



Thursday, November 30, 2023

8:30 AM – 10:30 AM

**Title:** Down the Rabbit Hole: Treatment Considerations in Trauma and ADHD

**Presenter:** Catherine McConnell

**Presenter Bio:** Catherine McConnell has been a licensed counselor for over fifteen years. In that time, she has worked with all kinds of severely traumatized people. She is strengths-based and heavily emphasizes a mind-body approach—educating the client on what's happening, why, and what to do about it. She was adult-diagnosed with ADHD about four years ago and recognized what she didn't know: *Every* trauma therapist should be well versed in screening for ADHD and educated in executive functions. She's passionate about educating about the executive functions and how to use the brain in a way that works *with* the client and not against them.

**Tracks:** Adults, Therapists

**Audience Level:** Intermediate

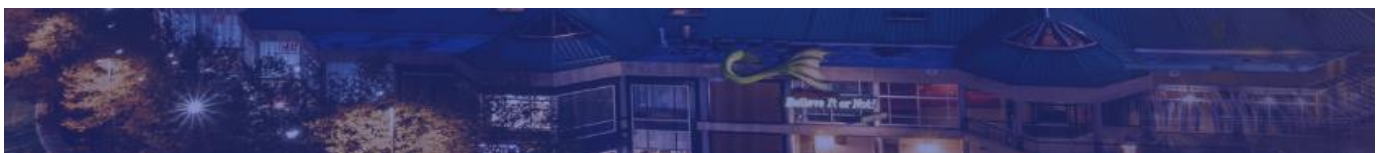
**Session Description:** Why is a raven like a writing desk? We never got the answer for this, but we're starting to get answers about ADHD. However, we're not having the hard conversations about the trauma that comes with being neurodivergent. It is well established that ND clients are more at risk for social struggles, addiction, abuse, suicide and self-harm. It follows that there is a high number of ND clients served in trauma therapy. Not addressing the special considerations that come with treating them *before* addressing trauma means that therapists worldwide are accidentally retraumatizing ND clients. Why aren't more therapists educated in this? This talk aims to remedy this and prevent unnecessary trauma in treatment. We will discuss commonly confused diagnoses. Participants will learn about executive functions and why understanding them is critical for treatment and quick healing. Considerations for treatment adaptations and designing an ND-friendly environment and office policies is emphasized. There will be a frank conversation about intrusive, suicidal, and self-harm thoughts as well as information on leading an honest conversation about these thoughts without fear. While this talk is aimed at clinicians, the presenter hopes it will also be accessible to any adult who wishes to attend.

**Title:** Social Media for ADHD Coaches: Integrity, Influence, and Imposter Syndrome

**Presenters:** Frankie Berkoben, Dusty Chipura, IngerShaye Colzie, Ron Capalbo

**Presenter Bios:** Executive coach Frankie Berkoben empowers intimidatingly smart professionals with ADHD to design authentic lives that work with their brains, not against them. She's slowly conquering the shame, imposter syndrome and perfectionism around social media and is celebrating reel views going into double digits. Specializing in corporate, group, and one-on-one ADHD coaching, she helps clients develop their unique brand of leadership, build self-sustaining support systems, and leverage their ADHD strengths to level up without burning out. As a skilled public speaker and storyteller, she has presented at corporate wellness events, ADHD conferences, and on podcasts, captivating audiences with her fake British accent and somewhat derpy demeanor. Learn more at [www.franklyquiteadhd.com](http://www.franklyquiteadhd.com) and [www.adhdcoachcollective.com](http://www.adhdcoachcollective.com).

**Dusty Chipura** is an AACC-certified ADHD coach who works with clients worldwide. She earned her Bachelor of Arts degree at the University of British Columbia. She is an accomplished musician, writer, and community participant. In 2017, she helped found the first Girls Rock Camp in Mexico. Chipura is currently on the board of directors for NNW Scholarship Foundation, providing postsecondary grants for students in northern British Columbia as well as CFRO





Vancouver Co-Op Radio, a cooperatively owned community broadcast station. She is a trained doula and has spoken at the ADHD Women's Palooza about Pregnancy and ADHD; she has also given several private talks about ADHD and ADHD management.

**IngerShaye Colzie** is an ADHD leadership coach, psychotherapist, and founder of the ADHD Black Professionals Alliance. She specializes in making a difference for Black women executives and entrepreneurs, supporting women through clarity, empowerment, and resilience. She successfully ran her practice, Alchemy Coaching & Counseling, for over fifteen years before her ADHD diagnosis in her fifties. She offers the benefits of professional expertise with a lifetime of personal and professional experience.

**Ron Capalbo** is an AACC-certified ADHD coach, advocate, educator, and speaker based in the Los Angeles area. He is very active in the online ADHD community and has been creating relatable and informational content on social media since 2020. His online presence has grown to more than 40,000 followers who enjoy his educational, relatable, and humorous content. Besides one-on-one coaching, he has multiple coaching groups and an online community. He is also the cofounder of The Monoceros Initiative, creating events that bring ADHD professionals and content creators together to collaborate and learn from one another.

**Tracks:** Coaches & Professional Organizers, Therapists

**Audience Level:** Intermediate

**Session Description:** This heartfelt panel discussion on social media for ADHD coaches is where you'll hear from several exceptional coaches with wildly different experiences of social media. From influencer-turned-coach to Twitter celebrity to six-figure coach without any social media presence, our panelists are true trailblazers in the ADHD coaching industry and each has a unique perspective on the power of social media. We'll dive deep into the art of using social media with integrity, intentionality and having the right sort of impact (especially on platforms designed for addictive engagement). With lived experience of ADHD, our panelists will provide practical strategies for navigating common challenges like imposter syndrome, algorithmic whims, doomscrolling, and rejection sensitivity. You will discover how to balance the desire for likes with the desire to pay the bills, all the while staying true to your unique values and goals. Together, we will explore the different social media platforms available, and share our personal insights on how to use them judiciously and joyfully. Most importantly, we'll open up about our evolving relationship with social media, coaching, advocacy work, and self-care, giving you a rare glimpse into the behind-the-scenes of successful ADHD coaches. This captivating and informative discussion will leave you feeling inspired and empowered.

**Title:** The Future of ADHD in 2050

**Presenter:** Sam Goldstein, PhD

**Presenter Bio:** Sam Goldstein, PhD, is board-certified as a pediatric neuropsychologist and is a Fellow of the American Psychological Association and the National Academy of Neuropsychology. He is also the editor in chief of the *Journal of Attention Disorders* and an adjunct assistant professor in the department of psychiatry at the University of Utah School of Medicine. Dr. Goldstein has co-edited or coauthored over fifty clinical and trade publications, three dozen chapters, nearly three dozen peer-reviewed scientific articles, and eight psychological and neuropsychological tests. Since 1980, he has served as clinical director of The Neurology, Learning, and Behavior Center in Salt Lake City, Utah, providing services to over five hundred families each year.

**Tracks:** Educators & School Professionals

**Audience Level:** Intermediate





**Session Description:** This session will begin with a historical review with a focus on some of the current data reflecting the trends in ADHD etiology, diagnosis, and treatment. The presenter will offer insights from his forty-five years as a researcher, clinician, and longstanding editor in chief of the *Journal of Attention Disorders*. He will briefly offer his views as to why these diagnoses are increasing, the nature of ADHD, and close with his thoughts about the evolution of the diagnosis and treatment over the next fifty years.

