

2017 Available Recordings

Friday, November 10, 2017

Opening Keynote - Focus for the Future: Individual- and Population-Level Perspectives on ADHD

Dr. Peacock will relay her experiences assessing and treating children with ADHD, and the implications of those experiences on CDC's public health activities to support families, get children and adolescents the right care at the right time, and educate professionals and decision makers about ADHD. **Presenter:** Georgina Peacock, MD, MPH, FAAP

Friday Keynote - The Distracted Mind: Ancient Brains in a High-Tech World We live in extraordinary times. Rapid advances in information technology continuously transform our lives in countless ways. But we are now aware that our increasingly information-saturated world, coupled with growing expectations of constant availability and immediate responsiveness, place excessive demands on our brains. The consequences are detrimental effects on our safety, health, education, workplace, and relationships with family and friends.

Dr. Adam Gazzaley, a neuroscientist and trailblazer in the study of how our brains process information, will take us on a journey into how and why we struggle with interruptions and distractions that emerge from both our inner and outer worlds. He will present a unique evolutionary perspective: that the very essence of what has evolved in our brains to make us most human—our ability to set high-level goals—collides headfirst with our brain's fundamental limitations in cognitive control. He will conclude by offering practical strategies for modifying our behavior and sharing the latest innovations from Neuroscape, his research center at UCS. Find out how we can enhance our brain function, so that we can better survive and thrive in the information age. **Presenter:** Adam Gazzaley, MD, PHD

FA01 - It's Exhausting Pretending to Be Normal: Secrets to Coming Out of the (ADHD) Closet

Are you an ADHD double agent? Do you let your ADHD out to play when you're at home, but slap on a mask of "normal" when you appear in public? You're not alone. Most ADHD adults have learned to hide behind a variety of masks that allow them to "pass" in a linear world. It's exhausting pretending to be normal, day after day, but it's also embarrassing to show up in all your ADHD glory. What's the solution? This session takes a look at the reasons behind the ADHD Masquerade and its impact on relationships, job performance, and health and wellbeing. We'll discuss the wide variety of masks chosen by ADHD folks such as The Perfectionist, The Space Cadet, The Intellect, The Rebel, and others. Then we'll set out some practical steps so you can shed some or all of those protective masks. Step out of the ADHD closet and into your Authentic Self in this lively, humorous session with a serious message: It's okay to be yourself! – **Presenter:** Linda Roggli, PCC

FA02 - Memory Magic: Learning How to Remember Making your mind a marvelous memory machine takes patience, concentration, focus, and willful effort. Shifting short-term memory into long-term memory requires learning strategies. Come explore the facts around memory's unique properties, and through experiential learning exercises enable yourself to develop a set of skills to enhance your own memory. **Presenter:** Joan Teach, PhD

FA03 - Making the Virtual Virtuous: Cultivating New Relationships with Our Digital Technology through Mindfulness Boundaries around digital media bedevil parents and professionals, requiring a balancing act between education and entertainment, against the fact that children require firm, common-sense limits to thrive. Hundreds of studies have now established clear concerns about the misuse of media as a negative influence on child development. Excess time and inappropriate content have been linked to everything from academic problems to obesity, to early drinking and poor body image, to disturbances in executive function. Media use isn't inherently bad, but research demonstrates clearly that it does need to be monitored well for the safety of our children. This session will provide an overview of media research, as well as offering engaging and practical ways to use mindfulness and common sense to return technology to its rightful place as a useful tool that we use, rather than being used by.- **Presenter:** Michel Fitos

FA04 - From Shame to Compassion: Internal Family Systems and ADHD Internal Family Systems and its focus on bringing balance and harmony to clients' inner system of parts through the development of self-leadership opens up enormous possibilities in working with people with ADHD. Our clients are often burdened with enormous amounts of shame and helplessness around their ADHD symptoms, and enormous amounts of energy are tied up in struggles between different motivations. Giving clients the tools to identify these parts of themselves and learn to work with them frees up enormous amounts of inner space and energy, and transforms clients' relationships to their selves from shame to compassion. This workshop will include an opportunity to make parts maps, and there will be a short demo session with an audience member.- **Presenter:** Michel Fitos

FA05 - The Impact of ADHD in Cultural Diversity This presentation offers an overview into understanding, assessing, and treating African-American and Hispanic/Latino children diagnosed with ADHD. It will provide a basic review of the multimodal plan of intervention strategies, tailored to the needs of the individual child and family. This will include a combination of medical, behavioral/psychosocial, and educational interventions, implemented as needed at different times in the child's lifespan. Children with ADHD often do best with a combination of structuring of their environment, medication, behavior modification and specific behavior management strategies, educational support, counseling, and parent training. **Presenters:** Cheryl Hamilton, LPC and Mechell Guy

FA06 - What Are the Symptoms that Might Change the Diagnosis from ADHD to Asperger Syndrome Edward Aull, MD, will discuss the symptoms that help a clinician determine whether a patient simply has ADHD, or if they might have mild autism. Some symptoms attributed to ADHD are really more often related to autism issues. Patients with significant autism are usually readily diagnosed, but when the number and severity of symptoms are less prominent, the diagnosis of Asperger syndrome is often missed, especially in females. It is not uncommon for mild social deficits not to show up until the patient reaches high school and tries to maintain a "steady dating" relationship. Other issues, such as making and keeping friends, anxiety, eye contact, sensory issues, language-based learning disability, and incorrect reading of nonverbal cues will be discussed.

