

Practicing Your Skills Transcript

[Male Speaker]

Hello again, so much for my slam "dunk" eh? You know, find and dandy to have some shiny new tool for your toolbox, not doing much just sitting there though is it? You know, it's one thing to learn about a new tool, but you got to practice it too, otherwise it's not going to make a difference. The longer you practice it, the more often you practice it, in different places, with different people, at different times, better that tool is going to work for you. It's going to mean less leaky brakes, that means less time dealing with leaky brake problems. It'll also mean you get to spend more time feeling and doing how you want to feel and doing what you want to do, feeling happier and smarter and more in control. You are more in control of your leaky brakes, rather than them being in control of you.

[Female Speaker 1]

It will go away over time, like if you keep bossing back it will get really bad and then go down and just move on to a different thing.

[Male Speaker]

Actually you know, in the brake shop we get club members to create their own assignments each week to help with their practice, now they don't always get their assignments done every week, and it's important to not immediately assume that's just because they didn't care about getting it done or they didn't try. More often than not, it's some kind of avoidance due to anxiety they're not quite sure what to do or how to do it or they are scared that they can't do it. Actually, there are times that they really can't do it, I mean all the motivation and intelligence in the world isn't going to make a lick of difference if an assignment isn't leaky brake friendly. You know, in the world of leaky brakes intentions don't match behaviours. You know, if I were to tell a kid with ADHD to do a particular assignment, these five different steps in this right order on only certain days at certain times and then got mad at them for not doing it, that would kind of be like me telling a kid in a wheelchair, your assignment this week is to walk to the store every week and then getting up in his grill about it. That poor kid with ADHD, what I need to do is write the assignment down for him so he doesn't have to try and remember it or program his smart phone or watch so that it vibrates when it's time for it to do it to keep him on track or give him a list of all the steps in order so that he doesn't have to try and figure that out for himself. Now there are ways to plan your assignment so that you are more likely to get them done they way you want to get them done. For one thing, plan them together, it's good if the club member is coming up with the different ideas but it is also good if there is an involved adult to pass them by to give them some guidance. You don't want the assignments to be so challenging that it is going to freak you out and you're not going to do it. But you also don't want the assignments to be so easy that you're

not going to get anything from doing them so not to hot, not to cold, you want them right in the middle, just right, a little bit challenging but not to much. Most people, that is a common mistake people immediately want to start with their biggest problems because well, they are their biggest problems, you know if you really want to be successful with those big problems it's better to start off with the easier ones first and when you knock a few of those off and you build up your confidence and your skills then your going to have more success with the really tough ones down the road. Make the assignments really specific; don't just say "this week I am going to boss back my OCD" for example. I mean, really drill it down and say specifically which part of OCD am I going to boss back and how am I going to do it, what am I going to say, when am I going to do it at what time and how long am I going to do it each time I do it, all that kind of stuff. Don't bite off more than you can chew, be realistic about how much you can get done in a week, don't overwhelm yourself with assignments. Think about different ways you might be getting sabotaged by your leaky brakes for example and maybe chat with your cheerleaders about what is some different things that might interfere with me successfully doing this assignment this week and trying to find some detours around it. You can also get your cheerleader to model what the assignment might look like to give you ideas. You can then practice the assignment before you go off home again in front of that adult so that you can see how well it is going and kind of get it down and get some advice before you are off doing it on your own. Lastly, it is important that you are getting credit for the effort you are putting in. Not so much the results, but more about are you stepping up to the plate. So, for example, in the brake shop we've got a store where if you're coming to group, if you've practiced during the week, if you're trying during the group, you are going to get credits for that, regardless of whether you've beaten that leaky brake yet or not. Now, clearly, I got a little of my own practice yet to do and so, I'm Dr. Dunk, stick that tool in you're toolbox. Yeah!

[Text at the end of video]

Practicing Your Skills

Tool's won't work without practice!

Incomplete assignments often = anxiety or weak skills, not unwillingness!

Plan weekly practice assignments:

- Plan together!
- Make them a LITTLE challenging (but not TOO much)!
- Make them specified
- Be realistic!
- Troubleshoot possible roadblocks to success!
- Practice together beforehand!
- Focus on EFFORT not RESULTS!