9:00 – 10:00 AM

**Title:** ADHD and the Reproductive Hormones (Pre-Puberty to Menopause)

**Presenter:** Jane Indergaard

**Presenter Bio:** Jane Indergaard is an associate professor of nursing at Concordia College in Moorhead, Minnesota, and a licensed registered nurse in North Dakota and Minnesota. Dr. Indergaard is a nationally recognized speaker, budding author and longstanding provider of education, training, advocacy, and outreach for individuals living with ADHD. She has served on a nationally touring expert panel presenting on the underdiagnosis of ADHD in women, and has frequently given podium presentations, webinars, and summit interviews nationally and internationally. She is the local co-founder of the award-winning Red River Valley CHADD and serves as a member of the editorial advisory board for CHADD's *Attention* magazine.

**Tracks:** Adults, Medical

**Audience Level:** Advanced

**Session Description:** The diagnosis, management, and research for ADHD in girls and women have historically lagged that of males. Over the past fifteen to twenty years, research and clinical practice observations have demonstrated differences in incidence, timing, and expression of ADHD diagnosis in females. These observations beg the question: Why does ADHD often present differently in women? Are there in fact divergent patterns between girls and boys when it comes to ADHD? The most obvious explanation lies in the major biological distinction between genders, which is the presence of a menstrual cycle and variation in gonadal hormone levels across the lifespan in females. This presentation provides a comprehensive review of what is currently known about the impact of hormonal fluctuations on ADHD symptoms in women, at every hormonal transition period including puberty, menses, pregnancy/peripartum, and climacteric/menopause. Hormonal influences on medication response in women will also be discussed. Based on the available evidence, some intriguing findings suggest there are special characteristics related to hormonal factors that play a role in understanding ADHD in women. Attendees will benefit from this review, which provides not only a broad and extensive synthesis of the literature on this topic but also implications for personal wellbeing, clinical practice, and future research.

**Title:** Measurement-Based Care in ADHD: A Practical Approach

**Presenter:** Benjamin Cheyette, MD, PhD

**Presenter Bio:** Benjamin Cheyette graduated from Princeton University, followed by a PhD and MD from UCLA. He completed psychiatry residency and postdoctoral training at the University of Washington before becoming faculty at UCSF. There he ran an NIH-funded research laboratory and became director for consult-liaison psychiatry before retiring as professor emeritus in 2018. He has since worked full-time as a private practice psychiatrist while developing expertise in adult ADHD, including authoring ADHD books and blogs with his wife, Sarah Cheyette, MD. He serves as the director





for ADHD at Mindful Health Solutions, an interventional and telepsychiatry practice employing over a hundred providers in four states.

**Tracks:** Adults, Medical

**Audience Level:** Intermediate

**Session Description:** This seminar will provide an overview of ADHD diagnostic surveys and tests and their place in the diagnostic process. It will review self-report screeners for ADHD such as the ASRS and WURS. It will describe diagnostic self-survey measures for adults such as the CAARS, and the value of supplementing such self-assessment measures with observer-based measures such as the CAARS-O. Finally, it will describe objective psychometric tests of inattention and impulsivity that use computer-based Continuous Performance Tasks—such as the CPT-3, TOVA, and QB Testing. It will advocate for a diagnostic process that incorporates a battery of such complementary measures as an adjunct to the traditional psychiatric diagnostic method that emphasizes taking a careful history, observing the patient’s MSE, and weighing DSM diagnostic criteria while also considering potential alternate psychiatric explanations, as well as both medical and mental health comorbidities that may contribute to the patient’s presentation. Finally, the presenter will describe and make freely available a novel symptom-tracking measure for ADHD modeled after the widely used PHQ-9 for depression and GAD-7 for generalized anxiety. Clinical vignettes will illustrate the value of implementing this and similar tools in the measurement-based care of ADHD.

**Title:** Promoting Self-Worth and Pathways to Wellbeing in Adolescents with ADHD

**Presenter:** Melissa Dvorsky, PhD

**Presenter Bio:** Melissa Dvorsky, PhD is an assistant professor of pediatrics, psychiatry and behavioral sciences and director of the ADHD & Learning Differences Program at Children’s National Hospital and the George Washington University School of Medicine and Health Sciences. She received a PhD in clinical psychology from Virginia Commonwealth University, completed her predoctoral internship at Cincinnati Children’s Hospital Medical Center and completed her postdoctoral fellowship at the University of California, San Francisco. Dr. Dvorsky’s work centers on ADHD in adolescence and school-based interventions. Her research emphasizes risk and resilience mechanisms for social, emotional, and academic functioning, as well as substance use prevention for youth and adolescents with ADHD.

**Tracks:** Educators & School Professionals, Therapists

**Audience Level:** Intermediate

**Session Description:** ADHD and adolescence have historically been studied from a deficit-focused perspective. During adolescence, the risks associated with ADHD are often exacerbated by increasing demands and vulnerability to mental health and socioemotional pressures. Importantly, however, functioning among individuals with ADHD is highly heterogeneous. While many with ADHD experience clinically significant impairments, there are some who experience success in multiple domains and are even flourishing. Despite this heterogeneity, our understanding of factors that promote well-being in adolescents with ADHD remains in its emerging stages. Self-worth is one potential mechanism that has been linked to the development of depression and anxiety in ADHD, and a healthy self-concept may buffer against this risk. Identifying protective factors against the well-documented risks associated with ADHD, including mechanisms of self-worth can catalyze the development of novel, strength-based interventions that both reduce risk and foster greater well-being for this high-risk population.





10:30 – 11:30 AM

**Title:** Basic Brain Biology: Understanding ADHD, Anxiety, and Depression

**Presenter:** Sarah Cheyette, MD

**Presenter Bio:** Sarah Cheyette, MD, graduated from Princeton and then UCLA Medical School. Following training at Cedars-Sinai and Seattle Children's Hospital, she now practices at the Palo Alto Medical Foundation, where she treats ADHD in both children and adults. Named a Top Doctor, she has written three books on ADHD exploring symptoms, science, and dealing with it. These are *ADHD and the Focused Mind* (coauthored with a karate master Peter Johnson and her husband, psychiatrist Ben Cheyette); *Winning with ADHD*, aimed at preteens, teens, and young adults; and *ADHD & Me*, for children learning about ADHD.

**Tracks:** Medical, Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** Unfortunately, many people don't have a very good understanding of the neurobiology behind ADHD, anxiety, and depression. It's hard for a layperson to get a good idea of the "whole picture"—anatomy, genetics, and neurochemistry—and how that fits in with a clinical diagnosis. This talk is aimed at educating people about a complex topic—but in a simple, easy-to-understand way. How ADHD, anxiety, and depression influence each other are important clinically and have an understandable biological connection as well. The difference in the brain between acute and chronic anxiety and depression will be discussed. After delving into the biology of each disorder and how they interact, she will also present a little bit about how the medications (for each) work. Knowing the biology of this will be an invaluable tool—for the ADHDer, for the ADHDer's family and loved ones, for teachers, and for coaches, as well as for doctors. By being able to picture the biology, they will more easily be able to overcome it. By the end of the talk, each attendee should have a very cohesive and intelligible idea of the biology of ADHD, anxiety, and depression.

**Title:** Experiential Rehabilitation: Trickle-Down Self Efficacy

**Presenter:** Michael Felt, PhD

**Presenter Bio:** Michael (Nachi) Felt, PhD, is an ADHD specialist who has lectured at Yale University School of Medicine and a professor at Columbia University. He currently invests most of his time treating clients in his private practice, [www.ADHDdoctor.org](http://www.ADHDdoctor.org). He is passionate about perfecting personal productivity and guiding people toward optimal ADHD management. Dr. Felt blends cutting-edge empirically based treatment with innovative solutions of his own by combining his own ADHD with advanced education, research, and training.

