

**2021 Virtual International Conference on ADHD
Recordings and Session Descriptions
November 4-6, 2021**

Thursday, November 4, 2021 Sessions

1B - Bit by Bit: Developing Flexibility for Social Success in Students with Social Learning

Audience Level: Intermediate | Tracks: Mental Health Clinician | Related Service Providers | Presenter: Anna Vagin

Often, students with ADHD and accompanying social learning challenges struggle with flexibility, tending toward inflexibility, rigidity, and black-versus-white thinking. These tendencies affect academic success, friendships, and even conversational skills. Numerous activities to build flexibility will be discussed and practiced, using animated videos, self-reflection, and semi-structured conversation frameworks. Participants will leave with a selection of activities and recommended video animations that support developing flexibility, applicable to group and individual sessions via both in-person as well as virtual therapy platforms.

1C- Evidence-Based Interventions to Treat Executive Function and Organization Skills Deficits in Children and Adolescents with ADHD

Audience Level: Intermediate | Tracks: Mental Health Clinician | Coach/Organizer Presenters: Richard Gallagher, PhD | Margaret Sibley, PhD

This workshop will provide training on how to effectively treat youth with ADHD using two empirically supported treatments: one for children of elementary-school age and one for teens. Richard Gallagher, PhD, and Maggie Sibley, PhD, the lead authors of the manuals used in randomized clinical trials will be co-presenting. Participants will learn methods for identifying children with ADHD who show impaired executive functioning and practical reflections of those deficits in organization, time management, and planning. The workshop will teach the behavioral and cognitive methods for engaging youth and their parents, for guiding parents in supporting behavior change through behavior management principles, for building skills in youth, and for obtaining support from teachers.

1D - Russell Barkley's ADHD Construct: Understanding the Model to Help Those Who Struggle

Audience Level: Intermediate | Tracks: Adults | Coach/Organizer | Presenter: Jeff Copper

Ten years ago, during the annual CHADD conference, psychologist Russell Barkley proposed a new construct of ADHD that represented a titanic shift in the way we look at the condition. His model looks at ADHD as an impairment of executive function or, in simple terms, challenges to self-regulation. In this combined presentation and workshop, we will take a deep dive into Dr. Barkley's model, bring tangibility to his construct, and understand better the real plight of those with ADHD from the inside out. Insights from the model and our review will be helpful in using deductive reasoning more efficiently to manage ADHD and will help coaches, educators, and other professionals find individualized scaffolding to help others manage their ADHD more effectively.

1E _ Implementing Cognitive-Behavioral Therapy for Adults with ADHD

Audience Level: Intermediate | Tracks: Mental Health Clinician | Presenter: Mary Solanto, PhD

Executive dysfunction is a major cause of educational and occupational impairment in adults with ADHD. Cognitive-behavioral therapy (CBT) has been shown to be efficacious in remediating executive dysfunction in randomized clinical trials in adult ADHD in both group and individual modalities. This presentation will review the foundations, treatment parameters, and specific components of a well-validated CBT intervention as it is being implemented in adults with ADHD and, more recently, as it is being tailored to the needs of college students with ADHD.

1F: The Expanding Role for Nonstimulant Medication in the Treatment of ADHD

Audience Level: Intermediate | Tracks: Mental Health Clinician | Physician/Psychiatrist Presenter: James Varga, MD

Stimulant medications for attentional issues are highly efficacious, but due to side effects they may not be the best choice for some children with ADHD. This presentation will focus on those situations where a nonstimulant medication like guanfacine, clonidine, or atomoxetine may be preferable, especially where there may be comorbid

tics, anxiety, growth or substance abuse concerns, social withdrawal, or sleep disturbance. Because they have a different mechanism of action, their side-effect profile is entirely different, which can make them very useful as either an add-on medication to a stimulant or as a standalone treatment for ADHD.

1G - Executive Function and Reading Comprehension

Audience Level: Beginner | Tracks: Educators | Related Service Providers | Presenter: Debbie Tracht

This presentation will explain the current understanding of the impact of executive function on reading comprehension. With this information, educators will gain a new lens through which to view students and improve reading comprehension in their classrooms. Topics that will be covered include fluency, background knowledge, academic language, and metacognition.

2A - Factors Contributing to College Attrition for Students with ADHD and other Learning Challenges

Audience Level: Intermediate | Tracks: Educator | Parent/Caregiver | Presenter: Alexander Morris-Wood

For students with ADHD and learning challenges, issues related to college retention, persistence, and completion are often attributed to issues related to self-stigma; however, little research has been developed regarding the inherent systemic barriers for this population of students. This session will focus on key elements that impact the transition process to college, including family systems, educational awareness, executive functioning skills, and legal barriers, in order to enhance global understanding of how to improve college retention for capable students with learning differences.

2B - Helping ADHD-Impacted Couples Navigate Boundary Issues

Audience Level: Intermediate | Tracks: Mental Health Clinician | Physician/Psychiatrist | Presenters: Ari Tuckman, PhD, | Melissa Orlov

Couples affected by ADHD struggle mightily with boundary issues that are rooted in the complexities of navigating the pressures that ADHD symptomatic behaviors, and other-partner responses to those behaviors, present. A typical presentation of boundary problems would be when an over-functioning non-ADHD partner becomes both household manager and manager of their partner, while an ADHD partner either relies too heavily on the executive function skills of the other partner or is defiantly independent, to the detriment of both people. This presentation will lay out the logic behind the boundary issues and share strategies used by one experienced ADHD couples professional to help couples find a new, healthier balance in their lives together

2C - How the Brain Develops When We Learn, Laugh, and Connect (vs. Screens): Implications for ADHD

Audience Level: Beginner | Tracks: Parent/Caregiver | Physician/Psychiatrist | Presenter: Sarah Cheyette, MD

Over the past two decades, the technological revolution has produced a never-before-seen-in-history level of exposure to screens, with a consequent reduction in time to learn (from in-person instruction and through personal exploration and experience), laugh (with people in real life), and connect (with people in the same room). How does this influence a developing brain? What sort of cognitive effects does it have, and what are the effects on emotional well being and resilience? Neuroanatomical and neurochemical aspects will be discussed in easy-to-understand language. Implications for ADHD will be discussed. If developing brains are affected by screens, how does that change how we diagnose and treat ADHD?

2D - New Analyses from the ICAN Placebo-Controlled Randomized Clinical Trial of Neurofeedback for ADHD

Audience Level: Intermediate | Tracks: Mental Health Clinician | Physician/Psychiatrist | Presenters: L. Eugene Arnold, MD | Michelle E. Roley-Roberts, PhD

This slide lecture with audience discussion presents new secondary outcomes from the NIMH-funded double-blind randomized clinical trial of neurofeedback for ADHD, with special emphasis on 25-month follow-up, but with previously reported findings summarized as background context. Outcomes include inattention, IQ, achievement, sluggish cognitive tempo, need for medication, changes in diagnosis, comorbidity, and moderation of treatment response. Most measures showed significant improvement for both NF and the control condition at 25-month

follow-up without significant difference between treatments. Those with comorbid anxiety without disruptive behavior improved significantly less with neurofeedback than with the control treatment and should not be given theta/beta ratio neurofeedback. A companion lecture presents EEG connectivity findings and moderation of response by information processing efficiency.

3A - A Systematic Approach to Evaluating the Comprehensiveness of Your Patient's/Child's/Spouse's/Own ADHD Treatment Plan

Audience Level: Intermediate | Tracks: Adults | Parent/Caregiver | Presenter: Richard Cook, MD

A systematic approach to identifying and assessing various domains or aspects of a patient's life includes developing for each patient an outline that methodically looks at the potential for ADHD to be affecting areas sometimes not considered. Though the standard for treatment of ADHD involves the use of medications and some forms of behavioral therapy, beyond this often disregarded guideline, there is little standardization as to what is covered under that "behavioral therapy" mantle. Though each patient's ADHD is unique, a systematic approach forces and/or assists patient, family, and therapist to deliberately assess a variety of domains or aspects of a patient's life, areas that arguably often are simply not explored because other aspects of life grab the attention of the therapy, missing out both on less obvious but non the less problematic issues, as well as the patterns of successfully compensatory behaviors that could be generalized from the less noticed aspects of life and applied to solving problems in more readily noticed areas. This interactive presentation assists the attendee in developing a guide that will ensure that the evaluation and plan to address ADHD, adapted to their own style and perspectives, which can itself be modified for the individual patient, that will decrease the likelihood that the evaluation and plan to address the ADHD leaves out areas important for that individual.

3B - Assertiveness and Boundary Training as an Essential Skill for People with ADHD to Navigate the Social and Work Interpersonal Spaces

Audience Level: Intermediate | Tracks: Mental Health Clinician | Presenters: . Maryna Mammoliti, MD | Adam Ly

ADHD-related difficulties with emotional dysregulation and impulsivity can often impact a person's interpersonal functioning in social and workplace settings. Being aware of, maintaining, and implementing assertiveness skills and boundaries can help with these difficulties and promote healthy relationships and social functioning. Working on reactive boundaries (in the moment of the interpersonal interaction) or proactive boundaries (future, pre-emptive rules and expectations) requires awareness of one's needs and abilities, and social and role expectations. In this presentation, we will review the importance, conceptual framework, and application of assertiveness and boundary skills training for people with ADHD.

3C - Ask, Don't Tell: Using Powerful Coaching Questions to Increase Student Self-Reliance

Audience Level: Intermediate | Tracks: Mental Health Clinician | Coach/Organizer | Presenter: Jodi Sleeper-Triplett

Students with ADHD, executive dysfunction, and other disabilities are acutely aware of their deficits and often cannot, or will not, see themselves as others do—creative, intelligent, and resourceful human beings. As advocates for students with disabilities, ADHD, and EF, coaches and allied professionals are positioned to support students as they develop skills for future academic and career success, and develop social skills that contribute to their academic success and positive emotional health. When coaches and allied professionals utilize the skill of asking powerful questions, they encourage the student to develop thoughtful answers and consider the pros and cons of their choices. In this interactive workshop, presenters and participants will discuss and practice specific ADHD coaching strategies and demonstrate how to ask vs. tell when interacting with students, allowing them to become more self-reliant and self-determined.

3D- Beyond Dopamine: Supporting Your Clients to Dispense from Their Own "Inner Pharmacy"—Understanding Neurochemistry and Hormones to Support Optimal Executive Functioning

Audience Level: Intermediate | Tracks: Adult | Mental Health Clinician | Presenter: Monica Hassall

Harnessing neurochemistry has proven to be an effective aspect of treatment for ADHD as seen by medication. As non-prescribers, coaches, psychologists, teachers, and occupational therapists have the opportunity to also harness neurochemistry through alternate means to support their clients. The aim of this presentation is to broaden

participants' knowledge and application to their clients with ADHD and executive function challenges—beyond dopamine.

