

Live Online Training

Understanding ADHD in Adolescents Who Display Harmful Sexual Behavior

Thursday, February 27, 2025

11:00 am - 2:15 pm (ET) / 8:00 am - 11:15 am (PT)



JM

1

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Social Worker
& Criminologist

2

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Consult to Wales
Forensic CAMHS

3

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Director TRM
Academy

4

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Adoptive Dad to
Gruff & Annie

JONNY MATTHEW

MSc; BA(Hons); DipSW; DipCrimCJ, RSW

jonnym.substack.com

JM

**A PERSONAL
LENS**

**ADHD &
ADOLESCENTS**

**ADHD
& HSB**

**KNOWLEDGE
INTO PRACTICE**

01

What is it?
My journey
Insights

02

Adolescence
In general

03

ADHD...
...& HSB

04

Adapting practice
Q&D

A PERSONAL LENS

01

What is it?
My journey
Insights

jonnyvm.substack.com

A PERSONAL LENS

01

What is it?
My journey
Key insights

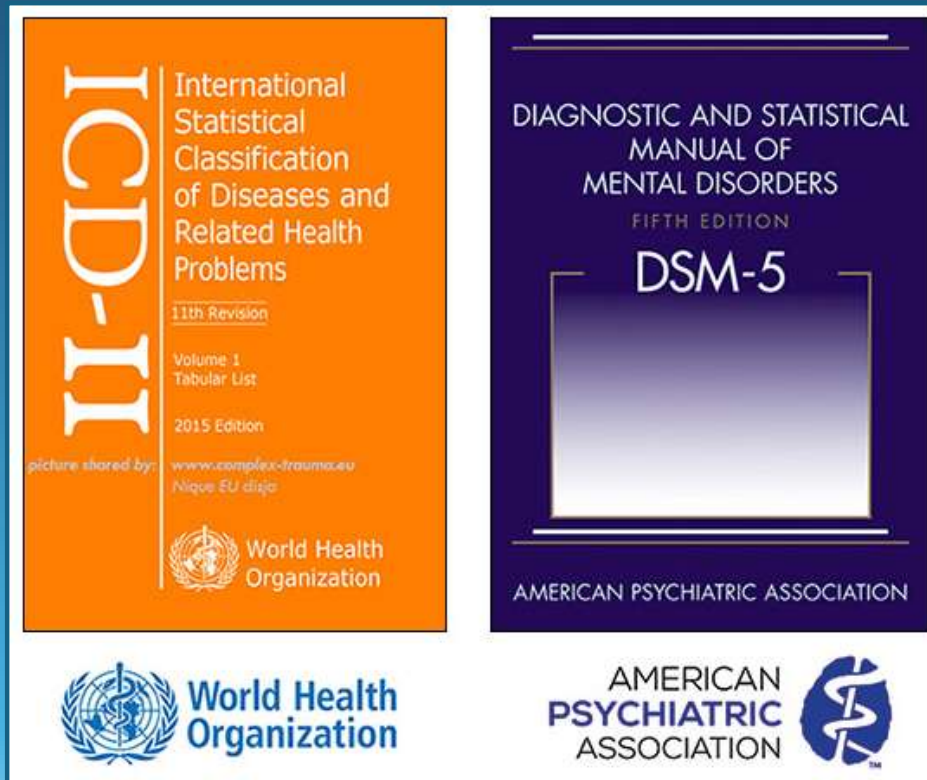
- What is it?
- My journey
- Insights



A PERSONAL
LENS

- What is it?

01



See blog: 'What Exactly Is ADHD?'

JM

• What is it?

01

...a neuro-developmental condition that commonly affects children but can persist into adulthood. It is characterised by persistent patterns of inattention, hyperactivity and impulsivity, which can significantly impact an individual's daily functioning and quality of life.



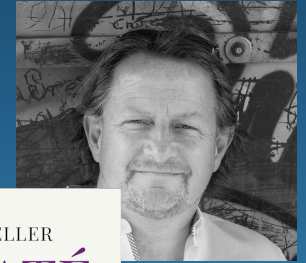
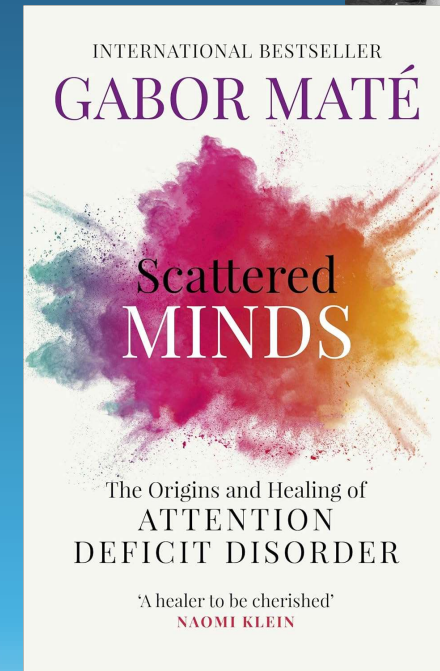
A PERSONAL
LENS

• What is it?

01

AETIOLOGY?

- Genetic &/or epigenetic?
- Trauma-genic/
developmental



INATTENTION

01

HYPERACTIVITY

02

IMPULSIVITY

03



See blog: 'What Exactly Is ADHD?'



INATTENTION

Sustaining attention is perhaps the most *prevalent* symptom of ADHD.

01

DISTRACTIBILITY

FORGETFULNESS

FOLLOWING INSTRUCTIONS

TASK COMPLETION



See blog: 'What Exactly Is ADHD?'

JM

HYPERACTIVITY

Perhaps the most *well-known* symptom of ADHD – may be even the stereotype?

02

PHYSICAL AGITATION

QUIETNESS STRUGGLES

ON THE GO ALL THE TIME

INATTENTION

01

HYPERACTIVITY

02

IMPULSIVITY

03



See blog: 'What Exactly Is ADHD?'



IMPULSIVITY

Acting or speaking without thought for potential consequences. Act first, think...whenever!