**Tracks:** Coaches & Professional Organizers

**Audience Level:** Intermediate

**Session Description:** Many people with ADHD have experienced a lifetime of repeating a vicious cycle of poor performance, negative feedback, damaged self-esteem, and consequentially reduced self-efficacy. However, many of these challenges are sourced in EF deficits, and with targeted interventions to enhance their competency, individuals can steadily behave back better towards increased self-esteem and burgeoning self-efficacy. This neurodivergent-affirming program aims to enhance the delivery of treatment and coaching in ways that focus on developing EF skills and experiential rehabilitation of their self-efficacy.

**Title:** In-Depth Differential Diagnostic Training for Clinical Professionals





**Presenter:** Noelle Lynn, LCSW

**Presenter Bio:** Noelle Lynn is a licensed clinical social worker and diagnostician at the ADHD Center of West Michigan. For the last ten years, she has worked with individuals with ADHD to help them overcome their challenges and thrive throughout all areas of their lives. She is passionate about differential diagnostics and effective therapeutic interventions which improve the lives of her clients. She sees educating professionals on the diagnosis and treatment of ADHD as essential to the improvement of care for those with ADHD. She has spoken widely on various topics related to ADHD at conferences around the world. She is currently writing the manual for EMDR for ADHD.

**Tracks:** Medical & Therapists

**Audience Level:** Advanced

**Session Description:** This presentation provides diagnosing professionals with training on the assessment and diagnosis of ADHD and other common mental health disorders. It addresses the challenges of ADHD diagnosis, including the varied symptom presentation and a lack of understanding among diagnosticians. With the rise of self-diagnosis on social media, it is crucial for professionals to be proficient in their diagnostic processes. The session covers various disorders that can both look like and overlap with ADHD, such as PTSD, mood disorders, OCD, GAD, MDD, SUD, and ASD. By incorporating evidence-based diagnostic tools and the presenter's clinical experience, participants gain insights and practical strategies. She will explore the intricacies of the diagnostic interviewing process, discuss available validated screening tools, and provide a deeper understanding of both the connections and differences between disorders. Engaging case studies and interactive activities allow participants to apply their learning in real-time. Professionals will gain proficiency in diagnosing ADHD and related disorders, improve their diagnostic accuracy, and thereby improve outcomes. The presentation aims to bridge the gap in understanding ADHD diagnosis and comorbidity, ultimately improving the quality of care for individuals with ADHD and related mental health conditions.

**Title:** New Secondary Micronutrient Analyses from MADDY RCT

**Presenters:** Noshene Ranjbar, Alisha Bruton, L. Eugene Arnold, Lisa Robinette

**Presenter Bio: Noshene Ranjbar**, MD, is associate professor of psychiatry at University of Arizona College of Medicine, Tucson, and director of the integrative psychiatry program. She completed undergraduate and medical education at University of Virginia, family medicine internship at Middlesex Hospital/University of Connecticut, psychiatry residency at University of Arizona, and a child and adolescent psychiatry fellowship at Boston Children's Hospital/Harvard Medical School. She has been incorporating use of broad-spectrum micronutrients into the integrative psychiatry program, a supplemental residency and fellowship training curriculum that is now being used as several residency programs.

**Alisha Bruton**, ND, MS, is a research scientist in the psychiatry department at Oregon Health & Science University, working in the laboratory of Jeanette Johnstone, PhD. She graduated from the National University of Natural Medicine with degrees in natural medicine and integrative medicine research. She completed a three-year NIH-NCCIH funded postdoctoral research fellowship in the Department of Neurology at Oregon Health & Science University, where her focus was the integrative management of ADHD. She is currently a student in a master's degree program in biostatistics.

**L. Eugene Arnold**, MEd, MD, is professor emeritus of psychiatry at Ohio State University, where he was formerly director of the division of child and adolescent psychiatry and vice-chair of psychiatry. He graduated from Ohio State University College of Medicine summa cum laude, interned at University of Oregon, took residencies at Johns Hopkins, where he earned the MEd, and served in the US Public Health Service. He is a co-investigator in the OSU research unit on pediatric psychopharmacology. He has fifty-two years of experience in child psychiatric research, including the multi-site NIMH Multimodal Treatment Study of Children with ADHD (the MTA), for which he was executive secretary and chair of the steering committee. For his work on the MTA he received the NIH Director's Award. A particular interest is alternative and complementary treatments for ADHD. His publications include ten books, 77 chapters, and more than 400 articles.





**Lisa Robinette, MS**, is a PhD candidate in the interdisciplinary PhD program in nutrition (OSUN) at The Ohio State University, working in the laboratory of Irene Hatsu PhD, RD. She graduated with a Bachelor of Science in chemical engineering from the University of Cincinnati and earned a Master of Science in Human Nutrition from The Ohio State University in 2021. During her graduate studies, she has worked on a clinical research trial testing the use of a multivitamin supplement to treat the symptoms of ADHD in children.

**Tracks:** Medical, Therapists

**Audience Level:** Intermediate

**Session Description:** Secondary analyses of the Micronutrients for ADHD in Youth (MADDY) randomized controlled trial explore the physiological basis of the highly significant placebo-controlled improvement previously reported for broad-spectrum micronutrients (BSMN). We also report practical real-world observations of clinical use. Fruit and vegetable intake are inversely related to symptoms of inattention, while food insecurity is directly associated with emotional dysregulation symptoms in this sample. Overall diet quality was not related to symptoms and did not predict treatment response. Higher vegetable intake and baseline blood selenium concentrations predicted greater improvement with BSMN. Blood concentrations of lithium, selenium, and zinc increased significantly with eight weeks of BSMN treatment. However, these changes did not predict who responded to the treatment. Patients requiring psychotropic medication in addition to BSMNs generally required a lower medication dose for optimal effect. Careful cross-titration of psychotropics to BSMNs was necessary to minimize drug side effects, presumably related to nutrient-medication interactions. Factors negatively impacting BSMN response included poor gut health, antibiotic use while taking BSMNs, and increased side effects of psychotropic medications.

12:30 – 1:30 PM

**Title:** ADHD Mental Health Professionals: Building Supports

**Presenter:** Kat Loutrel

**Presenter Bio:** Kat Loutrel is an entrepreneur, consultant, and clinical social worker licensed in Maryland and Pennsylvania. After years of struggling as a therapist in an outpatient clinic, she formed her own company and private practice, Resilient River LLC. She has over a decade working within the mental health field while coping with her own combined-type ADHD. She is known by peers to have expertise in adult ADHD, ADHD relationships, human sexuality, gender nonconformity, faith deconstruction, and substance use disorders. In addition, she is a volunteer with ADDA as a virtual peer support and work groups committee member and a facilitator of the Living & Loving Partners virtual support group.

**Tracks:** Medical, Therapists

**Audience Level:** Intermediate

**Session Description:** Join other mental health professionals who are also living with ADHD in an interactive workshop to build supportive collaboration to meet our biggest needs. Participating in this workshop will allow mental health professionals to join together in the struggles and challenges we endure day in and day out. Our field is chocked full of mind-numbing administrative work, time constraints, documentation, prior authorizations, treatment planning, care coordinating, and most importantly, meeting the needs of our clients without burning out or forgetting to live our own lives. We love what we do, and yet the system works against our own brain's natural wiring. After participating in this workshop, you will have the opportunity to receive an email with the tips, strategies, resources, and supports discussed within the workshop. You will also have the opportunity to continue utilizing the supportive network of colleagues joined in this workshop outside of the conference setting for ongoing support and brainstorming. Sharing the ADHD burden within our mental health profession helps us all do our best work, make the biggest impact, and can bring us back to the place where we enjoy and even love what we do.