There will also be some discussion on how certain symptoms will alter medication usage in the mild autism spectrum patients. Dr. Aull has long felt that some of the patients who are thought to have “just” ADHD, whose treatment has not been consistent or fraught with side effects of medication treatment, may have an autism spectrum disorder. He will try to show how one or two mild symptoms may actually lead to an amended diagnosis and treatment. Patients with Asperger syndrome do indeed typically have ADHD also, but the medication management is often a little more difficult to achieve optimal outcomes. **Presenter:** Edward Aull, MD

FA07 - Impulsivity: Understanding the Causes and Reducing the Consequences:

In this presentation, adults with ADHD and the coaches who support them will learn factors that contribute to impulsivity and how to reduce or eliminate impulsive behaviors. Strategies for restraint of pen and tongue, curbing impulse shopping, and alleviating stressful triggers that incite impulsive reactions will be given. Utilizing a three-phase process consisting of exploration, insight, and action, participants will gain a greater understanding of impulsivity versus spontaneity and learn healthier, more appropriate ADHD coping skills. **Presenter:** Sandy Maynard, MS

FA08: - The Second Attention Disorder: Sluggish Cognitive Tempo vs. ADHD -- Nature, Impairments, and Management

Since 1798, the medical literature on attention disorders has distinguished between at least two kinds, one a disorder of distractibility, lack of sustained attention, and poor inhibition and the other a disorder of low power, arousal, or focus. This second disorder has been largely ignored for nearly two centuries until the mid-1980s when studies of children having ADD without Hyperactivity suggested that an important subset had a relatively distinct pattern of symptoms not central to ADHD. These symptoms included daydreaming, mental foggy and confusion, staring, slow processing of information, hypoactivity, slow movement, and lethargy, among others. The new pattern was called sluggish cognitive tempo (SCT). Controversy has continued over the past 25 years on the nature of SCT and whether it is a subtype of ADHD or a distinct disorder from it. In this presentation, Dr. Barkley reviews the history of SCT and what is known about it from past research. He also describes the results of his own recent investigations into SCT in children and the only study of SCT in adults that he recently published, all of which suggest that SCT is a distinct disorder from ADHD but one that may overlap with it in nearly half of all cases. Dr. Barkley discusses the differences between SCT in symptoms, executive functioning, comorbidity for other disorders, and psychosocial impairment and what little is known about differential treatment response. He also discusses several different possibilities for explaining the underlying nature of SCT. **Presenter:** Russell A. Barkley, Ph.D.,

FA09 - Fostering Response-Ability: Encouraging Positive Goals, Actions, and Behavior

Imagine a world where both you and your child make choices about how to engage rather than react. Finding ways to encourage Response-Ability in children with ADHD can be uniquely challenging. This workshop will review thoughtful strategies that will help you put a plan together to nurture a child’s ability to make appropriate goals, and take responsibility for their actions and behavior. Willson will outline strategies to help parents and professionals work with children to produce better results in decision making, follow-through, and taking responsibility by learning to practice Response-Ability. **Presenter:** John Willson, MS

RS01 - Research Symposium I This year, the 1st Research Symposium (on Friday) will include the 3 new "Hall of Fame" members (Steve Pliszka, Mark Stein, and Len Adler). Steve Pliszka, MD (Professor and Chair of Psychiatry at the University of Texas San Antonio) will make a presentation on "Understanding the role of emotional lability as a precursor to disordered aggression"; Mark Stein, PhD (Professor of Psychiatry and Pediatrics at the University of Washington) will make a presentation on "Effects of ADHD Treatments on Sleep: Are children with ADHD Sleepy and hypoactive?"; Len Adler (Professor of Psychiatric at New York University) will make a presentation on "The Importance of Executive Function in ADHD and the ADHD Screener".

FB01- Exercise and ADHD: Enhancing Performance Through Physical Activity Two experienced therapists (physical and occupational) provide an overview of the science behind improving focus, learning, and quality of life for individuals with ADHD through physical activity. They will explain the importance of recognizing the (clumsy) child with delayed gross motor skills and ADHD. They will emphasize the importance of the family and community in these days of decreased school funding for physical exercise and suggest ways to match the individual with the right sport or activity for him or her.- **Presenter:** Zara Harris, MS, OT

FB02- How Do I Get My Kid to Talk TO Me Instead of AT Me or NOT At All? One of the greatest challenges parents of children with ADHD face is that they have a difficult time helping their children manage their frustration and anger. Before very long, the children become upset and struggle to communicate why they are troubled. Additionally, they often have a difficult time understanding how their behavior and position may be impacting another person or situation. This workshop will address effective communication on three levels: why communication is more challenging for children with ADHD, why actively teaching communication skills can vastly improve relationships and self-regulation, and how to help parents teach the art of a productive conversation. Games and techniques will be introduced to demonstrate methods of teaching children the steps involved in being heard, communicating that they truly understood what is being said, and expressing empathy for another person's perspective. **Presenter:** Cindy Goldrich, EdM, ACAC

FB04 - ADHD and Eating Disorders As researchers continue to explore the relationship between ADHD and eating disorders, the available research suggests that the same patterns of neurochemical imbalances in the reward-related regions of the brain are present in clients in both populations. Research has found that girls who were diagnosed with ADHD in childhood are at risk for self-reported disordered eating behaviors and body image dissatisfaction, and were 3.6 times more likely to meet criteria for an eating disorder at the five-year follow-up when compared to their non-ADHD counterparts. Early identification of maladaptive eating behaviors and prevention strategies are necessary for this vulnerable population, as eating disorders have the highest mortality rate among all psychiatric disorders. Due to the potentially fatal complications of untreated ADHD, healthcare providers and caregivers must be well-informed to effectively intervene. This presentation will enable clinicians to successfully

distinguish ADHD and eating disorder symptomology as part of a targeted prevention effort.

Presenter: James Greenblatt, MD

FB05 - Bridge Over Troubled Water: Navigating the ADHD-Affected Relationship The ADHD-affected relationship (one partner has ADHD and the other does not) can be harmonious and satisfying despite some of the problems created by the symptoms of adult ADHD, such as impulsivity, distractibility, and restlessness. This session will help to identify some of the common roadblocks that ADHD-affected couples experience and will offer key strategies to overcome and avoid these roadblocks in order to achieve a higher level of relational success.