03

SOCIAL FRICTION

RISKY BEHAVIOUR

SELF-CONTROL ISSUES

INATTENTION

HYPERACTIVITY

IMPULSIVITY

3 subtypes

INATTENTION

HYPERACTIVITY

IMPULSIVITY

} **Inattentive**

3 major symptom domains & 3 subtypes



INATTENTION

HYPERACTIVITY

IMPULSIVITY

Inattentive

Hyperactive/
Impulsive

3 major symptom domains & 3 subtypes

JM

INATTENTION

HYPERACTIVITY

IMPULSIVITY

Inattentive

Hyperactive/
Impulsive

Combined
(all 3)

3 major symptom domains & 3 subtypes

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A PERSONAL LENS

01

What is it?
My journey
Insights

- What is it?
- My journey
- Key insights



INATTENTION

HYPERACTIVITY

IMPULSIVITY

Combined
(all 3)

3 major symptom domains & 3 subtypes



INATTENTION

HYPERACTIVITY

IMPULSIVITY



Inattentive



3 major symptom domains & 3 subtypes

INATTENTION

HYPERACTIVITY

IMPULSIVITY



Inattentive



3 major symptom domains & 3 subtypes

INATTENTION

HYPERACTIVITY

IMPULSIVITY



Hyperactive/
~~Impulsive~~

3 major symptom domains & 3 subtypes

INATTENTION

HYPERACTIVITY

IMPULSIVITY



Hyperactive/
~~Impulsive~~

3 major symptom domains & 3 subtypes

INATTENTION

HYPERACTIVITY

IMPULSIVITY



~~Hyperactive/~~
Impulsive

3 major symptom domains & 3 subtypes

INATTENTION

HYPERACTIVITY

IMPULSIVITY



~~Hyperactive/~~
Impulsive

3 major symptom domains & 3 subtypes

INATTENTION

HYPERACTIVITY

IMPULSIVITY

Combined
(all 3)

3 major symptom domains & 3 subtypes



A PERSONAL LENS

01

What is it?
My journey
Insights

- What is it?
- My journey
- Insights



INATTENTION

HYPERACTIVITY

IMPULSIVITY

In general...

- **Lean in**
- **Empathise**
- **Be kind**

3 major symptom domains & 3 subtypes



INATTENTION

HYPERACTIVITY

IMPULSIVITY



It's PROBABLY not...

- personal or intentional
- insulting or rude
- avoidant or evasive

But it IS... (subjectively for *them*)

- infuriating
- shame-inducing
- overwhelming



INATTENTION

HYPERACTIVITY

IMPULSIVITY



Approach suggestions...

- Breath – don't rush to judge
- Pause, wait – they'll refocus
- Quiet may ease them back
- Ask, '*are you OK?*' (or whatever)
- Break the drift in some way



‘My mind/brain is like...’

INATTENTION

HYPERACTIVITY

IMPULSIVITY

- A TV with constantly changing channels
- A web browser with 100 tabs open
- An endlessly scrolling phone screen
- Someone talking way too fast to take it all in



INATTENTION

HYPERACTIVITY

IMPULSIVITY



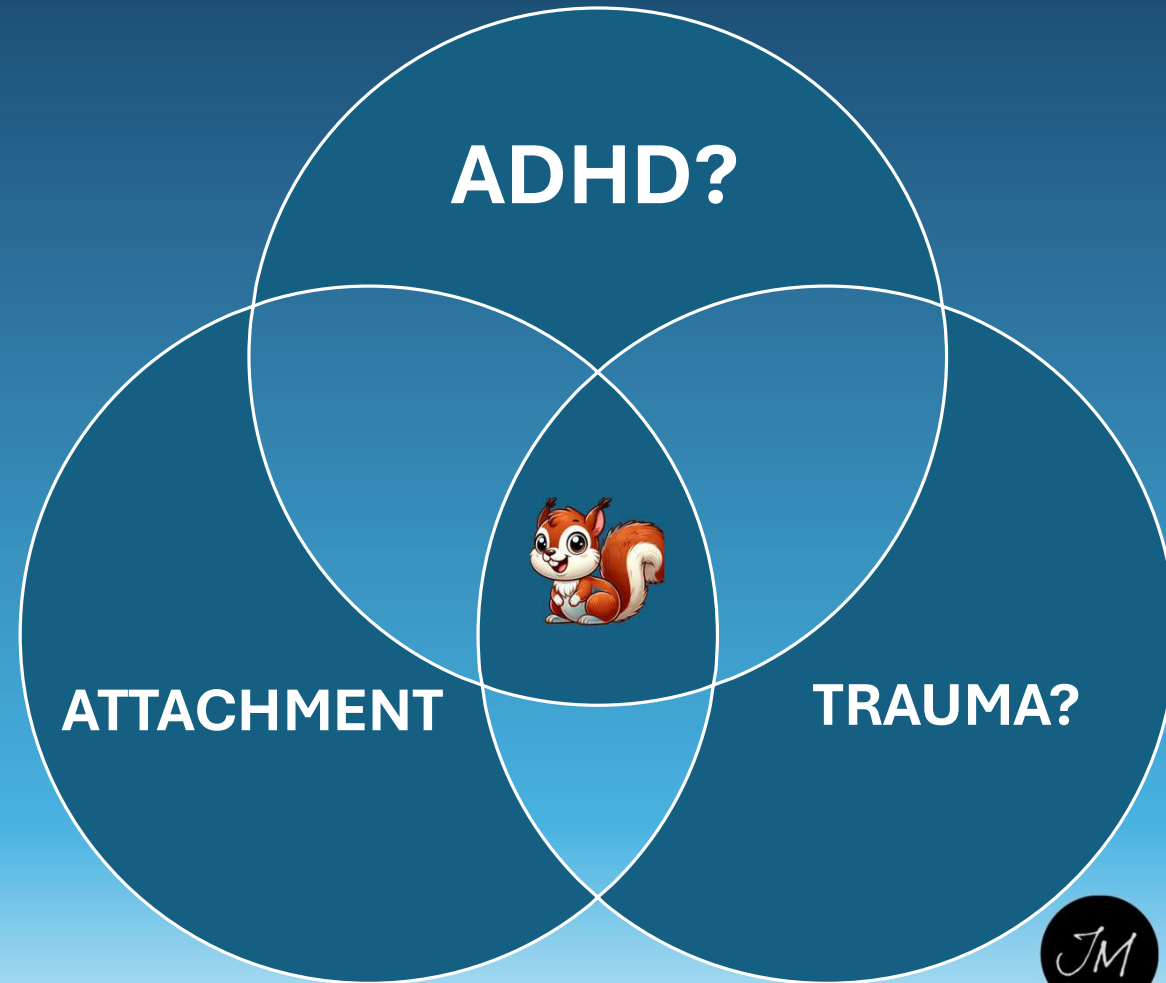
Approach suggestions...

- Breath – don't rush to judge
- Pause, wait – they'll refocus
- Quiet may ease them back
- Ask, '*are you OK?*' (or whatever)
- Break the drift in some way
- Let it go...
 - If they don't refocus
 - Or they walk off
- Remind yourself – '*it's not about me*'

INATTENTION

HYPERACTIVITY

IMPULSIVITY



INATTENTION

HYPERACTIVITY

IMPULSIVITY



SCREENS EXACERBATE IT!



INATTENTION

HYPERACTIVITY

IMPULSIVITY



STRESS MAKES IT WORSE!



INATTENTION

HYPERACTIVITY

IMPULSIVITY



MOVEMENT CALMS IT!



INATTENTION

HYPERACTIVITY

IMPULSIVITY



Things to think about...