**Title:** Empowering ADHD Clients Through Assessments: A Toolbox for ADHD Coaches

**Presenters:** Christine Kotik, David Rickabaugh

**Presenter Bio:** Christine Kotik is the passionate founder of CK ADHD Coaching & Consulting. She is an experienced ADHD coach, a professional certified coach through the International Coaching Federation, and a national board-certified health and wellness coach. Her mission is to empower clients to dream, believe, and achieve by providing tailored strategies and skill-building techniques that navigate their unique brain chemistry. She takes great pride in collaborating with her clients, crafting customized game plans that unlock their innate potential without resorting to "treating," "curing," or "fixing" them. Drawing from her background as a former educator and her personal experience as a woman living with ADHD, she brings a wealth of empathy, understanding, and expertise to her coaching practice. Her innovative approach helps clients harness their strengths and transform challenges into opportunities for growth and success.

**David Rickabaugh** is an executive coach who works with adult leaders and professionals with ADHD through his coaching practice Leading with ADHD, and he leverages his education in coaching psychology to work with clients using an evidence-based approach. He has over twenty-five years of corporate leadership experience and seven years of full-time coaching experience. He holds a Master of Science in Coaching Psychology from the University of Sydney, a Master of Science in Information Systems from DePaul University, and a Bachelor of Arts in Communication Studies from UC Santa Barbara. He lives in Seattle.

**Tracks:** Coaches & Professional Organizers, Therapists

**Audience Level:** Intermediate

**Session Description:** Join us to discover five powerful assessments for ADHD coaching, including the Self-Compassion Assessment, VIA, Strengths Profile, Executive Function Questionnaire, and Six Dimensions of Wellness Assessment. Learn how these tools can enhance your coaching practice by identifying client strengths, promoting self-compassion, and fostering a balanced lifestyle. Empower your ADHD clients to create lasting positive change through tailored strategies and personalized coaching plans.

**Title:** Intersectionality, ADHD and the Crisis for Adolescent Girls

**Presenters:** Brandi Walker, Sharon Saline, Emily Kircher-Morris

**Presenter Bios:** Brandi Walker is the CEO of Marie Pauline Consulting, LLC, her private practice dedicated to providing educational, clinical, and psychological guidance and expertise to organizations seeking to improve their social climate and enhance their diversity/equity awareness. She is an alumna of Howard University and the University of Maryland and an Army clinical psychologist and faculty member at Womack Army Medical Center at Fort Bragg, North Carolina. Dr. Walker spent the last seven years working with various hospitals, clinics, and schools conducting research on children with ADHD, their families, and various sleep variables and environmental factors. She collaboratively initiated the Prince George's County Maryland CHADD chapter and the Southern Regional Support Center.

**Sharon Saline**, PsyD, clinical psychologist and author of *What Your ADHD Child Wishes You Knew: Working Together to Empower Kids for Success in School and Life* and *The ADHD Solution* card deck, specializes in working with children, teens, young adults and families living with ADHD, learning disabilities, twice exceptionality and mental health issues. With decades of experience as a clinical psychologist and educator/clinician consultant, she guides families and adults toward effective communication, closer connections and greater understanding. She lectures and facilitates workshops internationally on topics such as ADHD and neurodivergence, executive functioning, the anxiety spectrum, motivation, perfectionism and working with different kinds of learners. Dr. Saline is a regular contributor to ADDitudemag.com and







hosts their weekly Facebook Live sessions, blogs for PsychologyToday.com, a featured expert on MASS Appeal on WWLP-TV and a part-time lecturer at the Smith School for Social Work. Her writing has been featured in numerous online and print publications including MSN, *The Psychotherapy Networker*, *Smith College Studies in Social Work*, *Attention* magazine, PsychCentral and Inquirer.com. Learn more at [www.drsharonsaline.com](http://www.drsharonsaline.com).

**Emily Kircher-Morris**, MA, MEd, LPC, inspired by her own experiences as a neurodivergent person, is dedicated to destigmatizing neurodiversity and supporting neurodivergent people of all ages. She started her career in education and is now in private practice near St. Louis, Missouri, as a licensed professional counselor, where she specializes in supporting neurodivergent kids and adults (and their families). She hosts *The Neurodiversity Podcast*, which explores the psychological, educational, and social needs of neurodivergent people. She is the author of several books related to parenting and educating neurodivergent children and teens. She speaks at statewide, national, and international conferences and frequently provides virtual and in-person professional development to educators, mental health clinicians, and parents worldwide. Many of her presentations and workshops can also be found at the Neurodiversity University online learning platform.

**Tracks:** Coaches & Professional Organizers, Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** Today's adolescent girls are in crisis. For those girls with ADHD, the risks of self-harming behaviors, depression, anxiety, and substance abuse are even higher. This presentation will specifically address the intersectionality of ADHD in adolescent girls and the other influences and identities in light of the recent alarming findings from the CDC. In this interactive session, the panelists will discuss the social fabric of female teenagerhood (i.e., puberty/hormonal changes, gender identity and sexual orientation, societal standards of beauty, twice exceptionality, and perfectionism). The role of social media, access to care (or lack thereof), and strategies for fostering resilience will be explored as participants learn interventions and strategies to better help their clients with ADHD and more. Participants will gain insight into strengths-based approaches to support neurodivergent teen girls and how to help them leverage their internal strengths to foster authenticity, confidence, and connection.

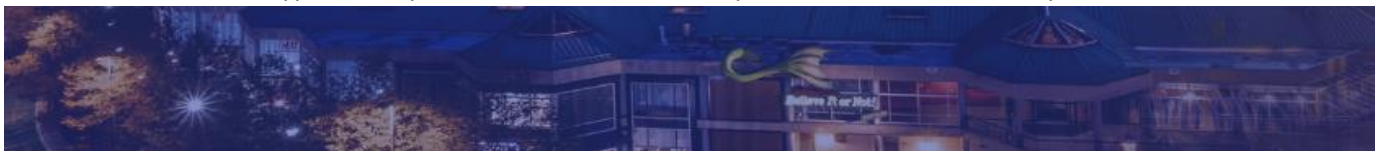
**Title:** The First U.S. Guidelines for the Diagnosis and Treatment of ADHD in Adults

**Presenter:** David Goodman, Max Wiznitzer

**Presenter Bio:**

**David W. Goodman, M.D.** is an Assistant Professor of Psychiatry and Behavioral Sciences at the Johns Hopkins School of Medicine and a Clinical Associate Professor of Psychiatry at State University of New York Upstate. For 35+ years, he has been teaching psychiatric residents at The Johns Hopkins Hospital and recently at State University of New York. He has presented over 700 lectures to primary care physicians, psychiatrists, medical specialists, and the general public. His psychiatric commentary has been featured on national TV (ABC World News, CNN Anderson Cooper 360, ESPN Sports Center, PBS), and in national magazines (Wall Street Journal, New York Times, Washington Post). Dr. Goodman has been an ADHD consultant to Major League Baseball and is now a consultant to the National Football League, Olympic-level athletes, and the World Anti-Doping Agency.

**Max Wiznitzer, MD**, is a pediatric neurologist and interim chief of Pediatric Neurology in the Neurologic Institute at University Hospitals Rainbow Babies and Children's Hospital. He is a Professor of Pediatrics and Neurology, Case Western Reserve University School of Medicine. He completed a pediatrics residency and a fellowship in developmental disorders at Children's Hospital Medical Center, Cincinnati, Ohio, and a fellowship in pediatric neurology at Children's Hospital of Philadelphia, Philadelphia, Pa. He completed his postdoctoral training as a National Institutes of Health National Research fellow in higher cortical functions at Albert Einstein College of Medicine, Bronx, N.Y. His special interests include attention deficit-hyperactivity disorder (ADHD), autism spectrum disorders, developmental and behavioral





disorders, and pediatric neurology. Dr. Wiznitzer earned his medical degree from Northwestern University Medical School.