Presenter: Susan Tschudi, LMFT

FB06 - Helping Parents of Dependent Adults with ADHD Regain Their Lost Happiness

The parents of financially dependent adult children with ADHD are often depleted of their own happiness as a result of continually supporting, "coaching," and intervening in issues created by their adult, while ignoring their own pain and resentment. This session documents the changes that were made to CHADD of Greater Baltimore's support group for parents of adults with ADHD, to support them through a program called *The Keys to Happiness* (Rhodes, 2016), a customized modification of the Al-Anon Family Groups' 12-Step program. Results of a questionnaire given to the group will be shared. **Presenter:** Sharyn Rhodes, PhD

FB07 - Building Self-Motivation in Teens with ADHD: What Parents and Teachers Can Do to Help

Designed to introduce parents and teachers to the nature of motivation problems in teens with ADHD, this session will discuss what adults can do to promote the development of self-motivation in these youth. It will include educational content on adolescent brain development and ADHD, as well as practical strategies to help teens become self-motivated and self-directed. We will also discuss common dilemmas faced by parents and teachers, such as what to do when the teen has unrealistic goals for their future (i.e., becoming a YouTube personality), whether or not to rely on external rewards and consequences to motivate struggling teens, and how to strike a balance between supporting teen independence and providing needed structure and assistance to a teen with ADHD. **Presenter:** Margaret Sibley, PhD

FB08 - Pause-Abilities: The Art and Science of the Neuro-Interrupt

The session begins with a reading of the following poem composed by Jay Perry.

A PAUSE

A pause is a possibility

It can inspire

It can open a window to the present moment

It can interrupt an old habit

It can prevent a violent word or a violent action

It can create anticipation

It allows thoughts to come and to go

It can remind us of who we are and who that person is right in front of us

It can stop the action

It can allow everyone else to catch up

It can change the direction of a day and of a lifetime
It can restore sanity
A pause is a possibility

Participants will then read the poem to each other and share their experiences related to the pause with their partners. Participants will then be encouraged to share their experiences with the whole group. This will open a conversation about how studies and coaching experience provide supporting scientific evidence of how and why the pause is a critical coaching tool that encourages our clients' best-brain performance. We will then provide a brief, live coaching example of how the pause can be artfully employed. Then participants will be given the opportunity to try these techniques in brief sessions with each other. Finally, participants will be given an opportunity to share their experience of the session and the most important things they will be taking away. Our hope is that the combination of personal experience in the exercises and the supporting science that backs up the critical importance of the pause will inspire participants to pay more attention to the benefits of employing this strategy with their clients with ADHD and in their own lives. **Presenter:** David Giwerc, MCAC, MCC

FB09 - Misdiagnosis of Girls & Women with ADHD: Why It Continues to Happen & What to Do About It

Awareness, recognition, and diagnosis of kids and adults with ADHD is on the rise, yet women and girls continue to be overlooked. In this very personal session, Dr. Kathleen Duryea, along with her daughters Carly and Kendall Duryea, join CHADD coordinator and parent coach Jeremy Didier, along with her daughter Sophie Didier. The two mothers will share their experiences as they struggled to find an accurate diagnosis for themselves and their children and the reasons they believe it was missed. **Presenter:** Jeremy Didier, PCAC, ACC

FC01 - Distracted! Impulsive! and Hungry! Understanding Obesity Risk Factors While Promoting Healthy Eating and Weight When You Have ADHD People with ADHD report difficulty maintaining healthy eating and proper weight management. Studies demonstrate a strong association between ADHD and obesity, as well as patients with binge eating disorder. The cognitive, regulating, emotional, and neurobiological factors that predispose children and adults with ADHD to be overweight will be reviewed. In addition, much of the presentation will be devoted to ADHD-friendly strategies for promoting healthy eating and weight. Brief discussion will also be paid to research on additives, preservatives, OMEGA-3 fatty acids, sugar, and protein. **Presenter:** Roberto Olivardia, PhD

FC02 - ADHDers, Profit from Your Entrepreneurial Superpowers, No Matter Who You Work For! ADHD symptom or entrepreneurial trait? The answer is, *yes!* Recent studies show successful entrepreneurs often have ADHD. Many ADHDers struggle at work. Why do these entrepreneurs say their ADHD contributes to their success? Join us as we explore the ADHD symptoms most people struggle with. We'll explore why they are success factors for entrepreneurs, and they can help you, too. Discover how you can use those traits to help you succeed at work as an employee, as a self-employed professional, or, of course, as an entrepreneur. **Presenter:** Linda Walker, PCC

FC03 - What We Learned From 20,000 Daily Routines: Tips, Tricks, and Tech

Parenting is tough. It's even more challenging when ADHD affects a child, a parent—or both! Using data generated by thousands of routines on the Brili platform, CEO Pierre Séguin presents unprecedented insights into the activity patterns that lead to the most successful outcomes.

Presenter: Pierre Seguin

FC04 - Familias Sanas: A Culturally Adapted ADHD Treatment for Latino Families

This session will focus on the results from an NIH-funded pilot study comparing a culturally adapted ADHD treatment for Latino families to standard treatment. Engagement and acceptability outcomes, as well as symptomatology and child and parental/family functioning outcomes, will be presented. Information regarding the adaptation process and the adaptations also will be discussed. **Presenter:** Alyson Gerdes, PhD

FC05 - F.O.S.T.E.R.—Proactively Parent Your ADHD Child

There are no perfect parents. Parenting is an ongoing process, and parenting competencies are learned, practiced, and improved upon like any other set of skills. Parenting the ADHD child has its own unique set of challenges.

F.O.S.T.E.R. is a simple tool for the parent of the ADHD child that harnesses your empathy and understanding while

bolstering your child's interpersonal and emotional resilience. **Presenter:** Cathi Cohen, LCSW

FC06 - Is My High School Student Ready for College? (And Is My College Student Ready to Go Back?)

Many parents worry about their graduating high school student's readiness for independent living in college. This is especially true for students with ADHD, who may be more than smart enough for college level work, but may not have the executive functioning skills to manage the lack of oversight and structure. We will talk about the necessary skills for success in college and how these students can work on preparing themselves for that greater level of independence. We will also discuss options if the student is not yet ready, so they can use that additional time at home productively to help them get ready. Finally, we will discuss how to help college students who need to take time off to then get ready to go back to school. **Presenter:** Ari Tuckman, PsyD, MBA

FC07 - Too Stressed to Learn: Practical Strategies For Getting Worry and Anxiety Out of the Way in the Classroom, During Homework, and Beyond

ADHD and anxiety often go hand in hand in ways that can adversely impact learning and relationships. In this presentation, the neurobiological mechanisms of anxiety and their effect on the brain's availability for learning and interpersonal connection will be reviewed. The session will also include description of a practical, skill-based model for managing worry that can reduce the impact of stress and increase the brain's readiness for learning, regulation, and relationships.