3E - ADHD and Obsessive-Compulsive Disorders: OCD, Body Dysmorphic Disorder, Body-Focused Repetitive Behaviors, Tic Disorders, and Hoarding

Audience Level: Beginner | Tracks: Mental Health Clinician | Parent/Caregiver | Presenter: Roberto Olivardia, PhD

Obsessive-compulsive disorder is characterized by intrusive, obsessive thoughts and repetitive, ritualistic behavior meant to neutralize those thoughts (compulsions). In addition to OCD, there are other disorders conceptualized under the umbrella of the obsessive-compulsive (OC) spectrum, including body dysmorphic disorder (i.e., appearance preoccupations and body image distortions), body-focused repetitive behaviors (e.g., compulsive hair pulling, nail biting, skin picking, nose picking), tic disorders, and hoarding disorder. Interestingly, 20-30% of people with OCD also have ADHD, and ADHD clinically presents in all other obsessive-compulsive spectrum disorders. It is common when people have both ADHD and OCD that one of the conditions is undiagnosed and therefore all clinical symptoms are not adequately addressed and treated. This presentation will review the scientific literature on this understudied comorbidity, a practical understanding of the ADHD and OCD brains, how OC spectrum disorders and ADHD can clinically present, and treatment recommendations. Clinical and personal anecdotes from the speaker will be presented.

3F - Bridging the Gap Between the Worlds of Perinatal Mental Health and Adult ADHD

Audience Level: Advanced | Tracks: Mental Health Clinician | Physician/Psychiatrist | Presenter: Jacqueline Cohen

The purpose of this presentation is to introduce the whole picture of perinatal mental health in relation to those diagnosed with ADHD. Postpartum depression has been used as a broad term to describe the perinatal mood and anxiety experience which can keep those affected from getting the appropriate, comprehensive treatment. ADHD is a risk factor for perinatal mood anxiety disorders (PMADS), but with education, awareness, and the right treatment, PMADS can be prevented, or at least minimized.

3G-Broad-Spectrum Multinutrients for ADHD & Emotional Dysregulation: RCT Results.

Audience Level: Intermediate | Tracks: Mental Health Clinician | Physician/Psychiatrist | Presenters: Jeanette Johnstone | L. Eugene Arnold, MD | Barbara Garcious, MD | Andrew J. Hughes, MD

This symposium with slide lectures and audience discussion presents primary and some secondary outcomes of a three-site, eight-week placebo-controlled randomized clinical trial of a broad-spectrum micronutrient formulation for ADHD with emotional dysregulation (N=126, age 6-12 years). Primary outcomes were Clinical Global Improvement (CGI-I) and a composite of parent ratings on a 0-3 scale of ADHD, oppositional-defiant disorder, disruptive mood dysregulation, and peer conflict symptoms and impairment; secondary outcomes were safety labs, adverse events, vitamin levels, and parent-selected target problems rated by blindfold child psychiatrists. Responders (CGI-I of much or very much improved) were 54% for micronutrients and 18% for placebo; both groups improved significantly on the composite without significant difference between them. On secondary analyses, parent-selected target problems improved significantly more with micronutrients, and adverse events and lab safety tests were similar for micronutrients and placebo. Ratio of benefit to side effects and cost appeared favorable compared to stimulant treatment.

4A - Focus Pocus: From Aggravated to Navigated, Finding Your Way Through the Flood of Organization Apps with ADHD

Audience Level: Intermediate | Tracks: Adults | Coach/Organizer | Presenter: Brittany Smith

The search for the right app, service, or technique promising "organization, at last!" can be exhausting. Which ones might work for you—are they even ADHD-friendly? Let the techspert walk you through broad ADHD-friendly task management options, which types often work for different personal styles, and a few specific big names in organizational systems. Narrow down the unending ocean to find a task management option with the least compromises. This talk is your guide map through the jungle of organizational apps!

4B - Cultural and Socioeconomic Considerations when Assessing Children and Adolescents with ADHD

Audience Level: Beginner | Tracks: Educator | Parent/Caregiver | Presenter: Marsha Harris, Psy.D.

Cultural differences can affect all individuals varying in ethnicity, culture, race and socioeconomic identities, and factors under the umbrella of that particular culture. The study and knowledge of the culture can provide the psychologist with a broad canvas of study and an opportunity for deep and effective technique when assessing children and adolescents with characteristics of ADHD. Knowing and understanding key characteristics regarding cultural differences, including migration, acculturation, language, and communication can be useful in determining appropriate diagnosis and disability classifications related to ADHD, specifically in children and adolescents from different cultures. This presentation will look at the implications of migration, acculturation, and cultural factors

4C - ADHD in Adults—"Missing in Action": Why, and What Can We Do About It?

Audience Level: Advanced | Tracks: Adults | Parent/Caregiver | Presenter: Peter Jensen, MD

In this presentation, Dr. Peter Jensen identifies and analyzes factors contributing to the national problem of the under-recognition and under-treatment of ADHD in adults. These factors include provider lack of training, professional disbelief that ADHD is "serious," overlooking ADHD diagnoses in favor of other co-occurring conditions (e.g., anxiety, depression, bipolar), and the failure of professionals and families to adequately prepare adolescents with ADHD to monitor their condition and become proactive in its management as they transition into adulthood. To address these challenges, he outlines what is required for an effective national strategy to change and improve the rates of ADHD recognition and treatment among adults.

4D - Successful Transition to Adulthood Despite Pandemic Setbacks

Audience Level: Intermediate | Tracks: Mental Health Clinician | Educators | Presenter: Kimberly Harrison, PhD

Trends in the United States are alarming for adults still living with parents and not engaging in full-time school or work, and have worsened since onset of the pandemic. Clinicians and educators often encounter myriad issues when helping young adults with ADHD and ASD successfully transition into adulthood. In addition to executive functioning differences, which make coordination of adult skills and activities more difficult, family systems are often enabling, young adults can be emotionally fragile, and adult-level life experiences are sometimes scarce. Using data from current literature and an empirically supported adulting program, this workshop will identify areas for clinicians and educators to target in assisting individuals and their families with successful transitioning to adulthood

5A - How to Develop Your Personal Focus for Success Formula

Audience Level: Intermediate | Tracks: Adults | Coaches Organizers | Presenter: Barbara Luther

When individuals with ADHD come to coaching, they often say they want help living up to their potential. They need to learn a personal, customized formula they can use over and over again to reach their dreams and goals.

MCC Barbara Luther will walk us through an exercise to identify the elements we personally need in our focus for success formula and show us how we can use this exercise to assist our clients in living up to their incredible potential.

5B - Gifted and ADHD: What It Means and What to Do for Twice-Exceptional Children and Students

Audience Level: Beginner | Tracks: Educators | Parents/Caregivers | Presenter: Julie Skolnick

"Easy things are hard and hard things are easy" for gifted children identified with ADHD. This session allows caregivers and educators to deeply understand the asynchronous development of bright kids identified with ADHD, what it actually feels like to be "twice exceptional," as well as strategies that bring out the best and raise self-confidence in gifted learners identified with ADHD. We also discuss advocacy tools that help the adults in the twice-exceptional child's life understand and implement effective strategies that allow the twice-exceptional learner to thrive.

5C - ADHD Presentation in Professionals

Audience Level: Intermediate | Tracks: Adult | Physician/Psychiatrist | Presenter: Julie Le, MD

There is much stigma and discrimination surrounding ADHD, especially in the adult population where a patient may be considered a "drug-seeker." It is not uncommon for some medical professionals, including psychiatrists, to doubt that ADHD even exists. Those patients who are healthcare and legal professionals themselves may have a harder time getting the assessment and treatment that they need for their ADHD because the stigma may even be higher for them. When these patients did well in school without a childhood diagnosis, it may be that much more difficult to assess for ADHD. This presentation will look at differences but ultimately similarities as seen in other adults who

have ADHD. Various clinical presentations with specific examples and associated visuals will really help to build on those diagnostic skills needed for ADHD work. Hopefully, physicians and other mental health professionals will gain a greater appreciation for this patient population but also further develop those diagnostic skills needed for ADHD work.

Public Policy Session: Adult ADHD: Impact on Chronic Conditions and Adherence to Medical Recommendations

Audience Level: Advanced | Tracks: Psychologist | Physician | Presenters: Russell A. Barkley, PhD | Roberto Olivardia, PhD | Scott Kollins, PhD | Brooke S. G. Molina, PhD | Larry Culpepper, MD | Mary Solanto, PhD

Groundbreaking research estimates life expectancy of adults with ADHD is reduced by 8.4 years, often the result of poorly managed co-occurring medical conditions, including obesity, substance abuse, and smoking. These conditions are linked by health-related behaviors that are symptomatic of ADHD and which can result in poor adherence to medical advice and regimens

In this webinar, you will learn:

- How ADHD affects self-care and physical health
- The effects of treatment for ADHD on health outcomes
- How to identify ADHD in your practice

Innovative Programs

To Train a Dog Well, Address Problems Early in the Chain of Behaviors!: Identifying and Correcting the Behaviors of a Dog OWNER who has ADHD | Presented by: Richard Cook

While one might describe normal puppy behavior as resembling ADHD, certainly the hyperactivity, and laugh and smile when so doing, the reality is that, no different from any other endeavor, activity, or interpersonal interaction, while a patient's ADHD can certainly enhance the enjoyment of aspects of dog ownership, the stark reality is that ADHD can cause significant inconsistencies in communication and expectations, and even basic care. "I can't remember if fed the dog when i brought him back in this morning!" can become, "Oh no! I didnt feed him, because i forgot to bring him in before I left for work. Failing to be mindful of the need for consistency, couples can set up problems with dog behavior and problems with marital behavior reacting to the dog problems. Leaving the dog in a hot car :for just a minute" and then getting distracted in a conversation in a store would infuriate a spouse, but potentially harm the dog. Typical "innocent" owner ADHD behaviors represent the source of a lifetime of chewing furniture, peeing on the carpet, excessive barking, and even result in becoming fearful, aggressive, disobedient, biting, and being left in shelters or abandoned, or worse, and often simply not enjoyed, and themselves not enjoying, the relationship as well as they could have if the humans were to better manage the human ADHD. We highlight common problematic human ADHD behaviors as related to situations of selecting, adopting, training, maintaining, and enjoying the dog, including situations of feeding, walking, and dog parks, and discuss ways to train the human to be mindful of such and more consistent in emission of desired behaviors (including the effectiveness and ethics of clicker training or a shock collar for one's spouse).

