in the ADHD itself.

Jeff: *Dr. Barkley, can you talk about the six things that can help?*

Dr. Barkley: Yes, I think that if we think about these six things that they're going to make sense once I explain them to you, so bear with me here. It could take me just a minute or two to get all of this out, but step number one is to realize that the ADHD medications may help manage some of these emotional difficulties, not all of them, but some of them.

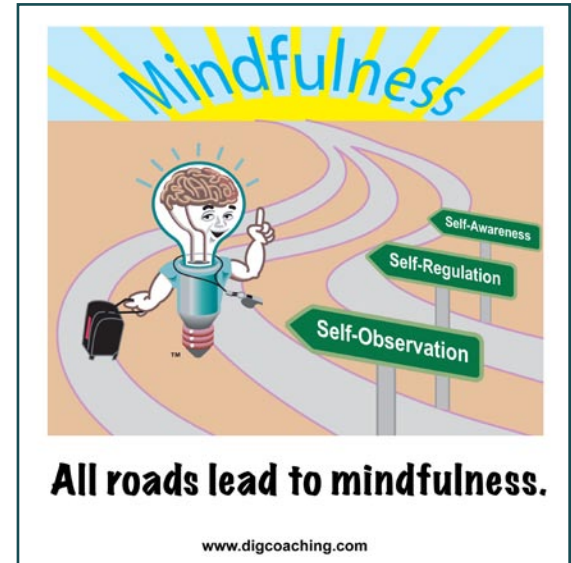
For instance, if the emotional part of the brain is not being regulated properly by the frontal lobe and your ADHD medications are going into these areas and increasing the ability of the frontal lobe to manage the emotional system, you might find that your ADHD medications are

beneficial to this impulsive part of emotions, its quickness with which the emotion is up and out and not inhibited.

If you're not on medication or you're considering going on it, keep in mind that helping you regulate your emotions might be one of the advantages of the medication.

Now, as I explained at the CHADD conference, the different ADHD medications will do this through different means. They don't all do it identically and they don't all do it well. So just understand that you may need to talk with your physician if you're on medication about is this the right medication for managing the emotional piece of it. And if you're not on medication or you're considering going on it, keep in mind that this might be one of the advantages of the medication. It's not just that it helps you concentrate or that it helps you to be less impulsive and less hyperactive, it may also help you regulate your emotions and keep you from showing these impulsive emotions. So, number one, ADHD meds can help benefit certain parts of this emotional problem that people with ADHD have.

Now, the other five things are psychological strategies that anybody can use whether they're on medication or not. And they go back to the four stages of an emotion that we talked about right at the top of the show, Jeff. For instance, we talked about the fact that an emotion begins with a situation. Something happens.



Step two in managing your emotions is to select the right situation and don't put yourself in situations that are likely to provoke strong emotions.

Well, step two in managing your emotions is to select the right situation and don't put yourself in situations that are likely to provoke strong emotions. Don't just go about your life being pulled hither and yon without any particular forethought or plan in mind.

If you know, for instance, that a particular setting, a particular context... maybe there's a particular bar that you like to go to after work on Fridays for happy hour, but you know that that's a problem for you because there's a couple of people there that you don't get along with and that you usually tend to get in arguments with these people. Don't go to that bar. Find a different place to have your beer and your happy hour. In other words, select the situation so that it doesn't provoke the emotions that you know aren't going to occur in alternative situations that you could have gone into.

Now, you can't always do that, but many times, you can, especially if you've repeatedly encountered problems in that situation. Then, step one is don't go there. Avoid that situation if at all possible. So, we call this situation selection, and it is step one in managing your emotional health.

If you find yourself in a situation where you are becoming emotional, modify the structure of the situation.

Step two is -- What happens if I find myself in a situation where I'm becoming emotional? Okay, I wasn't able to select myself out of this. I find myself here. What do I do? This is where we modify the situa-



tion. We change the structure of the situation. For instance, you and I were talking about being in a business meeting where I may have said something that was very insulting or humiliating to you.