Presenter: Susan Bauerfeld, PhD

FC08 - Finding Your ADHD Tribe: A Blueprint for Professional Women

Women with ADHD often feel overwhelmed and misunderstood. Professional competition, entrepreneurial isolation, and lack of support for female business owners can also create a sense of loneliness. This presentation will help you identify how to create your professional support network (your

tribe) and share your ADHD in a professional context. Attendees will have the opportunity to evaluate their personality and ADHD traits, needs for support, and then connect with other attendees to create their tribe. **Presenter:** Maelisa Hall, PsyD

FC09 - Use of Accountability Systems in the Management of Adult ADHD Individuals with ADHD may be able to successfully work with a family member, friend, or coach to develop an initial plan for change, yet may struggle with implementing the plan without adequate accountability-based supports. We will discuss the elements of empirically supported behavioral interventions for individuals with adult ADHD, as well as areas of these behavioral plans that stand a greater chance for success through the development of firm accountability systems. Different types of interpersonal accountability and how they can contribute to varying degrees of increased motivation will be explored, and personality factors in choosing a successful accountability partner will be discussed. We will review strategies to help an individual with ADHD successfully initiate an accountability plan and integrate that plan as part of a larger behavioral intervention plan. Other techniques of external motivational enhancement, such as reminder systems and currently available apps, may also be discussed.

Presenter: Timothy Neary, PsyD

FD01 - Tackling the Mess: The Playful Approach to Organization Organizing is what you do before you do something, so that when you do it, it is not all mixed up.”—A. A. Milne. But organizing is BORING! The kiss of death for anyone with ADHD. It can feel monotonous, tedious, and frustrating. But not if you infuse it with fun! This session will include audience participation to brainstorm and share great ways to get organized the ADHD way. **Presenter:** Kirsten Milliken, PhD, PCC

FD02 - Sensory Strategies to Improve Attention at Home, Work, and in the Classroom

An experienced occupational therapist will describe the scientific evidence behind optimal alertness and self-regulation as key components for learning and focus. Participants will learn the mechanisms of how the body takes in and reacts to specific sensory information. During an interactive workshop, participants will identify, select, and explore a variety of sensory materials. **Presenter:** Zara Harris, MS, OT

FD03 - Strategies for Twice-Exceptional Children Who Are Gifted and Have ADHD All too often the gifted child with ADHD is misdiagnosed, overlooked, or misunderstood. Learn how characteristics can be similar to yet different from the typical ADHD or gifted child. Walk away with strategies, program ideas, and tools to use in elementary and middle school classrooms to help gifted children with ADHD blossom. **Presenter:** Lori Henderson

FD04 - Parent Child Journey: An Individualized (and Affordable) Approach to Helping Parents of Challenging Children The Parent Child Journey program represents a unique approach to providing support for parents of children with developmental differences and behavioral challenges. The Parent Child Journey program, developed over decades and recently published, represents a systematic, evidence-based and individualized method for parent behavior management training and support. By using a large parent group format and

“pay-what-you-can” model, Parent Child Journey is always available and affordable. **Presenter:** Dan Shapiro, MD

FD05 - Cracking the Code: Converting Assessment Data into Results Psychological test data can have a profound impact both on how we understand students with ADHD and intervene to make their lives better—in theory. The reality is that psychologists, educators, parents, and related service providers often speak a different language, which sometimes leads to communication breakdowns instead of sparking collaboration. As both a former consumer of psychological assessment reports, and now a producer of assessment reports, Dr. Resnik addresses practical strategies for how to use test data to foster productive collaboration from both professionals and parents. This presentation is designed to present a novel strategy for presenting and interpreting psychological test data to inform evidence-based interventions for students. **Presenter:** Rebecca Resnik, PsyD

FD06 – ADHD for One: Thriving When Single and/or Living Alone When you can't divide the labor or share some expenses, handling ADHD on your own provides challenges. However, it can also make sense and come with a plethora of benefits. Both will be discussed.

Benefits can include the freedom to work from 2-5am, the ability to tidy on your own time, and the space to honor your energy cycles.

Some challenges may include increased cost of living and not having someone present to help you sort through a decision, care that you close cupboard doors, eat non-processed food or remember your yearly physical.

We'll also talk about how society views not being in a relationship and how easy it may be to shame ourselves. Ideally we'll get a chance to share some ways to interact with the “smug marrieds,” as Bridget Jones calls them, and talk with others who may be troubled by the single status of their friend or relative.

Perhaps your nest just emptied out or you have a parent, adult child, client or friend who is going it alone with ADHD. Perhaps you want to end a relationship but feel daunted by the idea of having to manage everything on your own. This presentation will address some of the ways ADHD may contribute to the choice/result of flying solo, some unique challenges and strategies to manage them, and some of the ADHD specific ways it might be advantageous. **Presenter:** Kim Kensington, PsyD

FD07 - Setting Yourself Up for Success: Navigating Accommodations in College

If your student is honing in on where they want to go to college, *now* is the time to figure out the process for requesting ADHD accommodations. This presentation will help parents, students, and those who work with them, navigate the world of college accommodations. It will offer practical information regarding the process of applying for and getting accommodations in college, which begins in high school, as well as bring to light the available resources, including the “less publicized” services offered. **Presenter:** Romaney Berson

FD08 - What Your ADHD Child Wishes You Knew and How You Can Help: The 5 Cs of Successful ADHD Parenting