**Tracks:** Medical, Therapists

**Audience Level:** Intermediate, Advanced

**Session Description:** The presentation will describe CHADD's initiative, in coordination with the American Professional Society for ADHD and Related Disorder, to develop the first U.S. guidelines for the diagnosis and treatment of ADHD in adults. We will discuss the complex and academic process involved with the selection of the working group members, the review and management of conflicts of interest, the extensive review of published literature on adult ADHD, the process of selecting specific guidelines, the grading of published evidence, and the strength of clinical recommendations. In composing the working group, attention is paid to expertise, field of specialty, training credentials, and lived experiences, to enumerate a few factors for consideration. The management of conflicts of interest is described in clinical guideline development policies by the National Academy of Sciences (previously the Institute of Medicine) and the American Psychiatric Association. Adherence to these policies is critical in establishing the credibility and authority of guideline recommendations to be reviewed by other organizations considering an endorsement. In the last phase, guidelines are made available for public comment before final submission for publication. The CHADD initiative will focus the general guidelines developed by APSARD for use and the needs of specific specialty groups. These guidelines would help establish a base for a standard of care across the country and ensure that patients and families receive care that represents research-based, clinical excellence.

12:30 – 3:30 PM

**Title:** Creating Skilled Students in a World of Technology

**Presenter:** Kimberly Harrison

**Presenter Bio:** Kimberly Harrison is a clinical psychologist in private practice in Houston. She provides psychological evaluations and consultations to parents and schools on a variety of issues. Dr. Harrison is also the innovator of comprehensive therapeutic programs, including *The Adulting Program* and *FocusWeek*. In response to delays in executive functioning related to the pandemic, her Skilled Student Initiative collaborates with educators, parents, and students to create community-wide systems to get students back on track and prepared for the next stages of life. Over the years, her practical, solution-focused work has helped many families dealing with ADHD and ASD.

**Tracks:** Educators & School Professionals, Therapists

**Audience Level:** Intermediate

**Session Description:** This session is designed to assist educators and clinicians in creating ways to partner with schools and families to develop and implement comprehensive systems for executive functioning improvement. While strategies discussed will focus on individuals with ADHD, they also will be helpful for all students. Study skills, screentime management, incorporating technology to enhance working memory and reading skills, school-parent communication tools, and more will be specifically discussed. This comprehensive workshop is based on current, successful partnerships which have been created with schools, parents, clinicians, and students. One hour of the presentation will be dedicated to discussing ways educators and clinicians can partner with parents to incorporate EF skill development at home, especially for children with ADHD. Another hour will provide simple strategies for educators to incorporate in the classroom which help all students, but especially those with ADHD. The third hour will consider current issues which exist for young adults who have underdeveloped EF skills and how to help them. Current data from ongoing research on pre- and post-pandemic EF skill development in students of all ages will also be presented.





**Title:** Organizational Skills Treatment: Empirically Tested Therapy for Clinical and School Delivery

**Presenters:** Jenelle Nissley-Tsiopinis, Richard Gallagher

**Presenter Bios:** Jenelle Nissley-Tsiopinis, PhD, a psychologist at the Children’s Hospital of Philadelphia (CHOP), has worked with the organizational skills training (OST) intervention since it was first developed by Abikoff and Gallagher. While employed at NYU, she worked with the OST clinic-based RCT and a middle-school OST treatment development grant. At CHOP, Dr. Nissley-Tsiopinis has implemented and trained trainees to implement OST in individual and group formats in the outpatient clinic. She has also served as Co-PI for an IES-funded RCT of a school-based version of OST (OST-T2), which was effective when implemented by school providers in diverse schools.

**Richard Gallagher, PhD**, is an associate professor at the New York University Grossman School of Medicine and director of organizational skills and executive function treatment at NYU Langone Health. Dr. Gallagher coauthored the research manual for organizational skills training and is coauthor of the Children’s Organizational Skills Scales. His research has focused on ADHD, selective mutism, and parenting. He has numerous publications and has served as a convention, journal, and NIMH reviewer. Dr. Gallagher has been quoted in national media. He has served as the leader of the ADHD special interest group of the Association for Behavioral and Cognitive Therapies and is a member of the professional advisory board of CHADD.

**Tracks:** Educators & School Professionals, Therapists

**Audience Level:** Intermediate

**Session Description:** It is well documented that executive function deficits are a problem for many individuals with ADHD. Efforts to improve executive functioning in youth have provided very limited benefit. It is likely that the treatments have been too abstract and too distant from the actual situations in which youth need to apply executive skills. Alternative treatments to address practical reflections of EF deficits have met with more success in reducing functional impairments as children respond to daily demands. In particular, methods to improve organization, time management, and planning (OTMP) have been developed and tested in several randomized controlled trials. For professionals in clinical and school settings, learning the foundations of these evidence-based therapies will advance their ability to improve the lives of children with ADHD. Organizational skills training (OST) is now recognized as a well-established treatment. OST with elementary school children has wide impact in improving OTMP, which in turn contributes to improved achievement and to reduced homework problems and family conflict. Through didactics and demonstration, this program will teach members the foundations of two proven treatments: Organizational Skills Training—Clinical, for individuals in clinical settings, and Organizational Skills Training—School, for small groups in school settings.

**Title:** Teaching Self-Control: Behavioral Interventions for Frustration Tolerance

**Presenter:** Matt Edelstein

**Presenter Bio:** Matt. Edelstein is a licensed psychologist and licensed behavior analyst in the department of behavior psychology at Kennedy Krieger Institute. He is a member of the training faculty for the department, where he supervises doctoral interns, and postdoctoral fellows. He is also an assistant professor in the department of psychiatry and behavioral sciences at the Johns Hopkins University School of Medicine. His clinical and research interests include the assessment and treatment of challenging behavior in pediatric populations, child behavior disorders, and behavioral parent training.

**Tracks:** Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** Central to any evidence-based clinical work is the continued innovation of best practice procedures to meet new challenges. This session will focus on (1) providing information and discussion about core behavioral





deficits found in many individuals with ADHD that can impact functioning, such as difficulty in delaying gratification; (2) providing background on the state of care in Maryland and around the US to provide behavioral support for children with ADHD and their families; and (3) detail an innovative treatment program designed to address significant behavior problems common among children with ADHD.

12:30 – 3:30 PM

**Title:** Creating Skilled Students in a World of Technology

**Presenter:** Kimberly Harrison

**Presenter Bio:** Kimberly Harrison is a clinical psychologist in private practice in Houston. She provides psychological evaluations and consultations to parents and schools on a variety of issues. Dr. Harrison is also the innovator of comprehensive therapeutic programs, including *The Adulthood Program* and *FocusWeek*. In response to delays in executive functioning related to the pandemic, her Skilled Student Initiative collaborates with educators, parents, and students to create community-wide systems to get students back on track and prepared for the next stages of life. Over the years, her practical, solution-focused work has helped many families dealing with ADHD and ASD.