Rapid Prototyping, Vulnerability and People-Pleasing: Applying Agile to Virtual Peer Support Group Design | Presented by: Frankie Mansfield | Adam Magazin

In true ADHD form, we took something from one domain (software development) and applied it to another (virtual peer support groups). Using the ADDA High-IQ VPSG as a case study, we'll reveal the good, the bad and the weird of applying an agile, iterative, feedback-driven approach to holding online support group meetings of up to 40 ADHDers at once. We will talk about what we did, why using this approach helped serve our members better, and how you can use these tools in your own communities and projects.

The A—F Structural Model of Group Coaching for Parents with ADHD Children | Presented by: Kun Luo

The A—F structural model of group coaching for parents with ADHD, is based on scientific and empirical knowledge of ADHD, coaching skills, marriage and family theories, and Chinese culture. Parents will go through A steps to F steps step by step in 8 weeks. Each step have some specific tools for parents to practice what they have learned in class.

Prevent Burnout in the Workplace with Innovative Coaching Models for the Highly Gifted and Exceptional | Presented by: Courtney Marchesani |

Courtney Marchesani, M.S. will define empathy through the professional health care education model. Then, through a clearly defined list, she will help the audience identify the most common symptoms of stress-related empathy fatigue or "burnout" in the workplace. The national health and wellness coaching model will be explained and related to the highly sensitive person, including employees with ADD/ADHD, in the workplace. Through an outline of the unique coaching process of nationally certified health and wellness coaches, audience members will have a window into how highly effective coaching translates to burnout in the workplace. Watch a live demonstration of how this type of coaching. Question and answers will close the session.

The War on Teens (and how to end it)! | Presented by: Dovid Becker

While parenting teens rates among the hardest challenges known to mankind, parenting teens with ADHD can seem close to impossible. Roughly 40% of teens with ADHD meet diagnostic criteria for Oppositional Defiant Disorder, a disorder that is just as bad as it sounds. Many parents trying to survive the teenage years of their ADHD child experience frustration, despair and a loss of hope. But wait, there's hope! Parents can learn 6 powerful steps to work through this challenge, develop a working and loving relationship with their teens and head off the battlefield and towards a lasting peace.

Guiding ADHD and 2e Learners Through a Global Pandemic | Presented by: Brian Lux

ADHD and 2e learners needed a place to thrive and engage with their peers in a way that fostered intellectual curiosity and supported social-emotional needs. There was a multi-pronged approach taken from a residential summer program for ADHD and 2e learners leveraged to serve students in a home-school hybrid setting this academic year. First, the physical environment and the context of peer to peer engagement was important. Second, it was important to engage families as conduits for learning. Finally, open ended questioning and project-based learning effectively accomplished goals of social-emotional support and family involvement. These strands proved transferrable into a hybrid school-based ADHD and 2e curriculum. Students engaged in a series of STEM projects by grade level which blended school provided resources with home collaboration. Thus, a wide range of socio-economic students could participate. Title I schools involved were scaffolded to support family involvement. Print, digital, and in-person resources supported all families. Fostering cultural and community connectiveness ultimately provide benefits far beyond just inquiry-based STEM learning.

The Perception of the College Experience for Students with ADHD | Presented by: Dr. Maricla Pirozzi

This presentation aimed to investigate, explore, understand, and offer a voice to College students directly affected by ADHD. It also includes strategies for improving the needed services to this special population and, at the same time, guarantee both their academic and life success. It also assesses internal and external motivational factors such as teachers, grades, family, friends, and college personnel important factors to influence student well-being and mental health.

The Hero's Journey: Transformation and Success with ADHD | Presented by: David Boswell |

Many successful and famous people have been diagnosed with ADHD. Almost all of them openly credit a guide or mentor as crucial to their success. Their path to greatness was not a matter of managing the traits but benefited from the guidance of a special resource to use the mental and physical energies from ADHD to help them succeed. This session takes the framework of the Joseph Campbell's Hero's Journey in managing the negative symptoms of ADHD and cultivating the Special Guide. Participants will start to document their own Hero's Journey. Starting at the beginning with the call to adventure each stage of the transformation will be personalized. Regardless of where someone is on their Hero's Journey knowing the different stages helps with keeping perspective on everyday life with successes and setbacks that inevitably happen.

Practical Application of Exercise for the ADHD Brain | Presented by: Gabriel Villarreal

For decades there has been an understanding that exercise is good for ADHDers of all types; the general consensus being it helps "get out the extra energy". However, there is little application in the strength coach world, or the clinical world as to what the proper application actually is, until now. Learn how this counselor and strength coach has helped children and adults with ADHD, find the right "dosage" of exercise so they can reap the very medicinal benefits exercise provides. All culminating in his clients understanding its importance in their lives for today and for all the tomorrows.

ADHD Retirees Peer Support - Learning, Laughing, and Making Connections | Presented by: Mr. Scott Baird | Annette Tabor

The Retired Persons Weekly Check-In is a peer group for adults who are retired and seeking help with ADHD challenges. This group provides community and support for the unique ADHD barriers of retirees like keeping daily routines and maintaining relationships. Having friends to share the journey with makes all the difference. At this session we will share our format and lessons learned as volunteer peer group facilitators. What makes this program innovative? Try finding another group for seniors with ADHD.

Cultivating Curiosity and Collaboration: Mentalizing as a Modality of Intervention in Attention-Deficit/Hyperactivity Disorder | Presented by: Danielle Bryson

Parents and caregivers who are able to understand their own mental states are better able to hold a child's mental states in mind, an important consideration for mitigating negative perceptions of ADHD behavior. This presentation will discuss how mentalizing-focused treatment for parents and caregivers strengthens attachment bonds in families where a child is diagnosed with ADHD. Insight into the effectiveness of mentalizing-focused treatment to parents is discussed. Parents may experience difficulty in understanding their own mental states, particularly in stressful moments, and therefore have difficulty interpreting the intentions and mental states of their children. This can be especially true in families where a child has been diagnosed with ADHD. Important developmental theories will be discussed, including attachment, as a means of promoting autonomy and resilience for a child as well as the potential negative effects when mentalizing breaks down.

Empowering Caregivers of Black and Brown Children with ADHD | Presented by: Rhashidah Perry-Jones

Parents and caregivers of Black and Brown children with ADHD must navigate the complexities and challenges of ADHD that are compounded by the adverse and traumatizing effects of implicit bias and flat-out racism. Parents and care givers must be educated about ADHD to help their children achieve. During this presentation, attendees will learn the basics of ADHD. They will become empowered after learning about behavior modification tools and will learn how to advocate for Black and Brown children with ADHD in school and in other settings.

Get Real About Time | Presented by: Roxanne Jarrett

Are you an Entrepreneur with ADHD who's super-passionate about what you have to offer, but have trouble following through on your goals, no matter how many times you get up and try again? If you would like to get a handle on your time management skills so you can finally launch your product or service, it's time for a different approach. Join Roxanne to find out how animation, live-action demonstrations, and real-time exercises can get you across the finish line.

MoveMindfully®: A Mind-Body Approach for Youth with ADHD | Presented by: Kathy Flaminio

Mind-body techniques can be helpful for youth struggling with attention, focus, and self-regulation. During this workshop participants explore practical research-based interventions for youth to enhance attention, focus, self-regulation, community connection and overall well-being. Through hands-on learning, reflection, and discussion participants will explore simple breathing exercises, regulating movement, rest techniques, and activities for social-emotional skill development that are easy to incorporate into a variety of settings. Walk away from this experiential session with MoveMindfully® tools for yourself and the youth you support.

Redefining Coaching for Teens and College Students with Learning Differences/ ADHD: A comprehensive approach to student success. | Presented by: Huda Shaaban, Psy.D, PCC

Students with learning differences/ ADHD require an intensive transition program to induce them on the right track and assure a smooth transition from the structured setting of high school to the independent, perplexing world of college. As several High schools and universities do not provide such a transition program a redefined coaching approach is a must to help them explore the college academic journey and achieve a holistic growth: intellectual, intrapersonal and interpersonal. A redefined coaching program that goes beyond time management and building solid executive functions but one that will similarly help them cope with daily stress management strategies. An approach that will help them develop self-acceptance, self-determination and teach them how to become self-advocates.

Staying Connected to Children and Teens with Oppositional Behaviors: An Innovative Approach |

Presented by: Tish Taylor

This session provides an innovative, concrete and easy to understand system of concepts, characters, and images to assist children, teens, parents, and other adults addressing difficult behaviors, most specifically those seen in ADHD and/or Oppositional Defiant Disorder. The system includes "characters" that illustrate a mindset, a mood, and/or a pattern of behavior. The goal is to help parents and other adults maintain and build positive connection with their child, student, client, etc. when the child's behavior makes that challenging

Stop Losing the Food Fight! | Presented by: Kathleen Nadeau

This presentation will address the important but largely neglected ADHD comorbidity of disordered eating patterns including Binge Eating Disorder. Dr. Nadeau will review the literature on the increased risk of disordered eating among those with ADHD, the negative impact of these patterns that reduces quality of life and lifespan for many, and how standard eating disorder programs do not take ADHD tendencies into account in their treatment approach. Finally, she will present a pilot group that she has formed called "Stop Losing the Food Fight" in which she teaches those with ADHD to understand and develop ADHD-friendly habits and patterns to counteract their long-standing unhealthy eating patterns so that they can gradually build healthier habits in a realistic way that accommodates ADHD tendencies such as difficulty planning and cooking healthy meals, addictive tendencies that make them fall victim to the intentionally addictive junk food that is so pervasively available, stimulation craving and boredom that can lead to mindless eating, and training in how to build habits slowly, realistically and in an ADHD-friendly fashion.

Opening Keynote

Opening Keynote - Structural and Cultural Considerations in Attention Deficit Hyperactivity Disorder | Presenter: Sarah Y. Vinson, MD

Friday Keynote

Friday Keynote - How to Get Along with Everyone | Presenter: Mrs. Caroline Maguire

Social struggles are common for people with ADHD, regardless of their age. Friendly chit-chat and banter do not come naturally. Forcing conversations with coworkers, school peers, neighbors, and community members can leave you feeling awkward, rejected, and exhausted. What's at the heart of this?

Caroline Maguire, MEd, will introduce the deep-seated relationship between self-awareness and social connection. The ability to self-evaluate, to "read the room" and to predict reactions—from ourselves and others—is intimately connected to how we contribute and relate. You will walk away with an understanding of your specific limitations and the tools that you or your child needs to build self-awareness. The good news is that with understanding and practice, we can greatly improve self-awareness and in turn, create limitless, meaningful connection

General Sessions

FA02 - Supporting ADHD at Work: What Works?

Audience Level: Intermediate | Tracks: Adult | Coach/Organizer | Presenter Kirsty Lauder, MD

This presentation explores the challenges and strengths associated with ADHD in the workplace. It draws on scientific evidence as well as lived experience to highlight effective workplace support. In addition, emphasis will be placed on the support mechanisms around the adult with ADHD; in the workplace context, this is typically line

managers or HR professionals. The stereotypes associated with ADHD in relation to the workplace will also be discussed and how this can influence interactions at work. This presentation aims to blend interactive discussions and share the latest research evidence, adopting a holistic approach and drawing on elements from the neurodiversity movement.