Dr. Saline will discuss how listening to and working with the voices of kids diagnosed with ADHD can improve cooperation and success. Based on her interviews with over 40 kids and their parents and 25 years of clinical experience, she provides parents, educators and clinicians with extremely helpful insights into how kids honestly think and feel about having ADHD and how to better assist them. She has created a unique, strength-based approach called "the 5 C's of ADHD parenting" that helps families improve self-Control, Compassion, Collaboration, Consistency and Celebration. Her collaborative approach integrates mindfulness, cognitive therapy and positive psychology while teaching effective skills to reduce the stress in families' lives. This presentation will be both didactic and experiential in nature. **Presenter:** Sharon Saline, PsyD

FD09 - Navigating the Emotional Storms of ADHD Participants will witness firsthand how the emotional distress syndrome of ADHD develops and the best ways to learn to navigate EDS throughout life. Participants will understand the science and vital nature of learning mindful meditation. Participants will explore mindfulness exercises and learn how to create new neural nets to manage the EDS of ADHD. Ochoa will discuss the intersections of neuroscience, psychology, spirituality, and imagination in successfully treating ADHD. **Presenter:** James Ochoa, MEd, LPC

Saturday, November 11, 2017

Saturday Keynote - Important Changes in Disability Law for Children, Students, and Adults with ADHD

Presenters: Matthew Cohen and Paul Grossman

SA01 – Advocacy Issues for Children and Adults with ADHD- New Developments Under 504 and the IDEA Session will address the 2016 OCR Policy Letter clarifying the rights of children with ADHD, rights of adults under Title II and III of the ADA, and impact of the new Supreme Court standard for FAPE and strategies for advocating for people with ADHD.

Presenters: Matthew Cohen and Paul Grossman

SA02 - Diminishing Anger in Relationships Impacted by ADHD Couples impacted by ADHD often struggle greatly, with difficulty in both marital satisfaction and functioning. Over time, chronic anger can develop, impacting all areas of a couple's life together. This presentation focuses upon effective therapeutic strategies couples can use to (a) understand the different types of anger in their relationship; (b) understand the extent to which their interactions reinforce that anger and how to "step out of the cycle of anger" and (c) choose appropriate strategies for specific anger situations. The goal is to provide couples with new insights about their anger and tools they can use immediately to calm their relationship.

Presenter: Melissa Orlov

SA04 - Assistive Technology 101: Begin With the End in Mind Welcome to the assistive technology revolution! Assistive technology developments have been a catalyst for producing life-changing results for individuals with ADHD. In this session, presenters will share helpful

advocacy tips, AT solutions/strategies, and information on AT trends to watch. **Presenters:** Sam Peters and Maria Kelley, OTR/L, ATP

SA05 - Guy Stuff—A Puberty Education Program for Boys Diagnosed with ADHD and Their Parents Many boys diagnosed with ADHD also struggle with navigating the social world around them. Given that social expectations increase with age, many boys struggle with understanding the increased social expectations during puberty. Guy Stuff is a hygiene and puberty education program taught from a social learning perspective and designed for boys and their parents. Designed for the YouTube generation, Guy Stuff provides boys with the education they need, and their parents with the information they need, to communicate about these topics effectively. **Presenter:** Ryan Wexelblatt, LSW

SA06 - The Earlier The Better: Diagnosis and Treatment of ADHD and Comorbid Disorders in Preschool-Age Children This session will present fictitious clinical vignettes of preschool children presenting symptoms of various mental health disorders, such as disruptive pediatric, bipolar disorder, ADHD, oppositional defiant disorder, and anxiety disorder, in order to illustrate the empirically based protocols for diagnosis and treatment of such conditions for preschoolers. Dr. Joffe will illustrate how such conditions would be treated in children who are diagnosed later in life (such as later elementary school to high school), and the severity and complications of clinical presentations of such cases. She will discuss the advantages of diagnosing and treating children earlier in life, such as during preschool years, presenting modalities of treatment for preschoolers such as PCIT and behavior therapy. **Presenter:** Vera Joffe, PhD, ABPP

SA07 - The Fundamental Power of Anticipation The purpose of this session is to demonstrate the effective use of applying emotional purpose within task management planning. Students with ADHD have a strong emotional connection to time and motivation. This session will discuss not only the important relationship between time and emotion, but also the value of helping students process and practice this connection. Using examples, this session will also highlight the effectiveness of creating short-term and long-term academic plans that fuse task management with the emotional rush of anticipation into the space between beginning a task and completing a task. This connection acts as a means of helping students with ADHD stay focused, motivated, and present in their academic work. **Presenter:** William Flynn, MSEd

RS02 - Research Symposium II The 2nd Research Symposium (on Saturday) will include Brian D'Onofrio and Steve Hinshaw (still tentative). Brian D'Onofrio, PhD (Professor of Psychological and Brain Sciences) will make a presentation on "Methods for Assessing Risks and Benefits of Treatments for ADHD: Analyses of National Registries and Databases for Sweden and the USA"; James Swanson, PhD (Professor of Psychology at the University of California Irvine) will make a presentation on "Methods for Assessing Risks and Benefits of Treatments for ADHD: Analyses of Longitudinal Studies".

SB01- Aging with ADHD This presentation will highlight information drawn from the personal interviews of numerous men and women with ADHD over the age of 60. They have chosen to share their stories in order to further our understanding of ADHD in later years. Adult ADHD burst forth upon the scene in the mid-1990s. Those with ADHD that were in their mid-40s at

the time are now in their mid-60s. The boomer generation is heading toward retirement and many are already in retirement, yet so little research has been done on their issues and needs. What little research has been done so far will be discussed, but the bulk of this presentation will focus on the information that is being gathered in an ongoing project to document the process of aging with ADHD. **Presenter:** Kathleen Nadeau, PhD

SB02 - ADHD Coaching: Using an Appreciative Approach and Process Appreciative inquiry is an organizational development process that can be readily adapted to ADHD coaching. Appreciative inquiry coaching focuses on exploring and amplifying a client's strengths to help motivate behavior change. In this presentation, the AI model will be explained along with its adaptation to ADHD coaching. Participants will then have an opportunity to learn appreciative coaching techniques and practice them. **Presenters:** Alan Graham, PhD, PCC, MCAC, Nora Misiolek, Naomi, Zemont