- **There's a dynamo at work!**
- **There's an impulse to 'go'**
- **Focus is better with movement...**
- **...it calms the itch a little**



INATTENTION

HYPERACTIVITY

IMPULSIVITY



Approach suggestions...

- Encourage movement
- Facilitate fiddling – toys etc.
- Do something dyadic
- Intersubjectivity is good!
- Walk & talk together
- Driving = opportunism



TEMPLE GRANDIN

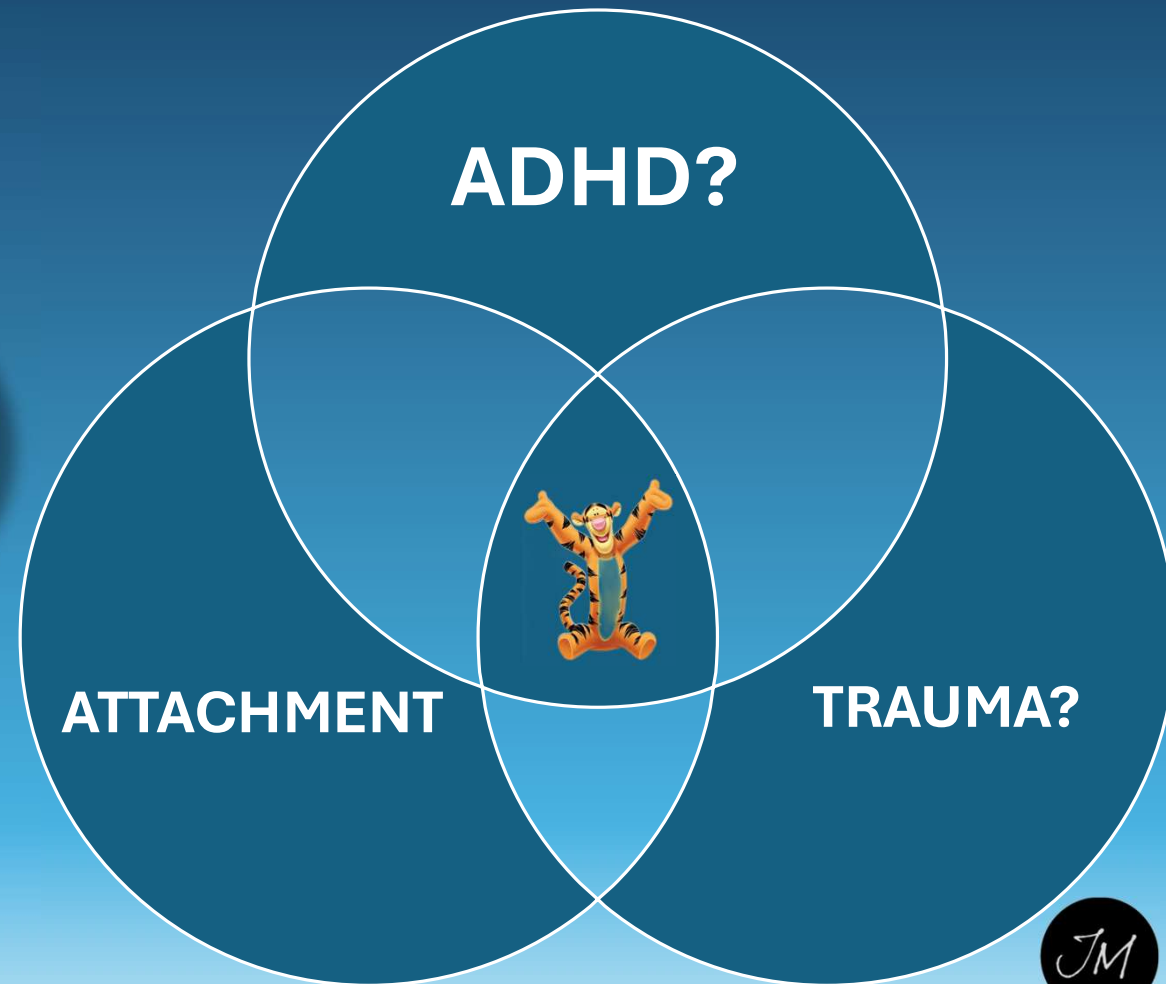
Stimming is a natural part of being human and can serve many purposes, including self-regulation, expression, and comfort

The way I see It (2009)

INATTENTION

HYPERACTIVITY

IMPULSIVITY



JM

INATTENTION

HYPERACTIVITY

IMPULSIVITY



Another plea...

- **Lean in**
- **Empathise**
- **Be kind**



INATTENTION

HYPERACTIVITY

IMPULSIVITY



It's *probably* NOT...

- A reaction to you/content
- Planned
- Done with an end in mind
- Said/done without feeling
- A lack of empathy

INATTENTION

HYPERACTIVITY

IMPULSIVITY

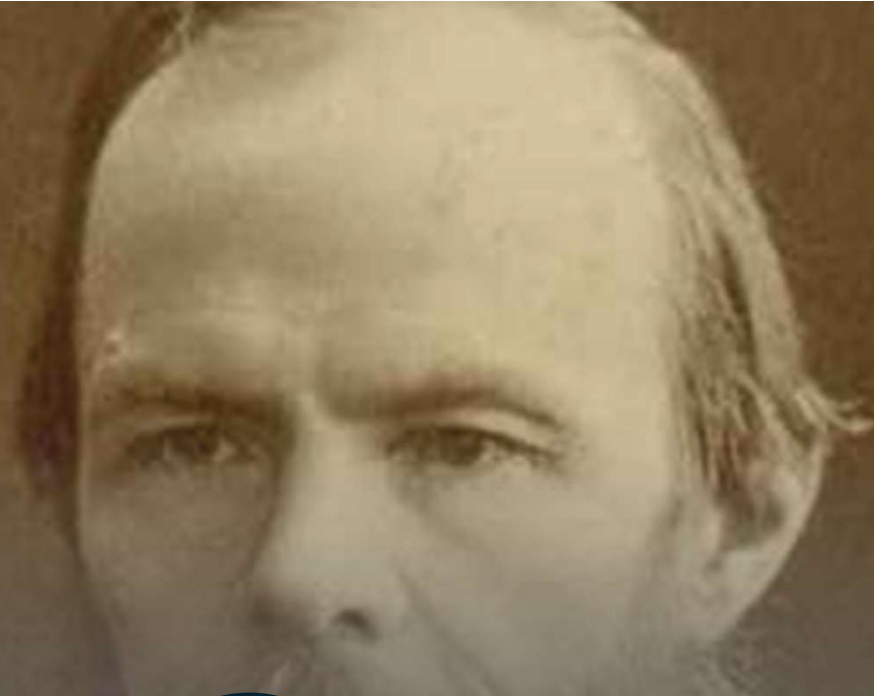


‘What were
you *thinking?*’