FA03 - Bubblewrapping Rejection Sensitive Dysphoria

Audience Level: Beginner | Tracks: Adults | Presenter Beth Bardeen

Rejection sensitive dysphoria is an outsized response when we get rejected, corrected, or directed. Many with ADHD are unaware that their emotional regulation issues are related to ADHD. Many with RSD can be treated with prescriptions that help smooth the rapid response giving time to help employ different nonmedical methods, including working with those close to us. Because many in the workplace do not disclose their ADHD, when they do learn about RSD, it is even less safe to disclose that their outsized emotional responses are related. Teaching those with ADHD and the others in their lives, including the workplace can help mitigate or neutralize the damaging effects of RSD to our work relationships. Research is showing that other neurotypes also experience RSD. Being able to identify, predict the episode path, and proactively create an action plan can help reduce the episodes and their intensity.

FA04 - "Off You Go!"—Helping Distracted, Unmotivated Teens with ADHD Successfully Transition from High School to the Next Chapter

Audience Level: Intermediate | Tracks: Mental Health Clinician | Parent/Caregiver | Presenter Sharon Saline, PsyD

Many families struggle with the pressure and anxiety of figuring out how to launch teens with ADHD after high school. It's hard to know when to support them and when to let go. How can you teach them the life skills they'll need to thrive independently, while balancing autonomy and connection? In this webinar, a veteran psychologist will help you navigate this tricky transition, offering a comprehensive, research-based framework for understanding emerging adulthood, including the risks for substance abuse. You will learn useful tools to improve self-reliance and strengthen coping strategies to manage the stress of "adulting" while working with the ADHD brain—not against it. Dr. Sharon Saline will leave you with the practical tools to forge a successful partnership and build necessary structures around organization, focus, and time management.

FA05 - Dissecting the Diagnosis: Why Accommodations for ADHD Fail to Ensure Long-Term Academic and Social Success

Audience Level: Intermediate | Tracks: Educator | Parent/Caregiver | presenter: LanceFein, Ed.D | Lynette VanHeyzen

Accommodations without concurrent remediation have proven to be ineffective, ultimately hindering the long-term potential and success of the student. The accepted practice of providing accommodations without remediating the underlying skills sets the student up for failure rather than success. These accommodations function as crutches in the academic arena, yet have no real-world application or use. The presentation covers recommended accommodations with respective remediation and real-world applications

FA06 - It's not just about Pills and Planners: The Secrets to gaining mastery over your emotions

Audience Level: Intermediate | Tracks: Adult | Mental Health Clinician | Presenter . Marcy Caldwell, PsyD

Adults with ADHD struggle to regulate more than just their attention, focus, or activity—their emotions often ride a rollercoaster from intense and overwhelming to barely there as well. Despite this, it can be tempting to focus on the practical and neurological aspects of ADHD treatment. But the emotional experience of ADHD is often the key that either gets in the way or unlocks real progress in both of these other domains. This presentation will look at the critical role of emotions in ADHD treatment and will use the ADDept emotion meter to help audience members map out a path through their personal emotional rollercoasters to help develop emotional mastery.

Research Symposium I - Optimizing Dose of Stimulant Medications in the Treatment of ADHD: Australian Perspectives

Presenter: David Coghill | Allison Poulton

National and international guidelines for the use of stimulant medication to treat individuals with ADHD recognize individual differences in optimal dose and recommend (a) initial titration of daily dose based on monitoring of clinical response and side effects across the range of approved doses and (b) periodic review and adjustment of dose to maintain clinical benefit. However, specific recommendations in guidelines for how to accomplish this vary (see Huss et al, 2015), and average daily dose during treatment as-usual in clinical practice is lower than for treatment by-protocol in controlled studies and is associated with reduced effectiveness (see MTA Group, 1999). Systematic methods for titration and monitoring dose in clinical practice will be described by two experts who have conducted research on this important topic and have translated research into modern clinical practice. David Coghill will present and discuss dose-related effects (a) in the Dundee ADHD Clinical Care Pathway model for titration and monitoring that was developed and applied in Scotland (see Coghill and Seth, 2015), (b) associated with possible long-term benefit during long-term treatment (Coghill, 2019, [JAACAP](#)), and (c) commonly provided during minimally adequate treatment (Ride et al, 2020, [J Affective Disorders](#)). Alison Poulton will present and discuss (a) the empirical basis for approved maximum doses (Ching, Eslick, and Poulton, 2019, [JAMA Pediatrics](#)), (b) current clinical practices in Australia for prescribing doses beyond the upper limits of daily dose (Poulton and Paterson, 2020, [Australasian Psychiatry](#)), and (c) procedures in New South Wales for use of high doses

FB01 - Does Your ADHD Partner Bring Out Your Worst Self? Here's What You Can Do!

Audience Level: Intermediate | Tracks: Adult | Mental Health Clinician | Presenter: Ms. Susan Tschudi

Difficulties in relationships are very common complaints attached to adult ADHD due to impulsivity, distractibility, and restlessness. These difficulties often leave the non-ADHD partner angry, resentful, lonely and desperate. This workshop will examine how ADHD symptoms can adversely affect the relationship, along with a discussion of specific skills that can help the non-ADHD partner more effectively manage the conflicts that threaten the relationship.

FB02 - Show Me the Money: Cash Flow Management Made Easy

Audience Level: Beginner | Tracks: Adult | Coach/Organizer | Presenter: Nathalie Pedicelli

It is a well-known fact that adults with ADHD have trouble with money management tasks due to executive function weaknesses. As a result, many people with ADHD struggle with cash flow issues, never really knowing how much money they have in their bank account or if they will run out of funds when things need to get paid. Planning for purchases is unlikely. Most leading experts on ADHD recognize the importance of personal organization as one the most effective tools to managing ADHD and reducing stress and anxiety. Topping that list of organizing tools is having a planner. Most of us are familiar with planners for tasks, but what about planners for cash flow management? The same planning principles used to work a planner effectively can be applied to a cash flow management system. The presenter will demonstrate how the future planning of tasks methodology can be used to plan cash flow throughout the year. This session is geared for the general public but also for organizers and coaches who want to improve the lives of their clients and who may be having difficulty with money management. Participants will have the opportunity to work on a cash flow management spreadsheet from the comfort of their computer.

FB03 - Tools 2B the best U! Assistive Technology Tools For ADD/ADHD + 2e + Co-Occurring Conditions

Audience Level: Intermediate | Tracks: Adult | Coach/Organizer | Presenter: Jodi Allison Mihkin-Michalson

Fill your Toolbox! Imagine you are taking a road trip and all of a sudden your car breaks down. You pull over carefully to see what's wrong and discover you blew a tire. But you've got this, you learned how to change a tire in driver's Ed. So you pop your trunk, take out the spare tire and then open your toolbox only to discover that it is empty! As adults, you may not be aware of tools that can help manage ADHD and co-occurring conditions. Dr. M&M will share her favorite free and pay-for tools applicable to personal life, workplace, and higher education to help fill your personal toolbox and apply them to be the best you that you can be!

FB04 - Who Me?! The Oblivious Kid: How to Help Your Child Cultivate Self Awareness

Audience Level: Beginner | Tracks: Adult | Parents/Caregiver | Presenter: Caroline Maguire

In this presentation, Caroline Maguire, M.Ed., PCC will share insight into the mind of your child. Using a new revolutionary tool designed to create an inventory of the child's peer group, Ms. Maguire will offer steps to take when helping your ADHD child learn how to understand and predict behaviors. Working to improve self-awareness, you will finally be able to connect the dots between evaluating whether or not their perspective is accurate and how to make any needed adjustments.

FB05 - Mindfulness in Three Parts: A Complex Cognitive Toolset for Complex ADHD

Audience Level: Intermediate | Tracks: Parent/Caregiver | Physician/Psychiatrist | Presenter Mark Bertin, MD

ADHD and mindfulness are both often underestimated and oversimplified. ADHD is not specifically about attention or behavior, as it is a wide-ranging disorder that undermines executive function skills responsible for all of life management. ADHD therefore can cause anything from chronic stress to long-term health problems, and impacts near every aspect of life. Mindfulness, meanwhile, is not about paying attention or being calm specifically. It grows out of long-term practice and allows us to stay more settled under stress, allowing us to see our lives with clarity and determination, and encompasses both compassion and ethics. Mindfulness develops cognitive traits through direct practice over time, and through that effort allows us to stay more focused, make better choices, and to stick to our best intentions more consistently in how we live, and how we treat other people. While the word "mindful" has been appropriated in many ways, the underlying intention runs deep. Studies suggest brain-based changes in focused attention (even if you have ADHD), stress management, emotional regulation, and even compassion. Those radical changes support all aspects of ADHD care.

FB06 - In the Heat of the Moment: Practical Emotion Management Techniques for the Whole Family

Audience Level: Beginner | Tracks: Coach/Organizer | Parent/Caregiver | Presenter: Diane Dempster | Elaine Taylor-Klaus

Sometimes emotions get really intense in complex families—for parents, kids, or both! Maybe there's more yelling than we'd like; or maybe we avoid, procrastinate, deny, or shut down. We know we "should" keep things calm and keep kids engaged, but we don't know how. In this interactive workshop, we'll explore what's happening when family members get triggered and offer practical strategies to prevent or manage intense emotions. Whether you're trying to get kids off of technology, do their homework, go to bed, or just enjoy a family dinner together without a lot of drama, join a practical workshop to help you restore a sense of calm and connection in your home.

APSARD Symposium I - Treating Teenagers with ADHD: Clinical Perspectives Informed by Clinical Research (Part1)

Audience Level: All | Tracks: All | Presenters: Jeffrey Newcorn, MD | Margart Sibley | MarkStein, MD

This two-part presentation will provide a mix of clinical and research-informed guidance on diagnosis and treatment of adolescents with ADHD. Presenters – who are all engaged in clinical research with teenagers - will describe clinical implications of their work, highlighting developmental differences in management. Best practice recommendations include use of age-appropriate diagnostic methods, shared decision making and motivational interviewing approaches to increase engagement and adherence, and the development of acceptable, available, and effective treatment algorithms to insure positive outcomes.

The first session will be chaired by Jeffrey Newcorn, and feature presentations from Mark Stein and Margaret Sibley.