One of the things that you can do in a situation like that is to look away from the individual. Sit away from that individual. Turn and look at somebody else and start talking to them. Push your chair back away from the table. Perhaps stand up, go to the coffee machine, get a coffee, come back into the room again so that you can modify the structure of that situation by where you sit, by where you look, and by what you choose to do that might help to calm that emotion down a little bit before you react to what the other person has said. So, change the situation.

Sometimes you can also change it by simply leaving, as you've heard me just say. Just buy yourself some time. Get a break. You know, a one-minute break to get a drink of water is not an insult to anybody, and then, after you got that, you can come back in, but it gives you that one to two minutes to get ahold of yourself and get back in the situation.

Try to analyze your feelings about the situation but get your attention system away from the provocative event itself.

Now, the next thing that you can do after situation modification is how you deploy your attention, what you think about, and where you look. So, as we've said, you can divert your eyes away from the person who's upsetting you. You can close your eyes if you need to. You can turn and look out the window. You can look at a piece of art in the room and, you know, try to analyze your feelings about the art, but get your attention system away from the provocative event itself. And we call that attention deployment where you deploy your attention to something different than what is provoking the emotion.

So, to repeat, we've got situation selection, choosing situations that are healthy for you rather than ones that lead to emotional difficulty. The second is modifying the situation, and the third is changing what you're attending to, what you're looking at.

How you think about the emotion can literally change the emotion.

Now, let's suppose none of that works. All right, well, the next thing we call cognitive change, and I know you use this a lot in your business, as well. And this is where how you think about the emotion can literally change the emotion. This is where you evaluate whether this is really an important event or not to you.

You might say to yourself, Well, this guy is not important to me. How the heck does he know what he's talking about? He's just another guy in the room, and he's not my boss, and who does he think he is anyway?

You might say to yourself, for instance, in the situation you and I had set up where you know, I've said something insulting. You might say to yourself, Well, this guy is not important to me. How the heck does he know what he's talking about? He's just another guy in the room, and he's not my boss, and who does he think he is anyway?

Our emotions are partly determined by what you think, and if you alter your thoughts, you literally can alter the consequent emotions that come out of that.

I mean, these are self-statements you could be saying in your head that can help calm you down because you're going to re-appraise the situation. And it's important to make it less important than it may have seemed at the beginning. So, there's a cognitive element to this. As you know, your emotions are partly determined by what you think, and if you alter your thoughts, you literally can alter the consequent emotions that come out of that.

And then finally, the last step in this process is where you modify the emotion itself. It's already overtaken you. There's not much you can do about it. You can't leave the situation. So now what you can do? Focus on your breathing. If you've ever had any sort of meditation training, and it doesn't have to be religious or Buddhist meditation, just

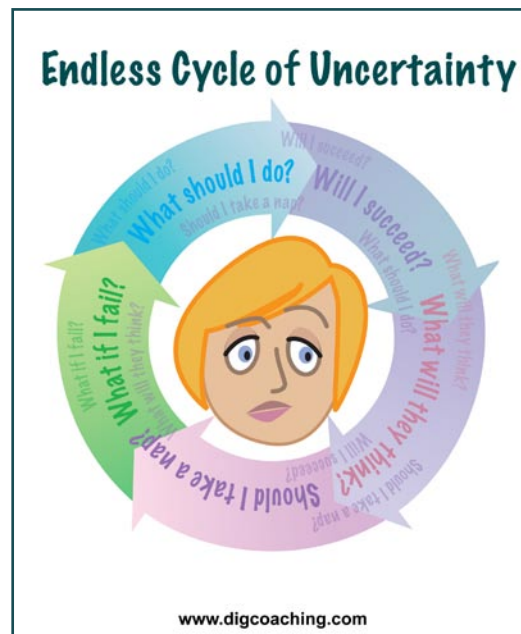
standard meditation training, or even if you've had practice in what we call deep muscle relaxation.

What's important to understand is that the later in this sequence you wait, the harder it is to do it and the less successful it's likely to be.