SB03 - Reduce the Battle of Homework Time: Strategies for Parents and Teachers Homework time is often full of stress and conflict for parents and students. While most parents and educators want students to be organized, efficient, and independent learners, students with ADHD/executive function challenges often struggle to stay engaged, motivated, and effective when approaching their homework. Sometimes it's due to the academic demands, but often it's due to their ability to manage the demands placed upon them. Parents are often ill-equipped to know how to best intervene, and some end up unintentionally exacerbating the problem as a result. This presentation will explore how to reduce the challenges of homework time by tackling three factors: setting the stage for learning, managing the expectations on the student, and the role the parent should play in the process. **Presenter:** Cindy Goldrich, EdM, ACAC

SB04 - College Transition: Correcting the Myths and Misunderstandings to Help Students Be Successful in the Postsecondary Environment Myths about college disability services and accommodations can leave students without the critical knowledge they need. Thinking that colleges don't offer anything may discourage students from attending college, and believing that they provide every service that students had in high school might not properly prepare students for the transition. Laws and expectations at the college level are different, but with the proper preparation and understanding, students can be successful. Learn what really happens at college and what skills students need to do well in this exciting new environment. **Presenter:** Elizabeth Hamblet, M.S., M.A.T.

SB05 – What Works in Assistive Technology: Student Perspectives Come learn from our Students what Assistive technology solutions and strategies are working (and not working) for them. In this session, we will explore the collective role each of us play in promoting student success within and beyond the educational environment and the powerful role of AT in this process. We will examine positive outcomes that can occur when self-advocacy and AT are integrated into the learning environment and how these successes transfer into other areas of life. We will provide participants with helpful tips, opportunities to explore emerging trends in technology and identity specific AT strategies and resources that can ultimately assist with smoother transitions in the workplace and community. **Presenter:** Carolyn P. Phillips, M.ED

SB06 - Takes One to Know... How to Teach One! As a student who struggled terribly in elementary school, the speaker, now a veteran teacher and retired chiropractor, will share tips that make her a highly effective teacher. **Presenter:** Billie Abney, DC, CCSP, EdS

SB07 - Contemporary Adult Treatment of ADHD: The New ADHD Lifestyle This course examines creating a sustainable lifestyle for ADHD by using research derived from multimodal treatment combining psychoeducation, medication, psychotherapy, behavioral/self-management skills, technological tools, coaching, self-advocacy, and appropriate workplace accommodations. The result is an improvement in self-esteem and productivity through concrete, practical interventions increasing organization and follow through, learning to work with symptom manifestation, and recognizing mindful application of their strengths. It also creates the channels for communication of the eventual resistance and regression that so often defines living with ADHD. Paramount to creating a successful ADHD lifestyle is the ability to communicate when you are symptomatic, overfocused, or coaching loved ones on the best ways to interpret behaviors and miscommunications. **Presenter:** Jodi Klugman-Rabb, LMFT, LPC

SB08 - More Than Just Medication: Proven Non-Medication Treatments for ADHD In your practice, you will find clients/patients with an ADHD diagnosis who prefer not to take medication. There are various reasons for this, and in this seminar, you will learn these reasons and discover what other treatment options are available. The more you know the “whys” of your client’s choice of treatment, the better quality of care you can provide them. Medications available for treating ADHD, including the benefits and side effects, will be discussed. You will learn the myths surrounding medication and how to help your client or patient make the most informed choice about their treatment. Not only will you walk away with knowledge of the most common non-medication treatments for ADHD, you will also know the safety and efficacy of each treatment. You will learn how much these treatments cost and whether the possible benefits outweigh the financial impact. The use of nutraceuticals and supplements will be discussed, both how they can impact the central nervous system and why it is important to find a producer with good quality assurance. Diet can make a difference in treating ADHD—but not in the way you might think. You will leave with more knowledge about the research purporting a link between pesticides and ADHD. With more than 15 years of experience in treating ADHD, Dr. Sarkis will show you the path to determining the best treatment. **Presenter:** Stephanie Moulton Sarkis, PhD, NCC, DCMHS, LMHC

SC01- Distracted and Disorganized: Sure-Fire Strategies to Empower Women with ADHD Women with ADHD have specific and often debilitating challenges. Society expects them to juggle it all: home responsibilities, parenting, work, and social connections, all while keeping everyone in the family (including themselves) in balance. Problems with executive functioning and working memory, which play out in procrastination, disorganization, memory issues, hyper-reactivity and more, make it a huge challenge to stay “on top of their game.” Such frustrations often lead to anxiety, depression, failures in relationships and tremendous stress. This combined lecture and interactive session will discuss the challenges women with ADHD face, but will also offer specific strategies on organizing/clutter control, time management, meal planning, parenting, self-care and more. **Presenter:** Terry Matlen, MSW

SC02 - Self Determination Pathway for Young Adults with Learning and Social Differences. Each step provides the student and family a framework of support and guidance through the challenges of establishing independence in young adulthood. Attention to training for skill acquisition, expectations for frequent social course corrections, and close connection to a supportive adult are common accountability components with vocational coaches. Learning to “recover well” from challenges, increasing vocational opportunities prior to graduation, and expanding social programming significantly foster early adult productivity and reduce opportunities for isolation. **Presenter:** Michele Bauman Joseph

SC03 - What Does The Future Hold For Children with ADHD? A Personal 50-Year Informal Longitudinal Study Of Children And Adults with ADHD What does the future hold? Join Chris Zeigler Dendy, veteran parent, CHADD advocate, and prolific author, for this reassuring session regarding long-term ADHD outcomes she has personally observed over a 50-year time span. Additionally, an overview of research on outcomes plus common challenges and intervention strategies will be reviewed. **Presenter:** Chris A. Zeigler Dendy, MS

SC04 - Couples with ADHD: Creating Caring Connection amid the Chaos This session will review the common pitfalls couples with ADHD experience and present solutions and strategies to overcome them. Learn the three golden rules to repair and retain connection in relationship and manage reactivity. Experience the benefits of using the Couple's Dialogue to deepen communication and create safety. Useful apps will be recommended to coordinate tasks, lists, and routines. **Presenter:** Carol Robbins, PhD