FC02 - Steps to Successful Employment: Disclosure and Workplace Accommodations

Audience Level: Intermediate | Tracks: Adult | Related Service Providers | Presenterx: Alxis Popa | Melanie Whetzel

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. Disclosing a disability may be a consideration when starting a new job; transitioning from school, another job, or unemployment; or retaining a job when difficulties due to the disability become apparent. For individuals who may still be struggling with accepting their medical condition, making the decision to disclose can be overwhelming. Because some impairments are not visible, individuals may face such challenges as understanding their impairments, determining what types of accommodations are available, and effectively communicating their disability needs to others. As with any new experience, knowledge and preparation are vital. This interactive session

aims to share the presenters' expertise. They will focus on disability disclosure and effective accommodation solutions for individuals with ADHD, but their tips and solutions will work for other disabilities as well. The information provided will be beneficial to both seasoned professionals and those new to the field, job applicants, employees, and family members. Presenters will give practical information that will highlight the Americans with Disabilities Act, disclosure, and effective job accommodations to increase participants' expertise and continue to increase employment opportunities for people with disabilities, particularly those with ADHD. Real-life accommodation situations and solutions will be interspersed throughout the session, and a question-and-answer period will be included at the end.

FC03 - When Nothing Seems to Work: How to Help Kids with ADHD Get Unstuck and Build Resilience

Audience Level: Intermediate | **Tracks:** Mental Health Clinician | Coach/Organizer | **Presenters:** Sharon Saline, PsyD | Kate Barrett

Do you live or work with tweens and teens with ADHD who seem to make things tougher than they need to be? The amalgamation of the traits of ADHD with the onset of puberty can create a volatile mix of seemingly impassable obstacles. In this webinar, psychologist Sharon Saline and coach Kate Barrett will pull back the curtain and show you how to talk with kids about what's really going on, reveal opportunities for collaborative solutions, and reduce conflict at home and school. After reviewing the biology of ADHD and adolescent brain development, they will explain how to avoid blowouts, improve motivation, repair relationship ruptures and facilitate emotional regulation both at home and at school. You'll learn easy, practical tools for transforming stuckness and obstinacy into optimism and cooperation while nurturing resilience. This workshop is geared towards mental health clinician, coaches, educators, and parents.

FC04 - ADHD and Gaslighting: Why You Are at Risk

Audience Level: Beginner | **Tracks:** Adult | Mental Health Clinician | **Presenter:** Stephanie Sarkis, PhD

Gaslighting is a pattern of emotionally abusive behavior, with the intent to psychologically control a person or a group. Gaslighters achieve this through making their victims question their sanity, and by isolating them from their friends and family. Anyone can be prone to gaslighting, but people with ADHD in particular have risk factors that make them vulnerable to this type of abuse. Learn how to identify gaslighting and help others heal from this type of emotional abuse.

FC05 - Taking Their ADHD to College: What You Need to Know Before They Go

Audience Level: Intermediate | **Tracks:** Educator | Parent/Caregiver | **Presenter:** Judith Bass

There is growing concern among parents and professionals that students with ADHD lack the executive functioning skills, social skills, and maturity to succeed in college. They see statistics showing that students with ADHD are dropping out of college at an alarming rate. This often has more to do with the college not being a good fit for the student than the student not being capable academically. In this session, participants will be provided with useful strategies in the college planning process for students with ADHD in order to ensure a smooth transition to college. They will learn about the importance of a "good fit" and why this is critical to increasing the likelihood of a successful college experience. In addition, participants will learn about the range of disability support options available on college campuses and how to determine which colleges can meet the needs of students who learn differently. Participants will learn about the differences between a comprehensive support program and support services and how each addresses an array of learning needs, including ADHD coaching, social support, and tutoring for specific learning disabilities.

FC06 - Social Learning Challenges & Social Anxiety: How to Discern the Difference and Help Your Child Who May Present with Either

Audience Level: Beginner | **Tracks:** Mental Health Clinician | Parent/Caregiver | **Presenter:** Ryan Wexelblatt

Social learning challenges (difficulty learning social information intuitively) and social anxiety are two separate issues that require different approaches. Both professionals and parents often have difficulty discerning the difference between the two in kids and teens with ADHD. This presentation will provide a working understanding of social learning challenges, how social anxiety often presents in kids with ADHD, and how parents can help their child with who may present with either. It will include examples of strategies used to address social learning

challenges and social anxiety, specifically in kids and teens with ADHD.

FD01 - Making Sense: Use Your Sensory System to Help Manage Your Attention at Home, in School, or in the Workplace

Audience Level: Beginner | Tracks: Adults | Parent/Caregiver | Presenter: Zara Harris

Join an experienced occupational therapist to explore the relationship between attention and sensory input. Discover your individual sensory-motor preferences, and learn how to use this information to help control attention to tasks, at home, in school, or in the workplace. There will be illustrations of tricks and tools used successfully by children, teens, and adults with ADHD to address their sensory modulation. In the absence of real-life experimentation, the presenter will use a second camera to reveal different materials and tools used by former clients to help them. These will include, fans, headphones, different candy and food, smells, gross and fine motor "fidgets." This presentation is appropriate for all ages, with or without ADHD.

FD02 - Cooperative Accountability: How to Build ADHD-Friendly Partnerships That (Actually) Work

Audience Level: Beginner | Tracks: Adult | Coach/Organizer Presenter: Erick Tivers

Many adults with ADHD say they have a love/hate relationship with accountability. For some, it's the only way to ever get anything done. For others, it stirs up feelings of anxiety, shame, and disappointment. The presenter will share lessons from facilitating over 1500 hours of coaching and accountability groups. The session will explore communication strategies, relationship dynamics, technology solutions, meeting agendas, and other best practices for effective accountability in a variety of different settings.

FD03 - The Intersection of ADHD, Adverse Childhood Events, and the Implications for Culturally Competent Care of Women and Minorities

Audience Level: Intermediate | Tracks: Mental Health Clinician | Coach/Organizer | Presenter: Jacqueline "Jay" Reid

In this session, we will discuss childhood trauma and the need to adapt ADHD treatment and coaching to address the comorbid effects of this trauma. The current research supports a greater reported incidence of adverse childhood events (ACEs) among children and adults with ADHD. According to the CDC, ACEs are common in the United States: "About 61% of adults surveyed across 25 states reported that they had experienced at least one type of ACE, and nearly 1 in 6 reported they had experienced four or more types of ACEs." Women and several racial/ethnic minority groups are at even greater risk of having experienced four or more ACEs. Experiencing multiple and chronic adverse childhood situations increases the risk of developing complex trauma and other psychiatric conditions. A longitudinal study from 2013 shows that ADHD is an independent predictor of later posttraumatic stress disorder. These findings prompt the question, "Is an ADHD assessment and treatment plan culturally competent without taking into account the high incidence of childhood trauma in the US?" What must coaches and clinicians consider?

FD04 - Remote vs. In-person Instruction- Practical and Legal Issues Arising for Students in Special Education and How to Assure They Receive FAPE

Audience Level: Intermediate | Tracks: Mental Health Clinician | Parent/Caregiver | Presenter: Matthew Cohen

This session will address the challenges posed by remote learning for children with ADHD during the pandemic, the intersection of the Remote Learning Plan with a child's IEP or 504 plan, guidance from the federal government on implementation of services during this difficult time, and practical and legal strategies for assuring the provision of a free appropriate public education (FAPE). It will also address special issues for kids with ADHD, such as the risk of discipline due to noncompliance with COVID safety requirements, and ways to promote smooth return to the in person program. Finally, it will address the potential right to compensatory education and strategies for pursuing those services.

FE05 - Why We Procrastinate: A New Focus for Getting Things Done

Audience Level: Intermediate | Tracks: Adults | Mental Health Clinician | Presenter: Jonathan Hassall

Procrastination has a profound impact for people with ADHD. From our combined clinical practice in ADHD-focused psychology and coaching, we recognised that the more traditional emotion-based approaches were insufficient

compared to one that focuses more on organization of imagined and actual action and the role of specific ADHD-related features. In short, it provides a way to remedy the habit of procrastination, safeguarding productivity and reliably getting things done. Additionally, by utilizing ADHD-specific interventions, we have successfully highlighted ADHD strengths, increasing accessibility. Confidence is then grown out of successful completion of tasks and having a safety net by which people can back themselves and realize their potential.

FD06 - The Power of No Power

Audience Level: Beginner | Tracks: Mental Health Clinician | Parent/Caregiver | Presenter: John Willson

Your best memories probably don't start with *"There I was, at the computer."* While your child won't remember yet another day spent in front of the computer, they will always remember the hike that led to a breathtaking view of the valley below or the thundering waterfall that led to a family photo. The outdoors offers a place you can learn to overcome your fears, test your limits, and learn experientially. Nature builds resilience, and adventures can be the basis for extraordinary discussions relating lessons learned outside to deal with practical challenges in our normal lives. This workshop will examine wonderful opportunities

Research Symposium II - Who Has ADHD? Making Sense of Diagnosis and Measurement in Children and Young Adults, Risk and Protective Factors, and What it Means For Public Health and Practitioners.

Audience Level: Advance | Tracks : All | Presenter: Margaret Sibley, PsyD | Anelika Claussen, PHD

Measurement of ADHD has changed over the last decades, with more knowledge how inattention and hyperactivity/impulsivity affects children, adolescents, and adults. But many questions remain about who is and who is not diagnosed with ADHD.

Angelika Claussen will describe national surveys and community-based studies of ADHD, including the National Survey of Children's Health (which provides nationally representative data on diagnosis, co-occurring conditions, treatment, and concurrent risk factors) and the National Survey of the Diagnosis and Treatment of ADHD and Tourette Syndrome (which provides in-depth information on onset, diagnosis, treatment, and the impact of ADHD on children and families), and the Project to Learn About Youth (which uses community-based surveillance to understand diagnosis, treatment, and the impact of ADHD and co-occurring conditions), and she will describe recent studies of the surveillance, measurement, evaluation, and dissemination of information that the CDC applies to better understand risk and protective factors, diagnosis, and treatment of children with ADHD and their families to ensure long-term health and well-being. Maggie Sibley will describe application of DSM-IV criteria in young adults (18 to 26 years of age) in recent publications of the MTA observational follow-up (Sibley et al, 2016, J Child Psychology Psychiatry; Sibley et al, 2017, Amer J Psychiatry; and Sibley et al, 2021, Amer J Psychiatry), and she will discuss the waxing and waning of symptoms, the application of specific symptom-count cutoffs, and the use of overall impairment for defining remission.

SA02 - What's Sleep Got to Do with It? Optimizing Executive Function Through Sleep

Audience Level: Intermediate | Tracks: Adults | Coach/Organizer | Presenter: Alex Hey

Sleep can be challenging for those with ADHD. This presentation will cover why they struggle with sleep and ways of improving sleep. Increased sleep causes improvements in executive function, and decreased sleep causes impairments to one's executive functions. Standard sleep hygiene suggestions are beneficial for those with ADHD, but they may have trouble carrying out those directives. This session will underscore the importance of finding what works for the individual, because we all have individualized needs when it comes to sleep. Included in this presentation is a simple formula for falling asleep faster, and there will also be a discussion of how to get out of bed in the morning. Participants will be cautioned regarding making swift, sweeping changes and encouraged to make sleep enjoyable, not stressful.