‘I wasn’t

JM



DOSTOYEVSKY

**And one may choose what is contrary to one's own interests and
sometimes one positively ought...**

Notes From The Underground – 1864

INATTENTION

HYPERACTIVITY

IMPULSIVITY



Summary Thoughts

- **Exciting • Risky • Fun**
- **Phasic** (now celebrated – ‘pie phase’)
- **Injuries** (ongoing but lessened – meds?)
- **Inner critic** (a work in progress)
- **Sweets** (adaptive?)
- **Isolation** (still a preference)
- **Constraints**



**A PERSONAL
LENS**

**ADHD &
ADOLESCENTS**

**ADHD
& HSB**

**KNOWLEDGE
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ADHD & ADOLESCENTS

02

**Adolescence
In General**

ADHD & ADOLESCENTS

Friendships & Social Support

(Rokeach & Wiener, 2020)

02 115 teenaged participants aged 13-18 with and without ADHD:

- ADHD kids – friendship ratings reduced over time
- Non-ADHD kids – rating increased as they aged
- Girls in *both groups* reported more support than boys
- Girls & boys in both groups reported same sex friendships as more supportive AND more conflictual

Friendships & Victimisation

(Becker et al., 2017)

02

Implications of peer rejection of children with ADHD:

- Increased risk of academic failure & school drop out
- Increased risk of depression & anxiety
- Increased risk of substance/alcohol misuse
- Victimisation by peers (any kind – 57% ADHD 1 x wk +)
 - Physical victimisation – 14% (boys more than girls)
 - Reputational victimisation – 17% (no gender diff.)
 - **Relational victimisation – 51% (no gender diff.)**



ADHD & ADOLESCENTS

Peer Victimisation ↔

(Chou et al., 2018)

02

287 ADHD adols. were assessed for bullying victimisation/perpetration:

- Teens with ADHD more likely to *be* bullies
- More likely to threaten peers, BUT...
- Prevalence rates:
 - **Pure victims – 14.6%**
 - Pure perpetrators – 8.4%
 - **Victim/Perpetrators - 5.6%**



ADHD & ADOLESCENTS

ADHD, Adolescence & Dating

(VanderDrift, 2019)

02

General findings: (self-report)

- ADHD associated with greater relationship difficulties
- Hyperactive symptoms associated with negative responses to bad behaviour
- In BOTH groups, inattentive symptoms associated with
 - Less constructive responses to partner bad behaviours
 - Greater interest in relational alternatives (new partner)

ADHD & ADOLESCENTS

ADHD, Adol. & Intimacy

(Norvilitis et al., 2015)

Young adults with inattention tended to: (self-report)

- Reach dating milestones at a later age,
- Have lower number of steady dating relationships,
- Feel less comfortable or assertive in particular situations,
- Use fewer relational
- Problem-solving techniques,
- Spend less time on their relationships, and
- Express love & affection less than individuals with fewer inattentive symptoms

02



ADHD & ADOLESCENTS

ADHD, Adol. & Intimacy

(Norvilitis et al., 2015)

02 Those with hyperactive/impulsivity symptoms
tended to: (self-report)

- Impulsive sex
 - Risky sexual behaviour
 - Risky anal sex
 - Sex with uncommitted partners
-
- Results were pretty stable across both nationalities of subjects

ADHD & ADOLESCENTS

02



ADHD, Adolescence & Intimacy

(Norvilitis et al., 2015)

More difficulty establishing
close relationships

...but report higher rates of
risky sexual behaviour



ADHD & ADOLESCENTS

ADHD, Adol. & Intimacy

(Norvilitis et al., 2015)

02



Anxiety?



Intimacy
fear?



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RUSSELL A .BARKLEY

**Deficient emotional self-regulation is the overlooked ADHD symptom
that impacts everything**

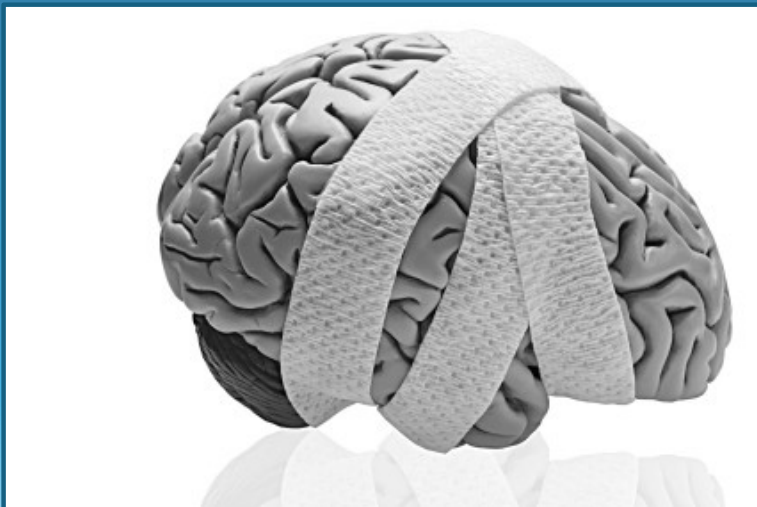
Clinical neuropsychologist & professor of psychiatry
Author: Taking Charge of Adult ADHD

JM

ADHD & ADOLESCENTS

ADHD, Adolescence & Emotions

02 Some reasons why kids with ADHD struggle with their emotions:



- Brain structure & function
- Chemical imbalances
- Impulsivity & self-reg issues
- Sensitivity to rejection (RSD)
- Chronic stress & anxiety

See 'ADHD & Emotions' at jonnyvm.substack.com



ADHD & ADOLESCENTS

ADHD, Adolescence & the Body

- Emerging sexuality in a time of change
- Sexuality & affect regulation
- Adolescent girls and menstruation...



ADHD & ADOLESCENTS

ADHD, Adolescence & the Body

02

Specific oestrogen level comparisons between ADHD and non-ADHD girls are not available, but:

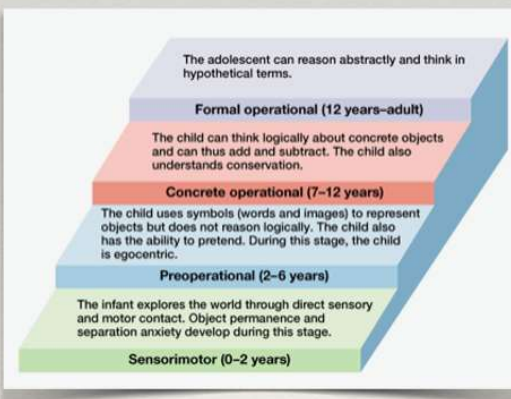
- Research suggests hormonal fluctuations impact ADHD girls significantly, including for example:
 - Increased emotional sensitivity and mood swings
 - Greater difficulty managing inattentive symptoms
 - Heightened feelings of being overwhelmed
 - Less effective medications at certain points in cycle