You'll remember the old Jacobson muscle relaxation techniques where you focus on your breathing. You focus on your heartrate. You tense and relax different muscle groups and by doing that you can begin to destress the situation and maybe temper the emotion. Now, what's important here, Jeff, to understand is that the later in this sequence you wait, the harder it is to do it and the less successful it's likely to be.

You're better off choosing your situations wisely – remember, we talked about situation selection – than you are trying to modify the strong emotion once it's already out of you. So, the earlier in this whole sequence of steps we've talked about the better. So, to repeat, you've got six things to do.

One, check out the right medications. Make sure you're on the right ones and see if they help with your emotions. Two, choose situations wisely. If you know that a situation gets you in trouble emotionally, try to avoid it. Three, if you can't modify that situation in some way so that it's less emotional for you...



where you sit, who you talk to, who you look at, and so on.

The next one, make sure you deploy your attention properly. As you said at the beginning of the show, it's what you pay attention to. And if you divert your attention away from the emotion provoking event, that'll help.

Next, reappraise the importance of this situation for yourself. Hopefully, that will down-regulate the emotions. And then, finally, if you have to, do some stress management – deep muscle relaxation, a little meditation – to address the emotion itself.

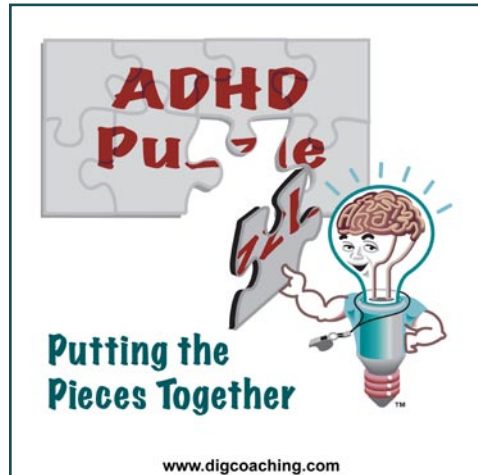
The idea of retaking a look at ADHD with emotion starts to explain so much that our prior models didn't.

Jeff: You know, Dr. Barkley, what I really like about this... and, again, providing this platform as we talked at the top... the idea of retaking a look at ADHD with emotion

starts to explain so much that our prior models didn't. It just seems to have kind of lined up, and what I really like here is what you've described. These things that you've talked about, almost every one of them I can link to something that as an ADHD coach we're trying to do.

We're trying to teach people how to calm down, how to pause, as well as different structures to shift their attention so, when

they walk into a situation and need to control or redirect their behavior, they go, Wait a second. I can feel the stress. I can feel the emotion come up. I'm pausing. I'm catching myself. This is how I'd normally react. These are the types of things that I need to do in order to that have successfully calmed me down in the past.



It's fascinating because, just the way you've lined this up, it really links in with a lot of coaching theories that are helping... tools that we do to help facilitate this process.

It isn't just a good model for managing emotions. It's a good model for managing yourself, period.

Dr. Barkley: Yes, it absolutely does, and as you know, this isn't just a good model for managing emotions. It's a good model for managing yourself, period. Even whether or not the situation involves emotions, these are just good self-control strategies that all of us can and should be using. And by making them more explicit, hopefully, we allow people to capitalize on them even better.

Jeff: What you articulated was perfect. It makes a lot of sense. Now, we have covered what emotions are, the evidence of why we should be taking a look at emotions in regard to ADHD, and we took a look at the strategy at the end to manage that. Is there anything left to be said that we haven't covered?

Dr. Barkley: No, I don't think so. I think at this point, just coming back to this idea that emotion is a central ingredient to this disorder, and we need to focus on it and manage it as if it is a key component and not simply dismiss it as some other disorder.

Jeff: I couldn't agree with you more, hence the reason for you to be on the show. And, Dr. Barkley, I'd like to thank you for sharing this with everyone.

Dr. Barkley: My pleasure.

Jeff: It's been very, very enlightening. And again, if somebody wants to get in contact with you, they go to russellbarkley.org, correct?

Dr. Barkley: That's right. Thank you.