SA03 - The Problem with Rabbit Holes: Managing Your Divergent and Convergent Thinking

Audience Level: Intermediate | Tracks: Adult | Coach/Organizer | Presenter: Tamara Rosier, PhD

Most people who have ADHD have a divergent thinking pattern that makes falling down rabbit holes a way of life. Divergent, in this case, means tending to develop in different directions (usually at once). Our ADHD minds generate ideas far beyond rote thinking or expected boundaries. The problem arises when a task requires us to do

the opposite type of thinking. Convergent thinking is a thought pattern that brings together information that focuses on solving a non-creative problem, one that has a single, correct solution. And unfortunately, you can't do both at once. It is like stepping on the gas pedal and the brake at the same time. Learn how to manage your divergent thinking process and when to use convergent thinking.

SA04 - How to Engage a Resistant Partner in Improving Your ADHD-Impacted Relationship

Audience Level: Intermediate | Tracks: Adult | Mental Health Clinician | Presenters: Ari Tuckman, PhD | Melissa Orlov

Couples in which one partner has ADHD and one does not often struggle to engage productively with each other as they seek to turn their relationship around. It's not that they don't wish to be happy together, it's just that they've had many experiences that make them wary of fully jumping in to try again. There are many factors that make them wary, including chronic frustration and anger, undermanaged ADHD symptoms, emotional hurt, and power struggles between partners. Patterns common to ADHD-impacted relationships, such as the parent-child dynamic between partners, contribute to a build up of resentment and resistance, as well. In this presentation, Melissa Orlov will talk about the basis of resistance in both ADHD and non-ADHD partners, and discuss multiple approaches for productively engaging one's partner when resistance is present.

SA05 - Seeking Accommodations for Students with ADHD: Section 504 and IEP

Audience Level: Intermediate | Tracks: Mental Health Clinician | Parent/Caregiver | Presenter: Jeffrey Katz, PhD

Are you concerned about your child with ADHD in school—academic problems, behavioral issues, not achieving to their potential? Do school life and your child's frustrations follow them home? This presentation will explain how to get the school to understand and work with your child under the guidelines of Section 504 or special education. You will learn the nuts and bolts of each—what they cover and how they protect your child. The session will take you through the process of eligibility, writing an effective accommodation and intervention plan, and modifying it as necessary. You will learn what to expect at a Section 504 meeting or an IEP meeting, and how to deal with the resistance that occurs when the school does not understand your child, their needs, or the responsibilities of the school itself. If you are a mental health clinician working with families and children with ADHD, this presentation is for you, too. Helping families that have a child with ADHD is most successful when you can address the multitude of issues that arise at school and that result in stress at home. This presentation will assist you in becoming an active and effective advocate with the family and in school meetings.

SA06 - Using Job Demands Analyses and Functional Assessments to Help Workers with ADHD Return to Work or Stay at Work

Audience Level: Intermediate | Tracks: Mental Health Clinician | Physician/Psychiatrist | Presenters: Adam Ly | Maryna Mammoliti, MD

Workers with ADHD can have a difficult time in managing their work performance and job demands, especially during times of career or life transitions, personal life stressors, or working within a poor job fit. These workers may go off of work due to the inability to cope with the work demands and environment, or be seen as unprofessional or a poor worker when it is the ADHD itself that requires support, accommodations, and evidence-based treatment. This presentation will also help participants outline a worker's abilities, limitations, and restrictions, as well as assess job demands. It will also provide participants with the tools and knowledge to help those with ADHD return to work, or stay at work, by providing appropriate recommendations for return to work planning and accommodations that are rooted in their clinical findings and reasoning.

SB01 - Let's Do It Together! Accessing Mindful Awareness and Self-Compassion via Short Explorations

Audience Level: Beginner | Tracks: Adult | Mental Health Clinician | Presenter: Lidia Zylowska, MD

Mindfulness meditation, including self-compassion practice, can be helpful for those with ADHD. However, for many adults with ADHD, the approach remains elusive or difficult to engage in. The idea of fitting meditation to their already busy schedule, or the prospect of sitting still and quietly while restlessness is building up, can be daunting for many. This experiential presentation will introduce short explorations to demonstrate what "turning on" of mindful awareness and self-compassion is like. Brief meditation practice as well as non-meditation explorations will be included. Participants will get to experiment with attention and attitude shifts to enhance awareness of

sensations, movement, thoughts, emotions and actions. Application to daily life, especially ADHD moments, will be discussed with suggestions for self-regulation skills.

SB02 - Learning to Connect and Laugh with Your ADHD Through the Coaching Process

Audience Level: Intermediate | Tracks: Coach/Organizer | Educator | Presenter: David Giwerc

During this engaging and informative presentation, David Giwerc, founder and president of the ADD Coach Academy will present an overview of how the ADHD coaching process can empower clients with ADHD to express their sense of humor through laughter thereby opening new opportunities for connecting with others to expand their social community. He will also discuss the importance of learning the skill of emotional intelligence and how it can be used to identify important emotions like humor which can reduce stress and allow us to access sources of inspiration that cause us to want to connect with our true selves.

SB03 - Tiny Habits: A-B-C to Make It Stick (Anchor, Behavior, Celebrate) (RECORDING UNAVAILABLE)

Audience Level: Beginner | Tracks: Adults | Coach/Organizer | Presenter: Amy Voros

ADHD and habit formation are not usually thought positively in the same sentence. Most methods require 28 days of continuous action, external accountability measures, and consistency, ending in frustration and maybe a new habit, if you're neurotypical. With ADHD, you've probably given up after three days and ticked this off as another character failure. What if this didn't have to be the case? In this one-hour interactive workshop, learn the foundations of the Tiny Habits methodology that uses both TINY and the trick of generating positive emotions to create habits in a matter of days, not weeks. BJ Fogg, PhD, a behavior researcher out of Stanford University's behavior design lab, developed this method and insight that gives more formal language to many things coaches already do instinctively. Dr. Fogg has personally coached over 40,000 people and tech industry leaders to create engaging ways to change their lives for the better, or ways to create engaging user experiences. Using the FOGG Behavior model, understand how to design an action to be successful, understand the importance of designing behaviors for positive emotion to wire in habits, especially the importance for people with ADHD of learning to generate dopamine on demand to feel successful. Creating habits is a skill that can be learned—even with ADHD! (Yes, I have now learned to floss my teeth reliably...)

SB04 - Find the HA in ADHD

Audience Level: Intermediate | Tracks: Adults | Parent/Caregiver | Presenter: Kirsten Milliken, PhD

If you live with ADHD or love people with ADHD, there are likely times when you want to scream, cry, or hide. Hours, days, or even years later, you might be able to look back on those events and be able to see the edges of humor around them, but in the moment, it just seems hard. What if you could learn to see the humor in real time, decreasing the time between the conflict/trauma and the comedy? And yes, there is comedy in every situation if healing with humor is in your practice. Imagine how different your relationships, home, and work life could be if you saw the world through the lens of humor. There is a way to honor difficult situations and emotions *while* holding space for laughter and play. Join the presenters—a therapeutic comedy coach and a psychologist/ADHD coach—for an interactive presentation on reframing ADHD through the lens of humor and pleasure. Using improvisational games, storytelling, and role-playing to show various ways to interact with children and adults with ADHD, this workshop is guaranteed to bring you a new perspective and a belly full of laughter!

SB05 - Why Is Untreated ADHD Contributing to the Increasing Suicide Rate Among Black Youth?

Audience Level: Intermediate | Tracks: Mental Health Clinician | Educators | Presenter: Napoleon Higgins, MD | . Delane Casiano, MD

Historically, suicide has been higher among whites than any other racial group. Recent studies have shown this is true except for the growing rate of black youth who have now surpassed their white counterparts. The assumption would be that depression would be the major contributing factor to increased suicides. It has been seen that in many situations, families will report that the child never seemed to be depressed. New studies have shown that much of the increase has been correlated to ADHD and untreated learning disabilities. There has been a recent trend in the growing number of suicides in black youth and adolescents, but what is even more alarming is the rate of suicide among very young black children. Despite making up 15% of the population, black youth make up 37% of all youth suicides with the highest demographic being young black males. In this talk, we will pay key attention

to how ADHD is contributing to the increased number of suicides in black youth and contributing factors to why this is happening now. Some of these include lack of access to mental health services, bullying, news media, social media, and racism. Also, we will discuss the barriers to treatment such stigma and lack of access in the community that can be based on myths and facts of why many blacks delay mental health treatment. We will look at key factors other than depression that are contributing risk factors to the increased risk of suicide. Finally, we will discuss strategies to decrease risks and increase resilient factors in the community.

SB06 -- Fostering Independence: Preparing Older Teens and Young Adults to Launch

Audience Level: Intermediate | Tracks: Mental Health Clinician | Parent/Caregiver | Presenter: Elaine Taylor-Klaus | Diane Dempster

Are your older teens and young adults less independent than you'd like? Whether they're living at home or on their own, are you supporting them more than you think you should or worried for their future? This workshop will provide clear, actionable strategies for parents of young adults to use immediately with family members. Learn techniques to improve relationships, help your kids take ownership of their lives, and improve communication without constant power struggles. Take this next step now toward creating a lasting, trusting, connected relationship with your young adults... forever.

APSARD Symposium II - Treating Teenagers with ADHD: Clinical Perspectives Informed by Clinical Research (Part 2)

Audience Level: All | Tracks: All | PresenterS: Jeffrey Newcorn, MD | Anthony L Rostain, MD | Timonthy Wilens, MD

This two-part presentation will provide a mix of clinical and research-informed guidance on diagnosis and treatment of adolescents with ADHD. Presenters – who are all engaged in clinical research with teenagers - will describe clinical implications of their work, highlighting developmental differences in management. Best practice recommendations include use of age-appropriate diagnostic methods, shared decision making and motivational interviewing approaches to increase engagement and adherence, and the development of acceptable, available, and effective treatment algorithms to insure positive outcomes.

The second session, also chaired by Jeffrey Newcorn, will feature presentations by Jeffrey Newcorn and Timothy Wilens. Each of the sessions will have an interactive discussion led by Anthony Rostain.

SC02 - The Lovely 'Mones: How Hormones Influence Your ADHD

Audience Level: Intermediate | Tracks: Adult | Coach/Organizer | Presenter: Linda Roggli

Hormones influence cognitive function in everyone but for adults with ADHD, the connection is crucially important to maintain focus and concentration. This session looks at the fascinating physiology of steroid hormones and neurons including association with nicotine. We examine the differences in men's and women's ADHD brains as they are flooded with estrogen and/or testosterone with a special emphasis on estrogen across an ADHD woman's lifespan. And finally, we discuss options for dealing with an ADHD brain gone wild on hormones (or lack thereof). A fact-filled, fast-paced session for all genders.