ADHD & ADOLESCENTS

ADHD, Adolescence & Cognition

- May be delayed in development – still concrete? (Piaget)



JEAN
PIAGET'S

Stages of Cognitive Development



**ADHD &
ADOLESCENTS**

Friendships & Peer Social Support

(Spender et al., 2023)

02

23 studies; 1509 ADHD kids; 1197 controls:

- ADHD-ers had significantly fewer friends...
- Lower quality friendships:
 - Fewer positive features & more negative features
- Poorer friendship interactions



ADHD &
ADOLESCENTS

Friendships & Peer Social Support

(Spender et al., 2023)

02

Reasons posited for poorer friendship experiences in
ADHD kids with their peers:

- Social skills
- Social cognition
- Emotional regulation abilities



ADHD & ADOLESCENTS

ADHD & Friendships

(Walters & Borus, 2020)

Snapshot of the literature on friendships in general: (p.230)

- Teens with ADHD have trouble starting and maintaining friendships and their friendships are shorter in duration than non-ADHD peers
- Adolescents with ADHD have fewer friends than their peers without ADHD
- Kids with ADHD are perceived as less sociable and less likeable by peers and experience more negative interactions with peers than non-ADHD peers
- They are also more likely to exhibit specific social skills deficits that contribute to peer rejection and bullying which in turn may contribute to future negative outcomes, including school dropout, substance abuse, and psychopathology

02





GABOR MATÉ

As with *every aspect* of the development of the ADD child, the growth of true, internal motivation requires a secure attachment relationship with the parent.

SCATTERED MINDS (2011)

Maté's 5 Myths of ADHD parenting

02

Myth 1: The child is just looking for attention

- The child **NEEDS** your attention to know they're loved and to feel safe

Myth 2: The child is deliberately trying to annoy the adult

- The adult is failing to regulate

Myth 3: The child purposefully manipulates the parent

- Sometimes. But usually it's adaptive - it works!



Maté's 5 Myths of ADHD parenting

02

Myth 4: The ADHD child's behaviour causes the adult's tension or anger

- We are responding to them, sure. But says more about *us* than it does about *them*

Myth 5: Children with ADHD are lazy

- Rarely, except in the usual teenage sense
- They're often more energetic, creative and intelligent than their peers



**A PERSONAL
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**ADHD &
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**ADHD
& HSB**

**KNOWLEDGE
INTO PRACTICE**

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Adolescence
In general
Lessons for us

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ADHD...
...& HSB

**ADHD
& HSB**

Unsafe sex & ADHD

(Walters & Borus, 2020)

03

Unsafe sexual behaviour more common in adolescents with ADHD:

- Increased numbers of partners
- Higher rates of STIs
- Teenaged pregnancy
- Sexual abuse victimisation
- Sexual abuse perpetration



Unsafe sex & ADHD

(Norvilitis et al., 2015)

03 US college students with more ADHD symptoms, particularly symptoms of hyperactivity/impulsivity:

- Engage in more risky sexual behaviour (including less contraceptive use)
- More alcohol use before sex
- More intercourse with uncommitted partners
- Impulsive sex & more risky anal sex
- Sex with uncommitted partners
- NB: Inattention was only related to risky acts



ADHD & HSB

Unsafe sex & ADHD

(Halkett & Hinshaw, 2021)

03

140 Girls aged 12-19 with ADHD. Followed up after 5 & 10 years (88 matched controls – no ADHD). Asked them about:

- Initial engagement in oral sex
 - Sig. younger age of onset &
 - Twice as many oral partners
- Sexual intercourse and Number of sexual partners
 - Not significant

} **COMBINED
subtype only**

ADHD
& HSB

HSB Recidivism

(Lussier & McCuish, 2024)

General observations:

- **Recidivism is always in part a feature of the system it sits within**
 - How 'justice' responds to offending (& so affects offenders)
 - Changes in measurement of what constitutes 're-offending')
- **Early studies (1943/51/54) reported low sexual recidivism rates**
 - So, this is not a recent 'decline'
 - Neither is it a feature of 'how we see things now'



ADHD
& HSB

HSB Recidivism

(Lussier & McCuish, 2024)

03

The study findings highlight that the risk of:

- GENERAL recidivism (weighted pooled mean = .44 or 44%) is substantially higher than...
- VIOLENT recidivism (weighted pooled mean = .18 or 18%) and
- SEXUAL recidivism (weighted pooled mean = .08 or 8%).



03

ADHD & the impact on risk assessments – may be elevated around:

- Impulsivity
- Substance use
- Conduct problems
- Treatment adherence
- Peer relationships
- Academic performance
- Emotional regulation



**A PERSONAL
LENS**

**ADHD &
ADOLESCENTS**

**ADHD
& HSB**

**KNOWLEDGE
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Q&D

KNOWLEDGE INTO PRACTICE

04

Adapting practice
Q&D



GABOR MATÉ

My first interview with the parents of ADD teenagers almost always ends with advice that they relax the rules and regulations imposed in the hope of inducing better work habits and behaviors in their child. When it comes to rules and regulations, less is more.

SCATTERED MINDS (2011)

A close-up portrait of Edward M. Hallowell, a middle-aged man with grey hair and a slight smile, looking directly at the camera.

EDWARD M. HALLOWELL

The best way to think of ADHD is not as a mental disorder but as a collection of traits and tendencies that define a way of being in the world

DELIVERED FROM DISTRACTION (2023)

KNOWLEDGE
INTO PRACTICE

04



HSB Recidivism

(Lussier & McCuish, 2024)

‘Given the low weighted pooled sexual recidivism rate reported in the study, the use of adult-like strategies to increase public safety and prevent sexual recidivism seems misguided...’

**KNOWLEDGE
INTO PRACTICE**

See the Struggle

(work of Valerie Sinason)

04

Secondary & Primary disability (Valerie Sinason)

- Primary disability is the core condition – autism as a neurological disorder – internal and predetermined.
- Secondary disability develops as the emotional and relational aspects of living and developing with the primary disability – external and circumstantial.