SC05 - Perfectly Imperfect: Reclaiming and Reframing the ADHD Label. We Are Attention Different, Not Deficit! As the title suggests, Aaron Smith and Stephen Tonti are ADHD and proud. They understand that folks with ADHD did not choose to be ADHD, however, ADHDers CAN choose how they internalize the condition. Tonti and Smith argue for the importance of adopting a more life-affirming and uplifting approach to the way ADHD is diagnosed, treated, and ultimately understood by the individual living with the condition. In this talk, they will explore the controversial concepts of Radical Acceptance, Positively Reframing ADHD, and Leveraging Advantageous Mirror Traits for Success. **Presenters:** Stephen Tonti, and Aaron Smith

SC06 - Harnessing the Power of the Emotional Brain: "Game Changers" from Affective Neuroscience New research from affective neuroscience teaches us that everyday tasks, from solving a math problem to striving for college acceptance, are all governed by emotional responses in our brains. Individuals with ADHD are often impacted just as much, if not more so, by their emotional responses to day-to-day challenges. Thus, for interventions to be effective, we need to address not just the cognitive symptoms of ADHD, but to understand the emotional foundations beneath the surface. This presentation integrates exciting new brain research with practical, real-world strategies for promoting motivation, resilience, and perseverance. **Presenter:** Rebecca Resnik, PsyD

SC07- Your FBA is a Fantasy: Why Conventional FBAs, BSPs and School Discipline Systems Aren't Getting Results for the Kids Who Need Them Most, and How to

Create Ones That Will Traditional approaches to making behavioral change through the use of functional behavioral assessments and behavior support plans have long fallen short, and school discipline systems continue to fail those children to whom their “consequence systems” are applied most. With our conclusions about the “why” of behavior being based in something kids want to “get” or “avoid,” we are left with little to do but attempt to externally motivate through rewards and consequences. Come learn how the Collaborative Problem Solving Model and the pediatric neuroscience research of Dr. Bruce Perry of the Child Trauma Academy, can inform the creation and use of FBAs, BSPs and overall discipline systems that are brain-based and skill-focused. Learn what these two evidence-based approaches tell us about how you can stop chasing “temporary compliance” and start building skills. **Presenter:** Doris Bowman, MSED

SC08 - A Novel Smartphone-Based Assessment of Parent-Child Dynamics: External Validity and Clinical Applications for Psychosocial Interventions for ADHD

Evidence-based psychosocial treatments for childhood ADHD are not equally efficacious for all children. Dr. James Li will introduce empirical evidence on the utility of a novel smartphone-based assessment tool for parent-child dynamics in the context of ADHD, which can be used to improve treatment precision and potentially enhance treatment outcomes. He will describe how high temporal resolution data (such as data from daily smartphone surveys) can be useful for tailoring interventions based on the unique patterns and characteristics of the family dynamic.

Presenter: James Li, PhD

SD01- "Why Are You Yelling at Me?" Tame the Triggers & Turn the Family Volume Way Down Yelling is one of the side effects of ADHD that the textbooks may not mention, but which can be positively crazymaking. As parents, no matter how hard we try, sometimes we end up yelling—because we don’t know what else to do, or because it works (and we hate that), or because we can’t help ourselves. Our kids end up yelling for similar reasons. Based on a coach-approach to parent management, this interactive workshop will help you understand the nuances behind the “yelling” in your home, and offer strategies for calming everyone down. If you came to this conference because you want to shift the tone of your home from a hot mess to a calm, peaceful family life, then this is the workshop for you. **Presenters:** Elaine Taylor- Klaus, PCC, CPCC and Diane Dempster, MHSA, PCC, CPC

SD02 - The Latest Procrastination Science: Your Ambassador from the July 11 & 12, 2017 10th Biennial Conference on Procrastination Research What does the latest science on procrastination teach us, and how can we use it to help folks with ADHD get more done? While much delay starting, continuing, and finishing tasks results from executive function issues, not all of it does. Generally procrastination researchers don’t mention ADHD, and they think about delay differently. Dr. Kim Kensington will bring the latest research from that world and add it to the information and strategies we currently have so that attendees can get be more effective at starting and finishing projects. **Presenter:** Kim Kensington, PsyD

SD03 - Collaboration Between Parents and Schools... Be Confident, Firm, AND Nice!

This session focuses on strategies to overcome and avoid the breakdown of communication and lack of collaboration which often occurs between parents of children with ADHD and school staff. During the session, we will examine the roots of this conflict and discuss the detrimental impact it has on children. Various strategies for facilitating collaboration and positive communication will be presented, including the concept of principled negotiation, which combines psychological principles and therapeutic communication within conflict resolution.

Presenter: Sandra Mislow

SD04- The Three Common Mistakes People Make About Time Management and How They Are Preventing You from Finishing Your Work

Are you tired of setting goals to be more productive and feeling like that never happens? This session will leave you with strategies that you can implement right away to change how you plan your time, manage your tasks, and remind yourself on how to get it all done. **Presenter:** Cris Sgrott-Wheedleton

SD05 - It's All About The Delivery System—How Different "Systems" Get Medication to Your Brain at Different Rates

You've heard of stimulants versus nonstimulants, methylphenidate versus amphetamine, and immediate release versus time release; but these are just the beginning of the differences among the various medications used to treat ADHD. The delivery system is the material in which the medication is prepared. It controls the speed and timing of the delivery of the medication into your system. We will discuss the various delivery systems that are available and the benefits of each. **Presenter:** Cathi Zillmann, NPP, CPNP

SD06 – Who's the Adult in this Relationship? Using Organization to Help

Neurologically Diverse Couples Reconnect and Recharge Roughly 50% of marriages today end up in divorce. Add a powder keg of ADHD to the mix and 85% of couples split up. It's almost impossible to stay married when you have ADHD.

This session will expose the significant negative impacts that ADHD has on marriage when it is not decoded for the neuro-typical spouse. Despite their best intentions to organize their ADHD spouse, neuro-typical partners end up making their ADHD partner feel like they are the problem in the relationship. Accused of being careless or lazy, the ADHD spouse often shuts down or avoids confrontation. On the flip side, the frustrated neuro-typical partner increasingly feels like s/he is the only adult in the relationship.