SC03 - How to Best Prepare Learners with ADHD for Postsecondary Education

Audience Level: Intermediate | Tracks: Adult | Educator | Presenter: Matthew Gormley, PhD

Despite their being bright and inquisitive, chronic neurodevelopmental differences make planning, organizing, and completing school work significantly more difficult for many students with ADHD relative to their classmates without ADHD. Unsurprisingly, academic underachievement is one of the most common difficulties experienced by students with ADHD. This presentation will outline the need for developmentally appropriate and individually tailored interventions that support students with ADHD across their academic careers to achieve their desired outcome(s). The differences between K-12 IDEA supports and academic accommodations in college will frame the discussion about how to best prepare learners with ADHD for postsecondary education.

SC04 - Managing Hyperactive and Impulsive Behavior When Medication is Not Enough

Audience Level: Intermediate | Tracks: Educator | Parent/Caregiver | Presenter: Kimberly Harrison, PhD

Hyperactive and impulsive behaviors create ongoing problems for many individuals with ADHD at home, at school, and in the community. Often, medication can help manage these issues. However, medication alone is not the answer. Emotion and behavior regulation strategies which leverage the natural tendencies and strengths of the individual are key for improvement. This presentation will provide empirically supported strategies for helping children and teens learn to manage hyperactivity and impulsivity at home and in the classroom, and how to use their extraordinary energy for successful outcomes. Teachers and parents will also learn to build toolkits with a variety of specific techniques for redirecting out-of-control behavior and energy before situations become unmanageable.

SC05 - Why Can't I Use a Calendar or Task List App Effectively?

Audience Level: Beginner | Tracks: Adult | Parent/Caregiver | Presenter: Carey Heller, PsyD

For many people with ADHD, adding structure and organizational systems into daily life has the potential to make things much easier with keeping track of appointments, events, and tasks. However, while it may seem simple enough to just find a calendar or task list app and have that solve many issues, a large number of people try these without great success and become discouraged. What often gets missed is that people are different in how they conceptualize and visualize information as well as what gets their attention and provides sufficient stimulation to facilitate follow through. As a result, while one app may work well for one person, it does not mean that it will work well for everyone. This presentation will walk participants through the different steps involved with determining how to identify specific apps/programs that are a good fit for them as well as how to develop a comprehensive organizational system. Next, they will learn how to begin implementing systems in a manner that will lead to effective and consistent use. Lastly, using this approach toward developing and implementing organizational systems, participants will learn how to translate systems that they have found helpful to different situations (for example, adapting a successful system for keeping track of bills to organizing tasks at work).

SC06 - Introduction to Medications for the Treatment of ADHD

Audience Level: Beginner | Tracks: Parent/Caregiver | Physician/Psychiatrist | Presenter: Carolyn Lentzsch-Parcells, MD

Optimal treatment of ADHD has been shown to be crucial for the overall health and wellness of those of us with this diagnosis. Studies have shown that adequate treatment leads to improved academic, professional, and personal success as well as emotional and even physical health. The use of medication has long been shown to be a key component in the optimal treatment of ADHD. In this session, we will walk through the stimulant and nonstimulant medications that are most commonly used to treat ADHD, including how they work and why we use them. We will discuss the similarities and differences amongst these medications as well as the current guidelines for the use of medication in the treatment of ADHD. Finally, we will discuss and dispel some of the key myths and misconceptions surrounding these medications that are some of our greatest barriers to care.

SD01 - ADD & Still Loving It?!—The Documentary That Transformed Millions of Lives, Starting with Mine

Audience Level: Intermediate | Tracks: Adults | Mental Health Clinician | Presenter: Rick Green

This is the highly unlikely, topsy-turvy tale of an impulsive comedian and his wife convincing a television network to commission a documentary on an obscure, controversial, and misunderstood topic, that, to everyone's shock, became a runaway hit. *ADD & Loving It?!* is an award-winning and critically acclaimed documentary deliberately crafted to demolish the myths, misinformation and stigma around ADHD. A unique blend of humor, humanity, and solid scientific information from a range of experts has changed the life story of millions of people who have seen it on PBS. Behind the scenes, its success is a rather astounding story of good luck, happy accidents, miserable disasters, bad timing, impulsivity, miscues, and spontaneous acts of kindness and support from unexpected places. The story of the documentary, the TotallyADD website, a sequel, and much more, is an ongoing tale. It's the story of how a quirky

SD02 - Sailing Solopreneurship with ADHD

Audience Level: Beginner | Tracks: Adults | Coach/Organizer | Presenter: Adela Baker

In this interactive presentation, participants will learn how four solopreneurs with ADHD have started and grown their businesses in their ideal field. They also discuss how embracing the adversity of the pandemic helped all of

them thrive. The panel will share their unique stories through an ADHD lens while advising on a variety of business building tools, techniques, and strategies they have used.

SD03 - Play2Practice: Gaming Together for Social Learning

Audience Level: Intermediate | Tracks: Mental Health Clinician | Parent/Caregiver | Presenter: Anna Vagin, PhD

Let's admit it: all students do best when working with engaging materials! As clinicians and families look to reinforce student learning and allow for all-important practice, the possibilities provided by the range of tabletop games (board games, dice games, card games, flicking games, etc.) to support social cognition are limitless. Learn about fabulous cooperative and competitive games on the market as well as simple visual supports that will help your student practice managing their uncomfortable feeling, taking more risks, solidifying relationship skills (beyond turn taking!) and dealing with competitive urges in self-motivating and socially effective ways. We will even discuss the power of therapeutically applied role-playing games. Leave with lists of terrific games to try.

SD04 - Assigned at Birth: Gender Identity, ADHD, Anxiety, Depression, and... Family!

Audience Level: Beginner | Tracks: Adults | Parent/Caregiver | Presenters: David Taylor- Klaus | Elaine Taylor- Klaus

Is your family more complicated than others? REALLY complicated? If mental health and/or gender identity issues tend to gallop through your family, this might be the session for you. With the gift of hindsight, a high-profile family of six will share perspectives on identifying and understanding ADHD, the complicating factors of depression, anxiety, and learning challenges, and a long-misunderstood gender identity issue that was hiding underneath it all for decades. Join an important, insightful conversation about gender identity, comorbidities, and the importance of understanding in families with ADHD.

SD05 - Clear Your Space! Clear Your Mind! Beat-the-Overwhelm Strategies from a Top ADHD/Productivity Coach and an Organizing Guru

Audience Level: Beginner | Tracks: Adult | Coach/Organizer | Presenter: Alan Brown

Physical clutter not only adds significantly to our frustrating daily lives as ADHD adults: It impacts our health and stress, our family and social relationships, and our self-esteem, not to mention our productivity and sense of overwhelm. In this lively, interactive session, a top ADHD/productivity coach and an internationally recognized specialist in chronic disorganization and ADHD share simple, evidence-based strategies, brain hacks, and mindset tweaks to reduce both physical clutter as well as the mental clutter at its root. By covering the "what to do" as well as the "how to actually get it done," attendees will leave with an enlightening, actionable roadmap from chaos to clarity—and less overwhelm and stress.

SD06 - The Impact of Executive Functions on the Transition to Young Adulthood

Audience Level: Beginner | Tracks: Coach/Organizer | Educator | Presenter: Chris A. Dendy

Executive function deficits have a profound impact across a child's entire lifespan. Many key executive skills that are critical for success in middle and high school are also essential for success in the work world. So, addressing deficits in executive skills as early as possible during the school years is crucial. This session provides an overview of key executive skills and strategies to address these deficits whether in middle school, high school, or in the work world.

Non-Session Activities

Black Women with ADHD A Discussion Forum

ADHD is a real yet invisible condition that affects every aspect of our lives. Join me in a discussion group to explore some of the unique challenges Black women with ADHD experience every day. Led by Inger Shaye Colzier

Neuropsychological Perspectives on ADHD

Living as an adult with ADHD brings its shares of challenges and can affect the way that we manage our home, school, or work responsibilities. This presentation will provide a clinical conceptualization of ADHD and related issues. Additionally, it is a primer on the neuropsychological assessment process, and will discuss practical strategies improving performance in your daily life. Led by Peter Pramataris, PsyD

The Pain and Gain of ADHD, A Shared Exploration

Why participate in an ADHD peer group? Why would you want to participate in a group for and with other ADHDers? Is it to be understood? Or to better understand? Is it to find acceptance? Is it to learn from peers? To find friendship or credible resources? Join us for an interactive shared journey. Led by Janet Flaton, MD

Non-ADHD Spouse/ Partner Panel Discussion, Q&A

Join other non-ADHD partners for a panel discussion on marriage and partnerships that include ADHD. We will share our strategies around living with and loving the spontaneous, energetic, creative, and sometimes confounding ADHDers we adore (sometimes). There will be question and answer opportunities. Panelists include Dr. Helene Brenner, Dr. Larry Letich, Elizabeth Rice, Dr. Jennelle Kariotis-Rice, and Dr. Larry Jones

Peer Support Group for Non-ADHD Partners

Since 2017 ADDA has been providing non-ADHD partners with a volunteer-led peer support group for those in a relationship impacted by ADHD. What makes this group unique is the facilitators are adults with ADHD, sharing their insights on the mysterious behaviors of adults with ADHD. Typical symptoms of ADHD—distractibility, impulsiveness, disorganization—also impact other family members, especially if they live under the same roof. Common complaints from non-ADHD partners are feeling ignored, stressed out, and frustrated. This group provides community and support for the unique journey experienced by romantic partners of ADHDers. At this session we will share our format and lessons learned as volunteer peer group facilitators. What makes this program innovative? Try finding another group for non-ADHD partners. Led by Joseph Mike Fedel and Doug Snyder

Unraveling the Many Misunderstood Aspects of ADHD & Giftedness

Gifted individuals are more prone to anxiety due to expanded neuroanatomy and elevated processing. They are likely to develop low self-esteem, less likely to achieve personal and academic success, and less likely to have balanced social relationships. Stress and trauma can increase procrastination, perfectionism, and imposter's syndrome. Learn the latest positive practices to wire the mind and build resilience. Led by Nicole A. Tetreault, PhD

ADHD and People of Color, a Panel Discussion and Q&A

Join other people of color living with ADHD for a panel discussion on the intersection of race, ethnicity, and ADHD. We will share our lived experiences. Topics will include community stigma, health provider biases, and culturally competent treatment options. There will be a question and answer opportunities. Led by Larry A. Jones, MD Is