jonnyvm.substack.com



TRENNNA SUTCLIFFE

**When you've seen one child with ADHD...
you've seen one child with ADHD**

Developmental Behavioural Paediatrician – Founder Sutcliffe Clinic

KNOWLEDGE INTO PRACTICE

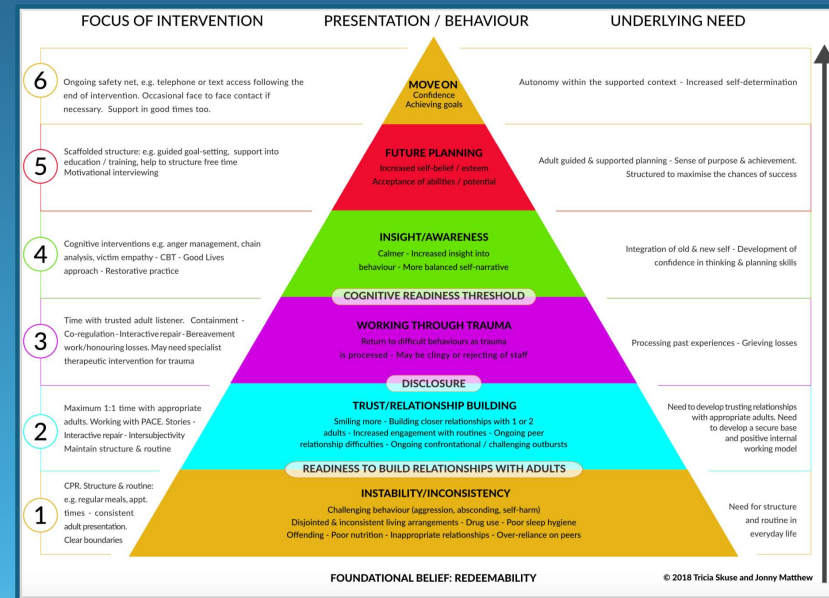
Think Developmentally

(Skuse & Matthew, 2015; Wareham & Matthew, in press)

04

Potential Distractions:

- Behaviour/risk
- Impact on other children
- CJS process pressures
- Over-reliance on risk predictors/instruments



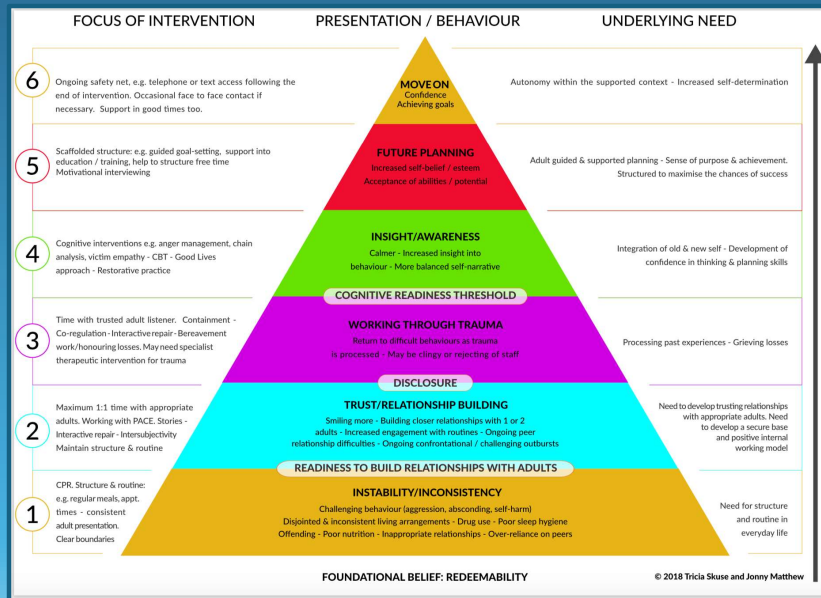
www.TRMAcademy.com

Trauma Recovery Model®
(Skuse & Matthew (2015))

KNOWLEDGE INTO PRACTICE

Think Developmentally

(Skuse & Matthew, 2015; Glendinning et al., 2021;
Wareham & Matthew, in press)



Trauma Recovery Model®
(Skuse & Matthew (2015))

Instead:

- Manage risk (of course!) but then...
- FORMULATE!
- Ask the 'why' question
- Look at the whole story
- CJS process pressures
- Over-reliance on risk predictors/instruments

www.TRMAcademy.com





LUCY JOHNSTONE

‘Formulation can be described as the process of co-constructing a hypothesis or ‘best guess’...about the origins of a person’s difficulties...’

Clinical Psychologist, Speaker & Trainer - 2017

KNOWLEDGE INTO PRACTICE

04

Sexual History

(Onugha & Finlay, 2012)

- A number of studies found a link between high-risk sexual behaviour & ADHD
- Retro case note reviews of 50 x 12-18s with ADHD dx: none had a sexual history taken
- Clinicians & professionals of all kinds can help educate ADHD kids in the link between their condition & risky sexual behaviour
- Interventions can highlight this, too, and include proactive measures, input, programmes, etc. to support safe sexual practices



THERESA CERULLI

ADHD exists alone only about 25% of the time

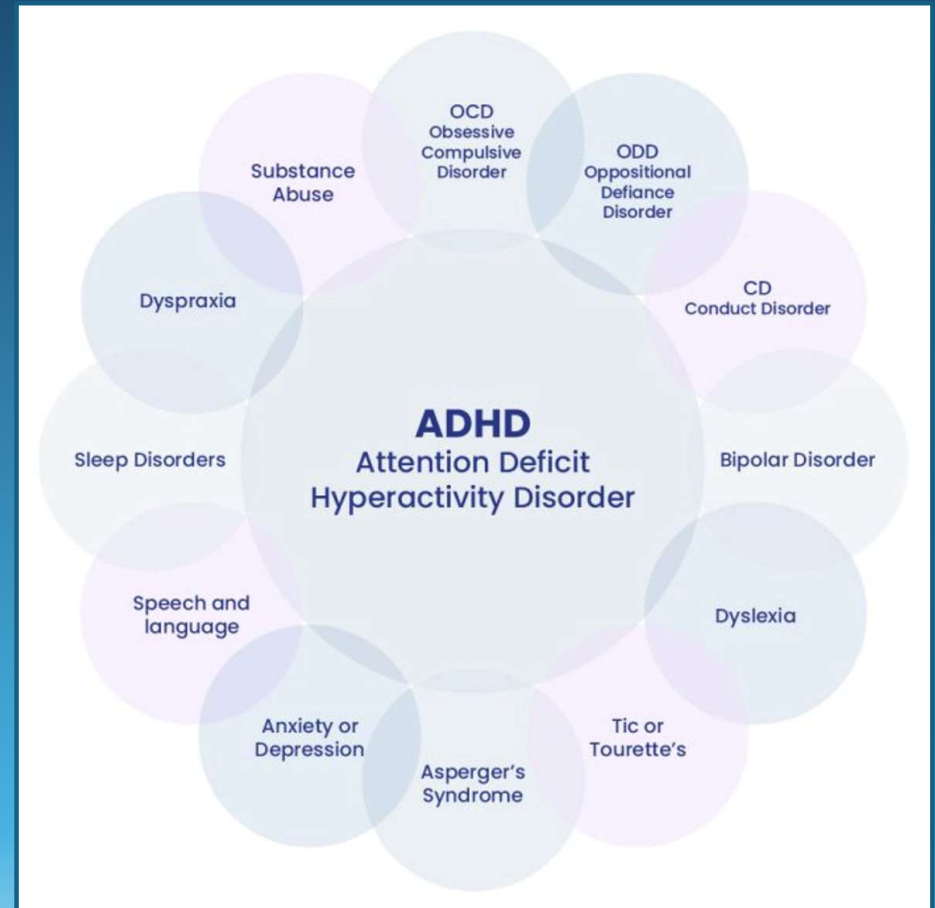
Co-Founder & Chief Medical Officer ADD Health & Wellness Centers

KNOWLEDGE INTO PRACTICE

04

Stay mindful of co-morbidities

(Image source: <https://psychiatry-uk.com/adhd/>)



**KNOWLEDGE
INTO PRACTICE**

Social Skills Training

(Spender et al., 2023)

04

‘[The] development of [social] skills are crucial to enable successful peer relationships.