This session is geared for organizers, coaches and therapists who want to improve the lives of their clients through proven yet simple to implement organizing strategies. These techniques will significantly reduce the nagging and blaming by the neuro-typical spouse while increasing the reliability and productivity of the ADHD partner.

Communication differences and organizing styles that move the relationship from conflict to comprehension will be discussed.

Techniques to overcome ADHD indecision, procrastination, perfectionism, forgetfulness and clutter will be introduced. An overview of ADHD thought and sensory processing styles will explain why traditional space organization methods don't work.

In addition to using her client experiences as examples, Ms. Pedicelli will share her own experience in having ADHD and being in a relationship with the same spouse for over 20 years.

Presenter: Ms. Nathalie Pedicelli

SD07 - Learning to Walk in Someone Else's Shoes: Teaching Parents How to Promote Improved Social Awareness and Understand Someone Else's Perspective

Let's face it—it's frustrating when you witness your child doing and saying things that can make them seem rude or insensitive. This workshop will present techniques proven to help ADHD children learn how to recognize other people's point of view (perspective taking), gain greater social self-awareness, change the messages they telegraph to other people, self-evaluate their behavior, and adapt their behavior depending on the unspoken rules, context, people, and situation, in order to develop and improve their perspective-taking skills. Participants will leave with step-by-step techniques to address tone, unexpected social behavior, misguided humor, continual monologue, and other common ADHD social challenges that make children seem insensitive or rude. **Presenter:** Caroline Maguire, ACCG, PCC, Med

SD08 - Finding Quiet in a Noisy Place: Going In and Out of Your Mind Do you ever feel like there's so much chatter in your head that you can't hear yourself think? Overwhelm, cloudy thinking, fear and self-doubt all take over and before you know it, you are headed to anywhere other than where you need to be to pay your bills, do your homework, or write a proposal. The self-sabotaging voice in your head works to define who you are, what you are capable of and even what career path to take. This lively, experiential session will teach you specific steps to help you identify and quiet that internal noise, so that you can get on with the business of not only being yourself, but your best self. Whether you are a coach, therapist, parent or adult with ADHD, you will leave this session with tools you can use immediately to help yourself, your clients or your kids face struggle, tap resourcefulness, and find the inner beauty under all that chatter. **Presenter:** Jane Massengill

Sunday, November 12, 2017

SU01- Coaching Adults with ADHD from Pathology to Possibility. With an adult volunteer client with ADHD, David Giwerc will demonstrate how the coaching process integrated with an individual's VIA Character Strengths can naturally shift the brain's negative bias tendency and refocus on positive emotions to provide immediate access to one's best qualities, attributes, and capacities. After a debriefing of the client session, and if time permits, there will be a final discussion of the strategies and rationale for the use of specific coaching competencies and strategies. To get the most out of this life-changing session every attendee needs to go to www.viacharacter.org and take the free fifteen-minute character strength survey. Upon completion, you will receive an email with your own personalized profile which you can bring to the session. Prior to the live demonstration, Giwerc will describe what your profile means and how you can use it in productive. **Presenter:** David Giwerc, MCAC, MCC

SU02-Panel – Impacted Roots and Broken Wings: A Panel Discussion on the Joys and Challenges of Launching Young Adults with ADHD into the Real World. Parents are often told that their major responsibility is to give their children "roots and wings"... a strong foundation and the knowledge, skills and ability to fly into adulthood with ease. But parents of children with ADHD know that can be much more difficult than it sounds. It is well known that many young (and not so young) adults with ADHD have a difficult time launching successfully into adulthood. Whether it's attending college, getting – and keeping – a job and/or establishing a career or just paying their own phone bills, the developmental and behavioral challenges of ADHD can sometimes turn what is a natural adjustment for most young people into a nightmare

for parents, families and the young adults themselves. This panel presentation, moderated by Dr. Michelle Frank, will address many of the issues with this “failure to launch” syndrome, providing perspectives from parents, experts in the field and young adults themselves. The session will include challenges, strategies and time for audience questions

Presenters: Evelyn Polk Green, Michelle Frank, MD, Marie Paxson, Linda Walker

SU04 – Successful Job Accommodations for ADHD. Job accommodations can be vital for the successful employment of individuals with ADHD. Knowing how, when, and why it might be necessary to disclose a disability is the first and often most difficult part of the accommodation process. This session will provide useful and practical information on the disclosure of ADHD in the workplace, the limitations associated with this impairment, and accommodations on the job that might be needed. Real-life accommodation situations and solutions will be interspersed throughout the session. A question-and-answer session will be included at the end. The information presented here will be helpful to working individuals, those looking for employment, parents, service providers, and employers. **Presenter:** Melanie Whetzel, MA, CBIS

SU05- Why Does No One Like Me? Learn how to Read the Room to Create a More Positive. Is walking into a business party stressful? Is it an effort to start a conversation and fit in with the group? Stop struggling with social interactions. Learn how to interpret the hidden rules and social cues in any situation or environment.

Many adults with ADHD struggle with social skills but do not know what to do. This presentation will focus on how adults with ADHD can learn to self-evaluate and improve their self-awareness to create an appealing social approach for any situation. Attendees will learn how to improve their ability to read the room and interpret social cues to create socially expected and appealing behaviors. **Presenter:** Caroline Maguire, ACCG, PCC, Med

SU06- ADHD Meds—Use Your Brain All Day! This session is an up-to-date review of the available ADHD treatment medications, presented in practical terms by a physician with ADHD himself, experienced in treating nearly 4,000 ADHD patients. **Presenter:** John Bailey, MD

Closing Keynote: Now I Just Have To Learn To Do It Without The Cancer! In a very personal yet universally applicable talk, Sari Solden, MS opens up about how the past year of treatment for early stage breast cancer has taught her lessons about living life successfully as an adult with ADHD. These are lessons that can help all adults with executive function challenges understand the similar issues of stigma and shame as well as how to face any of life’s more serious difficulties in a way that actually leaves us more whole, connected, and centered than before. **Presenter:** Sari Solden, MS