It ADHD Alone, or Do You Have a Vision Problem? Imagine how hard it would be to read if the letters on the page were doubled, or if you had to put a hand over one eye just to get through one paragraph. You would probably give up fairly soon and focus on other things that didn't require such an intense level of concentration. Dealing with a vision problem alone would challenge your ability to read and learn. If ADHD symptoms compounded the problem, your ability to identify and process words and images would be very low. Researchers have discovered that it's not unusual for children who have ADHD to also have certain vision problems. A 2005 retrospective review published in *Strabismus* noted a threefold greater incidence of convergence insufficiency in children who had ADHD. Convergence insufficiency occurs when your eyes do not work together to focus on near objects. People who have the problem may cover one eye when reading; lose their place while reading; see double; skip lines or words; seem careless when working, making frequent mistakes; and/or perform strongly in the beginning of a task, but can't make it to the end due to fatigue. Since our eyes look perfectly fine and our vision is not affected, the problem often goes undetected. Led by Jen Ceonzo, MD

How Four Doctors Thrive with ADHD

ADHD affects people of all ages, ethnicities, races, cultures, and professions—yes, even doctors. You may be surprised just how many doctors. Please join the four of us as we share our own stories and experiences as physicians living with the gifts and challenges of ADHD. We come from different backgrounds, specialties, and stories. We will share how ADHD has affected each of our lives both professionally and personally, and how it has led us on paths we may have never otherwise found. We will then open it up for conversation and discussion. Led by Ololade Akintoye, Julie Le, Carolyn Lentzsch-Parcells, and Diana Mercado-Marmarosh

Shaking Up the Family Tree: Executive Functioning, Achievement and Quality of Life in One Family of Black Women

There's no place that one should be able to feel more at ease than with your loved ones. Your mother, your siblings, your family is as close as you can get to being truly seen as your whole self, right? Tries, wins, scars, and all. But what happens when the barriers to meeting life's demands are not well communicated or understood? How does your self-knowledge and self-love change? How is your identity re-contoured positively or not? How do you then become the best version of yourself? In the Black community there are a myriad of challenges to understanding and accepting the impacts of ADHD and brain-based conditions, including: the stigma of mental and emotional health issues; the presumed and expected toughness in our black girls; a lack of communication between generations and amongst family members; reduced resources to foster awareness, treat extreme impacts, and build life skills. And more... In this session I'll be sharing details into the inner workings on one family of Black women on their life journey, noting the ways in which executive function and eventually a diagnosis of ADHD shaped their experiences, interactions, and overall quality of life. I will also be sharing how this family's experiences reflect and inform the focus in my work of supporting Black women professionals and entrepreneurs with ADHD, EFD, high stress to get the good things done, live a life they love and feel as smart as they know they are. Led by Teresa Taylor

ADHD-Themed Games

Join us for some fun, review-style games like Jeopardy and Kahoot! Content will revolve around current research on best practices and ADHD facts. Games will be interactive for everyone, with accommodations for learning needs, like captioning. Hosts will provide a fun atmosphere while reinforcing important learning about ADHD. Led by Sarah Kesty

Authentic Connection Games

Authentic connection games energize and unite participants by guiding them through engaging experiences that go way beyond "small talk" to provide easy practice in empathy and self-discovery. Led by Roxanne Jarrett

The If Then Scaries (IOS) Monster

We are over a year into COVID. Are you an adult with ADHD who has thought to yourself, "If only I spent my time doing X, I would be at the next level in my business?" "If only I bought that house back then, I wouldn't have to pay so much for it now?", "If only my partner wasn't around me so much we would get along better?", "If only I was at the office, my work would be so much better?" When questioning your past actions, do you often ruminate, blame others, or even your ADHD? Join us as we give your perspective into the "IOS Monster" (If Only Scaries Monster), and arm you with the tools to CONQUER this monster's powerful narrative that holds you back from living to your full potential. We all can agree that self talk plays a big role in managing ADHD. In this talk, we will do a deep dive into three powerful ADHD traits that directly feed the IOS Monster: emotional dysregulation, rumination, and rigid thinking. In our coaching practices we have seen how these three monsters continue to show up for adults as they are ready to push past their barriers. Through our IOS process they are able to shift their perspective from shame, guilt, and avoidance to trusting their intuition, standing for what they believe in and making decisions with confidence. We will do a deep dive into our IOS process that helps you conquer and destroy the IOS Monster. By the end of this talk the audience will walk away with a new perspective and effective tool in catching the IOS Monster before it becomes a roadblock in truly stepping into their strengths and thrive with an ADHD brain wiring. Led by Cathy Rashidian and Brooke Schnittman

ACO Presents Coaching Matchmaker:

Learn How and When to Find an ADHD Coach Matchmaker, matchmaker, make me a match, find me a find, catch me a ... COACH! Each of us has our unique ADHD journey: the challenge of getting diagnosed, deciding whether to try medication, work with a therapist or explore other treatments, and then there is ADHD coaching. You have probably read, heard and considered ADHD coaching. Coaching sounds helpful but.....Will this Work for ME? Join us during this non-session activity for an opportunity to get the inside scoop on how coaches help their clients overcome ADHD obstacles and live their best lives. You will meet a variety of accredited ADHD Coaches from the comfort of your own home in a TV game show-themed presentation. Toward the end, we will return to the panel format to answer your questions. You have learned the great tools during the conference, now learn how to implement them with an accountability coach who could impact the rest of your life. Join us, meet a variety of coaches, and learn what the RIGHT coach can do for you. Panelists: Evan Kirstein, Joyce Kubik, Brooke Schnittman

Making & Keeping Friends

We have all learned to re-enter a world of physical presence now that COVID-19 restrictions have lessened.

However, most of us with an ADHD diagnosis still find ourselves struggling to meet new people, nurture budding friendships, and keep them going for the long haul. In this non-session activity, Coach Keith Griffin, PCAC, ACC, of This ADHD Life will share key components and strategies to making and keeping friends, "despite the ADHD." This session will have 15-20 minutes of Q&A and covers the following topics: ADHD-related traits that can sabotage friendships, a review of the social skills that may not come naturally, using curiosity and wonder as a basis for making friends, ways to keep from being "over" (resist oversharing and minimize overwhelm), systems needed to maintain friendships for the long haul, and where to start finding new friends. Led by Keith Griffin

Things That Make You Go Hmmm? Things that can only happen in ADHD world and other stories. Join us as we share our Aha! moments with humor and warmth. Tragedy + Time = Humor. ADHD Experts and friends Ari Tuckman and Jeff Copper share awkward moments, behind-the-scenes stories, and more. Led by Ari Tuckman and Jeff Copper

Mission Improvable: Build Confidence and Have Fun with Improv!

In this fun and highly interactive workshop, Christopher will begin by very briefly sharing how improv has helped him and others with ADHD in building confidence, creativity, resilience, and morale, as well as learning to overcome fear and perfectionism. When you hear the word improv, you might think of stand-up comedy, which has become nationally famous, however, the improv he will be sharing with you is simply about having fun, being a little adventurous, and enjoying the support of your fellow players. Led by Christopher Williamson

ADHD and Twice Exceptionality, Tap Into Strengths to Shine

What is twice exceptionality (2e) and how can it help with my ADHD or my child's ADHD? 2e refers to individuals who have an exceptional ability and a disability. They are gifted in some way but they also face learning and/or developmental challenges like ADHD. Join us for an engaging session. Participants will learn about the distinction of 2e and explore what it can mean to be twice exceptional with ADHD. Discover tools and concepts that support your unique mind. For parents: Gain a greater understanding of what can inspire your child in the classroom and in life. Learn approaches that are strength- and interest-based, and illustrate how they can be used to support adults and students immediately. Lisa will share a special gift with participants to assist them on their journey of discovery. Led by Lisa Zaretsky LCSW

Tips and Tricks for a Regular Exercise Habit You Love

Exercise has been shown to promote physical health, mental health, and resilience. Research suggests that regular exercise has specific benefits for the ADHD brain. Sticking to routines can be a challenge when you have ADHD. This presentation will focus on practical, ADHD-friendly ways to get started with and stick to an exercise routine. The presenters will draw from their experience working with ADHD clients and their own exercise routines. Led by Kate Barrett

Self-Advocacy in Action: Finding Your ADHD Dream Team Without Kissing Too Many Frogs

In this interactive session, we'll address how to make the search for ADHD professionals less overwhelming, identify your must-haves and your values, what to say when reaching out to potential providers in order to determine whether they'll mesh with you, how to evaluate from a place of integrity not desperation, and what to put in in order to get the most out of your working relationship with them. Participants are encouraged to take notes and will be provided with a link to both a printable and an interactive worksheet. Led by Frankie Mansfield

Explaining ADHD to Your Child

My non-session activity aims to give parents and other caregivers an opportunity to observe and discuss how to help ADHD children learn about their unique brains in an empowering, age-appropriate, and educational way. During this activity, the presenter will share her experience as an out school teacher who has been teaching classes about ADHD concepts, such as working memory, attention, and focus, as well as social support groups to children in the age groups 7-9 and 10-13. She will also facilitate discussion for parents to share their experience explaining ADHD to their children. Led by Brittany Brousseau

Getting Things Done: Co-Working, Building Habits, and Community

You may have heard about co-working or a body double practice that many ADHDers find to be helpful for motivation and getting things done. The presenter will share the power available to you from actively participating in coworking and accountability groups with other adult ADHDers, living and thriving with ADHD. The best co-working settings have a culture where it is the norm to help each other out; they value community, collaboration, learning, and sustainability. Momentum is the most significant element you can access by co-working, because "an

object in motion stays in motion.” That could be you and your projects—in motion. If you want to get in the habit of doing things that can really change the game for you, consider joining a community with coworking and other support tools. This presentation will explore the community best practices to look for, as well as strength based skill and habit building elements you can employ to gain momentum. Led by Melissa Reskof

LUNCH AND LEARN SESSIONS

Lunch and Learn: Growing up Twice Exceptional + ADHD

Audience Level: All | Tracks: All | Presenter: Rachel Gershon | Zachary Gershon

Growing up with ADHD is a journey; and while there will be struggles, the right tools and supports can bring success. Nonetheless, even within the same family, the road for each child growing up with ADHD can be different. This presentation will feature the stories of a brother and sister who have similar sets of diagnoses but had vastly different experiences growing up twice exceptional. They will highlight how acknowledging those differences while embracing their similarities can allow ADHD families to better support one another.

Lunch and Learn: You Mean it’s Not Just Me? A Town Hall for Women with ADHD

Audience Level: All | Tracks: All | Presenter: Terry Matlen

If you’ve felt isolated, misunderstood, shamed for your ADHD uniqueness, join ADHD psychotherapist/author/coach Terry Matlen, as we join together for an utterly unique and uplifting 60 minutes of community connection, support, and acceptance. We’ll be sharing our stories, tips, and maybe even a laugh or two. Terry will offer a short overview of the special challenges women face, followed by a Q/A.