Social skills include both verbal and non-verbal behaviours that support peer interactions such as appropriate facial expressions, sharing, helping others and turn taking.’



KNOWLEDGE
INTO PRACTICE

Social Cue Inhibition

(Walters & Borus, 2020)

04

‘Caregivers and teachers should be mindful that ADHD inhibits adolescents’ understanding of social cues needed to realize they are bothersome to others.’



KNOWLEDGE
INTO PRACTICE

ADHD & Dating

(VanderDrift, 2019)

04

- ADHD associated with greater relationship difficulties:
 - Social/relationship skills can help
 - Unmedicated/untreated kids fighting an uphill battle in dating relationships
- Hyperactive symptoms associated with negative responses to bad behaviour:
 - More overtly negative responses – e.g. may lash out verbally/physically
 - Feels more hurtful/unfeeling for the partner?
 - This can drive allegations, confirmation bias, mis-reading the 'meaning' of the behaviour

KNOWLEDGE
INTO PRACTICE

ADHD & Dating

(VanderDrift, 2019)

04

- In BOTH groups, inattentive symptoms associated with:
 - Less constructive responses to partner bad behaviours
 - May try to 'fix' it but not in particularly useful/constructive ways
 - Greater interest in relational alternatives (new partner)
 - May *appear* less interested – a stressor to the partner in itself, may be
 - May *actually be* less tolerant & more likely to give up/bail out – lower relationship life-expectancy?



KNOWLEDGE
INTO PRACTICE

Fear of Intimacy

(Novilitis et al., 2015)

04



Anxiety?



Intimacy
fear?



**KNOWLEDGE
INTO PRACTICE**

Fear of Intimacy

(Novilitis Marsh et al, 2015)

04 Inattentive kids had decreased belief in expectations relating to (e.g.):

- Communication
- Love
- Trust
- Support
- Acceptance
- Compromise
- Coping
- Respect





ZOË KESSLER

Having ADHD doesn't mean you're broken, defective, or less than. It just means you need a little extra help navigating a world that wasn't built with your unique strengths in mind

ADHD According to Zoë (2014)

KNOWLEDGE
INTO PRACTICE

04



Screens



Stress

Dialing down

- Off, muted or hand them in
 - Mindful of pace, volume, movement
 - Consider relaxation/breathing
 - Leave your phone, too! ;0)
-
- Regular venue (room if possible)
 - Consistent day, time, order of events
 - Seating or position in the room
 - Engagement & de-brief practices



KNOWLEDGE
INTO PRACTICE

Dialing up

Movement

04



- Explore how physical energy is with *this* kid
- Ask if they have ways of coping with this that work
- Do they stim & does this helps – make it OK
- Does a fidget toy, blu tac, rubber band, etc. help?
- Incorporate movement where it helps...
- Take breaks if that's easier/better (moving during)





LAMAR HARDWICK

Stimming is like turning down the radio when you think you smell something burning.
It's a way of turning off the other senses so you can make sure nothing's burning.

AUTHOR, SCHOLAR, PASTOR (attrib.)

KNOWLEDGE
INTO PRACTICE

Assess Friendships & Social Support

(Rokeach & Wiener, 2020)

04

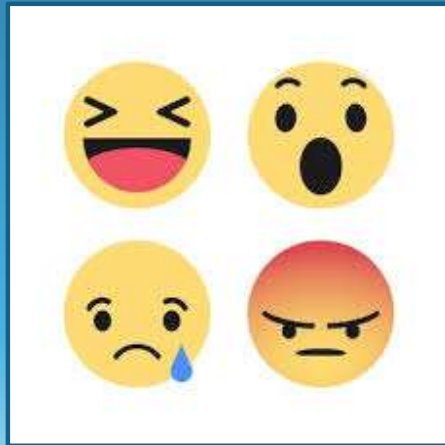
Friendships are key for all teenagers navigating the developmental stage they're in:

- Make social functioning *with peers* part of our assessment
- A contextual Safeguarding approach can be useful here
 - Mapping the community & social network (family, friendships, etc.) to gauge the level of active support



KNOWLEDGE
INTO PRACTICE

04



Managing Emotions

Remember:

- Impaired executive function?
- Self-reg problems?
- RSD?

Relationships matter (modeling):

- How *you* respond to their emotion
- How *you* model things...
- RSD – is this an issue for them?

Relationships matter (modeling):

- Teach them how to 'see' emotions
- Teach/show them how to emote safely



jonnyvm.substack.com

GABOR MATÉ

ADHD is not a deficit of attention, but rather a surplus of energy, creativity, and passion waiting to be channelled into something meaningful.

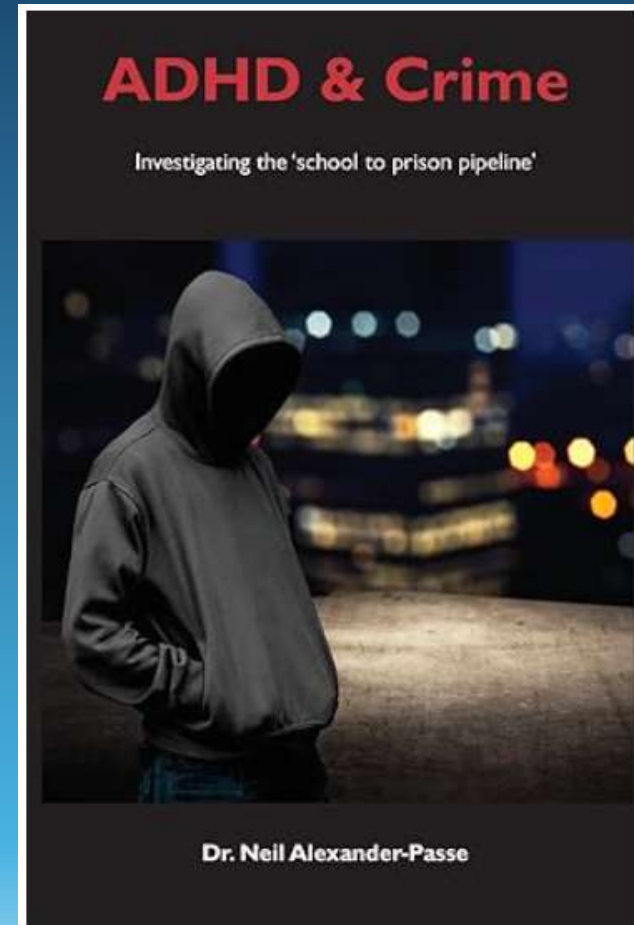


SCATTERED MINDS (2011)

JUST OUT OF
INTEREST...