**Tracks:** Educators & School Professionals, Therapists

**Audience Level:** Intermediate

**Session Description:** This session is designed to assist educators and clinicians in creating ways to partner with schools and families to develop and implement comprehensive systems for executive functioning improvement. While strategies discussed will focus on individuals with ADHD, they also will be helpful for all students. Study skills, screentime management, incorporating technology to enhance working memory and reading skills, school-parent communication tools, and more will be specifically discussed. This comprehensive workshop is based on current, successful partnerships which have been created with schools, parents, clinicians, and students. One hour of the presentation will be dedicated to discussing ways educators and clinicians can partner with parents to incorporate EF skill development at home, especially for children with ADHD. Another hour will provide simple strategies for educators to incorporate in the classroom which help all students, but especially those with ADHD. The third hour will consider current issues which exist for young adults who have underdeveloped EF skills and how to help them. Current data from ongoing research on pre- and post-pandemic EF skill development in students of all ages will also be presented.

**Title:** Organizational Skills Treatment: Empirically Tested Therapy for Clinical and School Delivery

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focused on ADHD, selective mutism, and parenting. He has numerous publications and has served as a convention, journal, and NIMH reviewer. Dr. Gallagher has been quoted in national media. He has served as the leader of the ADHD special interest group of the Association for Behavioral and Cognitive Therapies and is a member of the professional advisory board of CHADD.

**Tracks:** Educators & School Professionals, Therapists

**Audience Level:** Intermediate

**Session Description:** It is well documented that executive function deficits are a problem for many individuals with ADHD. Efforts to improve executive functioning in youth have provided very limited benefit. It is likely that the treatments have been too abstract and too distant from the actual situations in which youth need to apply executive skills. Alternative treatments to address practical reflections of EF deficits have met with more success in reducing functional impairments as children respond to daily demands. In particular, methods to improve organization, time management, and planning (OTMP) have been developed and tested in several randomized controlled trials. For professionals in clinical and school settings, learning the foundations of these evidence-based therapies will advance their ability to improve the lives of children with ADHD. Organizational skills training (OST) is now recognized as a well-established treatment. OST with elementary school children has wide impact in improving OTMP, which in turn contributes to improved achievement and to reduced homework problems and family conflict. Through didactics and demonstration, this program will teach members the foundations of two proven treatments: Organizational Skills Training—Clinical, for individuals in clinical settings, and Organizational Skills Training—School, for small groups in school settings.

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**Tracks:** Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** Central to any evidence-based clinical work is the continued innovation of best practice procedures to meet new challenges. This session will focus on (1) providing information and discussion about core behavioral deficits found in many individuals with ADHD that can impact functioning, such as difficulty in delaying gratification; (2) providing background on the state of care in Maryland and around the US to provide behavioral support for children with ADHD and their families; and (3) detail an innovative treatment program designed to address significant behavior problems common among children with ADHD.

**Title:** The Why, What, and How of ADHD Medications

**Presenter:** Bill Dodson, MD





**Presenter Bio:** Bill Dodson, MD, is a board-certified adult psychiatrist who has specialized in adults with ADHD for the last twenty-five years. He was named a life fellow of the APA in 2012. He received the national Maxwell J. Schleifer Award for Distinguished Service to Persons with Disabilities in 2006. Dr. Dodson has retired from active practice, but continues to teach in the US and the EU. His book, *What You Wish You Knew About ADHD Treatment*, is expected to be available near the end of 2023.

**Tracks:** Medical, Therapists

**Audience Level:** Intermediate

**Session Description:** This presentation addresses the largely baseless concerns that make people hesitate to try medication treatment of ADHD even though they are universally recommended by scientific guidelines as the treatment of choice for the treatment of ADHD in children, adolescents, adults, and the elderly. The lecture will teach how to choose among the three major groups of medication, fine-tune the dose to optimal benefits, and then manage any treatment-emergent side effects. The use of ADHD medications when coexisting conditions are present and how to balance sometimes conflicting treatments will be addressed.

2:00 – 3:00 PM

**Title:** ADHD and Brain Injury: The Missing Pieces.

**Presenter:** Natalie Mackenzie

**Presenter Bio:** Natalie Mackenzie holds a BSc in Psychology and MSc in cognitive neuropsychology, and completed ADHD coaching with IACT. She has a wealth of experience and training in the field both with adults and children. The executive functioning challenges of those with ADHD are similar to her clients with brain injuries and the tools required for support are closely linked. Areas of expertise and interest include fatigue management, insight and awareness, adjustment and formation of self and strategy implementation, with huge emphasis on the strengths and benefits of living with a neurodiverse brain, and the opportunities it brings.

**Tracks:** Adults, Coaches & Professional Organizers

**Audience Level:** Intermediate

**Session Description:** As we see the incidences of ADHD diagnoses increasing, there is a parallel trend within brain injury prevalence across the globe. Delving into the reasons for the correlations, there are a number of questions raised as to the impact of each on one another. There is a significant impact of any injury on the ADHD brain, and subsequent challenges for managing the effects of ADHD on daily function. Here we discover the challenges, barriers, and considerations for supporting these unique injured brains to fully support them with goal attainment, strength approaches and strategy implementation.

**Title:** Deep Coaching: ADHD Power of Being and Doing

**Presenters:** Diane Dempster, Elaine Taylor-Klaus

**Presenter Bios:** Diane Dempster, MHSA, CPC, PCC, is a professional coach, speaker, author, and educator with twenty years of corporate leadership experience. She is the co-founder of ImpactParents.com, a coaching organization for parenting neurodiverse kids, co-creator of Sanity School® and the Sanity School® Certification Program for professionals. An experienced leader, expert in change management, and all-around life sherpa, she helps clients create deep, sustaining change and open their eyes to life. And no one needs this more than parents of complex kids. She received a





master's degree from the University of Michigan and coaching certification from the Institute for Professional Excellence in Coaching.

**Elaine Taylor-Klaus**, MCC, CPCC, co-founded the first global coaching organization for parenting neurodiverse kids (ImpactParents.com, originally ImpactADHD®). The mom in a complex family of five, she co-created a collaborative problem-solving method for fostering independence using a coach approach, based on the foundational principles of professional coaching: the Impact Model for parenting complex kids. An author, speaker, parent educator, coach, and trusted advisor, she is the co-creator of Sanity School® for Parents, coauthor of *Parenting ADHD Now! Easy Intervention Strategies to Empower Kids with ADHD*, and the author of *The Essential Guide to Raising Complex Kids with ADHD, Anxiety and More*.

**Tracks:** Coaches & Professional Organizers, Therapists

**Audience Level:** Intermediate

**Session Description:** There is more to ADHD coaching than problem-solving. Deep Coaching provides a framework for clients with ADHD to deepen their self-awareness and understanding, creating a powerful foundation for behavioral self-management to be successful and long-lasting. This presentation provides coaches and other helping providers with an understanding of the essential components of Deep Coaching, and its potential benefits for both providers and clients. The session will be interactive and professionals will leave with new or enhanced tools, as well as an opportunity to experiment with them.

**Title:** Strategies for Mitigating Insecure Attachment in Couples with ADHD

**Presenter:** Lisa Rabinowitz, MA, LCPC, ADHD-CCSP

**Presenter Bio:** Lisa Rabinowitz, MA, LCPC, ADHD-CCSP, is a certified Gottman couples therapist and certified PACT graduate couples therapist, specializing in couples where one or both partners have ADHD. Gottman and PACT both deeply inform her work with couples, guiding and supporting them to navigate the challenges of romantic relationships that are exacerbated by ADHD. She is a respected educator, teaching clinicians and coaches how to effectively support couples with ADHD and cultivate long-lasting relationships. She brings her insights to her blog, podcasts, and guest writing on sites like MSN, YourTango, and PsychCentral. With her expert guidance, couples can build a more loving and enduring relationship for years to come.