For an interesting
education focus & the
impact of educational
exclusion on the
futures of ADHD kids

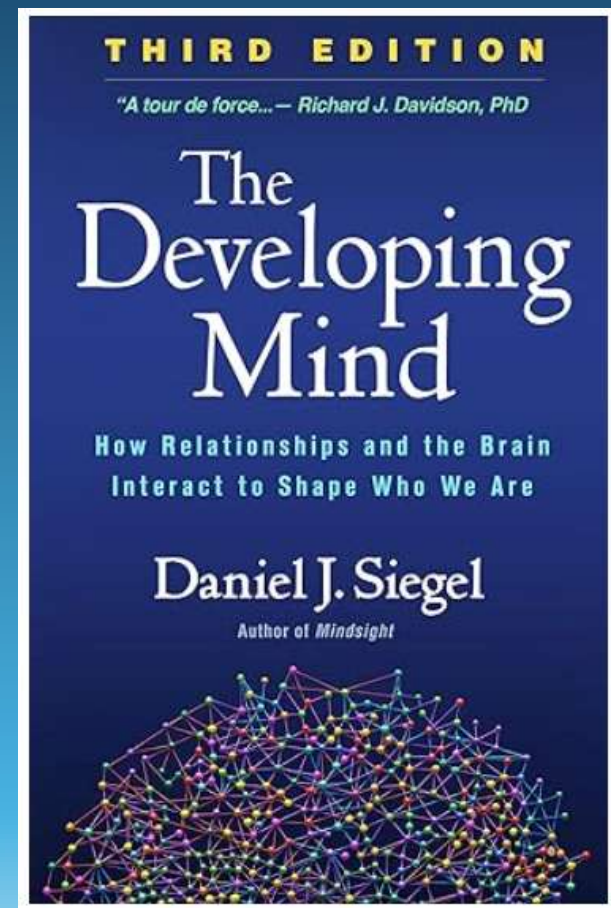
(more education-focused than the title
suggests)



JUST OUT OF
INTEREST...

FANTASTIC for
understanding the
brain, attachment &
interpersonal
neurobiology

(a work of genius – not ADHD-specific)



**JUST OUT OF
INTEREST...**

Interesting work with non-invasive & trans-cranial brain stimulation

 Open Access
Volume 6 Issue 1
Review Article

Journal of Pediatrics and Neonatal Medicine
ISSN: 2694-5983



Neuromodulation Interventions in Paediatric Neurological Disorders: A Contemporary Review of Scientific Advancements

Singh SR, Bhattacharjee S and Udupa K*

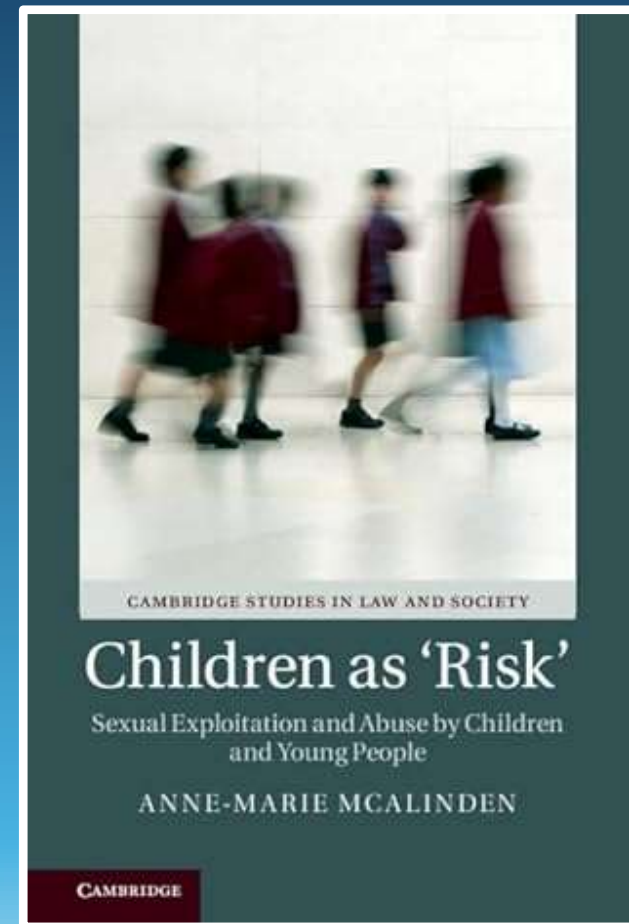
Department of Neurophysiology, National Institute of Mental Health and Neurosciences (NIMHANS), Hosur Road, Bangalore, India

[Link in the references document](#)


**JUST OUT OF
INTEREST...**

**Best book yet on 'risk'
as it relates to
HSB/CSE**

(balanced, thorough & brilliantly
researched – not ADHD-specific)



Temporary website - link in reference document



JonnyMatthew.com

Promoting Recovery for Troubled Children & Teenagers

About page


Jonny Matthew is a social worker, criminologist & co-author of the [Trauma Recovery Model](#)

Welcome to the site! My mission is to promote recovery for troubled children & teenagers, by...

- Speaking to share my experience of 30+ years working with troubled kids & their families
- Training others who share that mission
- Consulting to specific cases or organisations
- Writing stuff to help colleagues, parents, anyone in their role


Speaking

Speaking




Training

Training




Consulting

Consulting



Writing

Writing

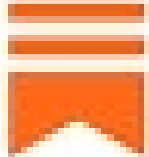


Speaking

Training

Consulting

Writing

 substack



jonnyvm.substack.com

[Instagram/jonnymatthew](https://www.instagram.com/jonnymatthew)





AUDIO BLOGS

jonnyvm.substack.com

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NELSON MANDELA

**There can be no keener revelation of a society's soul
than the way it treats its children**

Nelson Mandela b.1918 d.2013

INATTENTION

HYPERACTIVITY

IMPULSIVITY

Remember, if in doubt...

- **Lean in**
- **Empathise**
- **Be kind**

Ego Inimicus Est • Soli Deo Gloria

jonnyvm.substack.com



Live Online Training

THANK
YOU!



SS **safer**
Society

Thursday, 11:00 am - 2:15 pm (ET) / 8:00 am - 11:00 am (PT)

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