**Tracks:** Therapists

**Audience Level:** Intermediate

**Session Description:** This presentation aims to explore the challenges faced by couples with ADHD who also experience insecure attachment patterns. It focuses on the strategies couples can use to overcome such challenges and develop a more secure attachment pattern leading to improved communication, emotional regulation, relationship satisfaction, and overall wellbeing. The objectives of the presentation include: educating therapists about the unique challenges faced by couples where one or both people have ADHD, connecting the link between ADHD and insecure attachment, and providing evidence-based interventions, tips, strategies and life hacks that can be used in couples therapy to promote more secure attachment patterns. The presentation emphasizes the importance of psychoeducation and skills to help both partners, as well as the potential for growth and positive change for couples with ADHD and insecure attachment patterns. Overall, the presentation goal is to help couples move from struggle to strength and develop more secure, fulfilling relationships.





**Title:** Teaching and Connecting with Digital Natives with ADHD

**Presenter:** Tatiana Guerreiro Ramos

**Presenter Bio:** Tatiana Guerreiro Ramos is the co-director of Classroom Matters, a Berkeley tutoring and educational advocacy organization. She provides PD at Bay Area schools to help them better support students, especially those with learning differences. She also works closely with families to help them navigate the 504 plan and IEP processes. She co-developed Classroom Matters' executive function curriculum and works with parents as a coach and consultant. She regularly appears as a guest speaker at educational events as an educator with deep expertise in ADHD and how it shows up at home and at school. Her personal experience with ADHD informs her honest and compassionate approach to student and parent coaching.

**Tracks:** Educators & School Professionals, Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** In a world where we can copy and paste everything, get directions to the house around the corner, and ask our phones to remind us when the next bus is coming and when we have to meet our friends and colleagues, all on a device we hold in our hands, there is a renewed focus on the development of executive function skills for everyone, but especially people with ADHD. Since we can't put all the tech in a bonfire, we need to figure out how to use it. In this presentation, you will discover what you can do to explicitly foster and support executive functioning in the classroom and at home to better prepare our kids for life beyond school and out of the nest.

3:30 PM – 4:30 PM

**Title:** Assessing and Treating Suicidality and Self-Injury in ADHD Clients

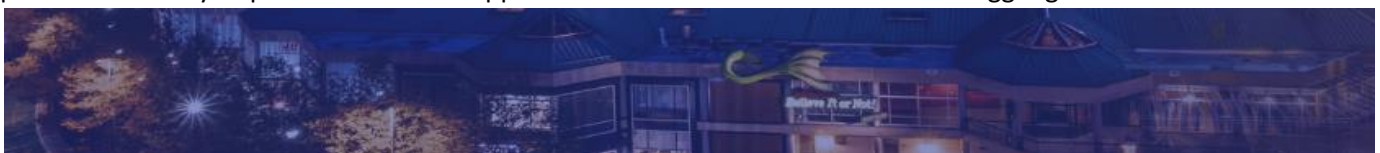
**Presenter:** Emily Kircher-Morris

**Presenter Bio:** Emily Kircher-Morris, MA, MEd, LPC, inspired by her own experiences as a neurodivergent person, is dedicated to destigmatizing neurodiversity and supporting neurodivergent people of all ages. She started her career in education and is now in private practice near St. Louis, Missouri, as a licensed professional counselor, where she specializes in supporting neurodivergent kids and adults (and their families). She hosts *The Neurodiversity Podcast*, which explores the psychological, educational, and social needs of neurodivergent people. She is the author of several books related to parenting and educating neurodivergent children and teens. She speaks at statewide, national, and international conferences and frequently provides virtual and in-person professional development to educators, mental health clinicians, and parents worldwide. Many of her presentations and workshops can also be found at the Neurodiversity University online learning platform.

**Tracks:** Educators & School Professionals

**Audience Level:** Intermediate

**Session Description:** This session provides an in-depth exploration of the unique risk factors for suicide and non-suicidal self-injury in individuals with ADHD, including emotional dysregulation, impulsivity, comorbidities, and difficulty with frustration tolerance. These factors can make traditional treatment strategies ineffective and may require specialized approaches to address. In addition to exploring the complex challenges of treating ADHD clients who engage in suicidal and self-injurious behaviors, this session will also focus on the impact of the individual's sensory needs and environmental factors (such as difficulties with educational or social settings), on assessment and treatment. Attendees will have the opportunity to analyze case studies and engage in interactive activities to develop strategies for addressing these challenges. Through this comprehensive approach, mental health clinicians, coaches, and other professionals can improve their ability to provide effective support and treatment for ADHD clients struggling with suicidal and self-







injurious behaviors. Join us for this engaging and interactive session to enhance your clinical skills and gain valuable insights into supporting this unique population.

**Title:** Burnout and Compassion Fatigue with ADHD: Real Talk

**Presenter:** Nate Page

**Presenter Bio:** Nate is a group therapist who helps other therapists. He facilitates ongoing online process groups for therapists that want here-and-now interpersonal dynamic practice. Central themes in these groups are burnout, compassion fatigue, imposter syndrome, attachment challenges, and desires for increased emotional intimacy and opportunities to practice creating healthier relationships with themselves and with others. He has witnessed the damaging impact of injuries like burnout and compassion fatigue among far too many healthcare professionals and has dedicated a significant portion of his career to providing education and training on these topics.

**Tracks:** Adults, Therapists

**Audience Level:** Beginner

**Session Description:** A fun, engaging, and heartfelt workshop that will help you accurately understand burnout, compassion fatigue, and moral injury within the context of an ADHD diagnosis. You will learn to identify these injuries in others (family, friends, patients), yet most of our focus will be turned toward ourselves and our own personal journeys with burnout recovery and prevention. We will pay particular attention to symptoms, underlying causes, and your individual responsibilities within the larger systemic forces that can sweep us up and carry us towards burnout and compassion fatigue. You will complete and interpret a burnout self-assessment, learn a model of burnout, and also explore individual and group prevention and recovery interventions. Through the use of polling, Q and A, and group discussions you will be invited (but not at all required) to share parts of your personal journey with burnout, compassion fatigue, and/or moral injury. A significant portion of the learning from this session will come through understanding your relationship to burnout compared to research data and also the stories of other workshop participants. We will laugh together, learn together, and make space to appropriately attend to the real damage that we face from burnout and compassion fatigue.

**Title:** Let's Talk More about ADHD and Addiction

**Presenter:** Todd Love

**Presenter Bio:** Todd Love, PsyD, JD, LPC, BCC, is a licensed professional counselor, licensed attorney, and board certified coach. He has published multiple scholarly publications on the topic of behavioral addictions, and is an advocate for the awareness of the risk factors people with ADHD face regarding additions, particularly internet-related addictions. Counseling is Dr. Love's third career. Previously he was a DUI/criminal defense attorney who made a career transition after realizing that he enjoyed counseling his clients into treatment/recovery more than lawyering for them. His first career was a fourteen-year tenure in the corporate information technology field.

**Tracks:** Adults, Therapists

**Audience Level:** Intermediate

**Session Description:** Advances in modern neuroscience have illustrated many similarities between the ADHD brain and the addiction-prone/addicted brain. Despite the fact that less than five percent of the adult population has ADHD, research suggests that nearly fifty percent of people struggling with addiction may also have ADHD. This pattern is true not just for substance abuse, but also modern addictive behaviors. In fact, the problem with behavioral addictions may be even worse, as the ADHD brain is particularly vulnerable to constant novelty and stimulation. In a world of online





instant gratification and reward, people with ADHD fight an uphill battle against the dopamine-overloading digital engagements found in infinite scroll applications, internet pornography, social networking, video games, etc. Unfortunately, misinformation surrounds the topic, preventing people from seeking and/or receiving help “Giving kids stimulant medications for their ADHD will make them drug addicts!” “Once you get sober, you can’t take your ADHD meds anymore!” “Spending too much time on the internet causes ADHD!” These are all-too-common myths. Clearly, more dialogue needs to happen in this area. This science-based presentation will look at the facts, dispel myths, and explore solutions for identification, prevention, management of the complicated relationship between ADHD and addiction.

5:00 PM – 6:15 PM

**Title:** The Power and Peril of Online ADHD Information

**Presenter:** Tracey Marks

**Presenter Bio:** With board certifications in general and forensic psychiatry, Tracy Marks promotes mental health and wellness through her private practice, books, and her popular YouTube channel, *Mental Health Doesn't Have to Be a Mystery*. She is the author of three books: *Master Your Sleep*, *Bipolar Basics*, and *Why Am I So Anxious?* These works provide insights into various mental health conditions, emphasizing the link between mental wellness and sleep, and offering practical strategies for managing symptoms and improving overall wellbeing. Dr. Marks started her YouTube channel in 2018, and since then it has garnered a significant following for its easy-to-understand, comprehensive coverage of complex mental health topics. She maintains her psychiatric practice in Atlanta, Georgia. Her holistic approach to mental health and her dedication to public education have made her a respected figure in her field and a valuable resource for those seeking to understand and improve their mental health.

**Tracks:** Adults, Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** The presenter will describe the prevalence and outcomes of ADHD among college students. She will review the landscape of ADHD treatment for college students, characterizing current patterns in care and common campus clinic policies that address assessment and treatment. Finally, she will address practical implications of these findings for current college students and high school students looking to establish care after transitioning to college.





Friday, December 1, 2023

9:30 AM – 10:30 AM

**Title:** Harnessing the Hidden Strengths of My ADHD

**Presenter:** Cassandra Aarssen

**Presenter Bio:** Cassandra Aarssen is the self-proclaimed “recovering super slob” behind Clutterbug, a website, YouTube channel, and personal organizing business. Through her efforts to transform herself into a clean freak, she created a successful career as an organizing expert. She provides her expertise as the host of HGTV’s *Hot Mess House* and through her YouTube channel and podcast. Her books, *Real Life Organizing*, *Cluttered Mess to Organized Success*, *The Clutter Connection*, and *The Declutter Challenge*, are bestsellers. Her organizing and decluttering advice is frequently featured on HGTV, CTV’s *The Marlyn Denis Show*, Oprah.com, and in *Better Homes and Gardens*. When she isn’t ridding the world of clutter, she spends her free time with her family in Ontario, Canada.

**Tracks:** Adults

**Audience Level:** Beginner

**Session Description:** After years of battling chronic disorganization, Cassandra Aarssen developed a groundbreaking methodology for organization that has empowered millions of families around the globe to regain control over their homes and lives. As an entrepreneur, she quickly realized that the challenges posed by her ADHD during her youth had transformed into remarkable strengths and advantages as an adult and business owner.

11:00 AM – 12:00 PM

**Title:** Beyond Accommodations: Preparing Students for College Success

**Presenters:** Alexander Morris-Wood, MS; Hallie Ciarlone, MEd

**Presenter Bios:** Alexander Morris-Wood is the Associate Vice President of Transitions and the Student Experience at Beacon College. He oversees the areas of admissions, college readiness programs, housing, residence life, student organizations, orientation, and strategic partnerships. He designs training programs for colleges and consults with high schools on their transition curriculum. He is working on the state’s first dual enrollment program for students with IEPs. He presents nationally and internationally on topics including systemic barriers in higher education. He has a master’s degree in mental health counseling and is obtaining his doctorate in educational policy.

**Hallie Ciarlone, MEd**, joined the DVFriends community in 2011 after spending five years in Baltimore, Maryland, creating the college counseling department at a small independent day school. She earned her NCC distinction and master’s degree in school counseling from Loyola University in Maryland, where she published several studies on adolescent self-efficacy. Hallie holds a bachelor’s degree in sociology and public policy from Franklin & Marshall College. She credits her love of college admissions with her extensive work as a student intern and tour guide while at F&M. She is currently professionally involved with PACAC as a member of the professional development and secondary school counselor committees. Previous PACAC leadership roles have included summer institute faculty mentor, co-chair of the Southeastern Pennsylvania college counseling workshops, and a regular speaker for webinars and workshops. She is also an active member of NACAC, ASCA, PSCA, and ACCIS, and consults with schools around the country to guide students who learn differently. She also serves on the board of directors for the Avon Grove Education Foundation. At DVFriends,





she has found her passion for counseling students who learn differently and helping their families make the successful postsecondary transition.

**Tracks:** Educators & School Professionals

**Audience Level:** Intermediate

**Session Description:** Students who learn differently are just as smart as their peers, however, they attend four-year colleges at half the rate. How can these students better prepare for a successful college transition? This presentation examines the challenges faced by students who learn differently as they transition to college, with particular emphasis on the additional problem-solving and advocacy skills needed and how counselors can support their families as they go through this process. Topics will include a model for healthy adjustment, helping students recognize their authentic awareness to boost independent executive functioning skills, and thinking about success beyond academic accommodations. The presenters will include steps for parents, counselors, and students to implement along their transition.

**Title:** Different Not Deficient: Crafting Unbiased Strategies that Work

**Presenter:** Marcy Caldwell, PsyD

**Presenter Bio:** Marcy Caldwell, PsyD, is a psychologist, writer, and proud mom of two who has been helping adults with ADHD thrive for over twenty years. She is a passionate advocate for adults with neurodiverse brains and is dedicated to helping them create environments that unlock their unique genius. She is the founder of ADDept.org, a blog and digital resource for adults with ADHD, the owner of Rittenhouse Psychological Services, a group practice specializing in adult ADHD, and the creator of Meltdown to Mastery, an innovative digital program that helps adults with ADHD learn to regulate their emotions.

**Tracks:** Adults, Therapists

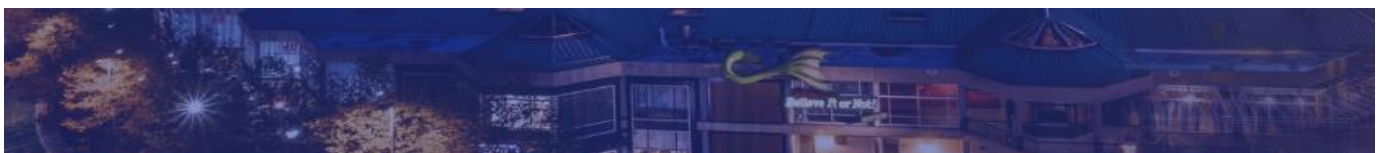
**Audience Level:** Intermediate

**Session Description:** ADHD has long been viewed as a deficit, something that needs fixing to alleviate the suffering that so often comes with it. But ADHD brains, like all brains, have inherent strengths and weaknesses. While those weaknesses often create vulnerabilities and struggle, it is the impact of living in a world not crafted to support and celebrate it, that creates the true suffering of ADHD. This interactive and engaging presentation will examine how our culture utilizes a neurotypical norm from which all brains are judged. It will explore the suffering-reducing power of releasing this norm and detail how to utilize the natural strengths of ADHD brains to help support their vulnerabilities in all areas of the ADHD experience: the practical, the regulatory, and the emotional.

**Title:** How to Choose and Use Technologies for Children with ADHD

**Presenter:** Randy Kulman, PhD

**Presenter bio:** Randy Kulman, PhD is the founder of LearningWorks for Kids ([learningworksforkids.com](http://learningworksforkids.com)), which specializes in using video games to teach executive functioning and academic skills. He conducts neuropsychological evaluations at South County Child and Family Consultants. His latest project is LW4K LIVE, an online, small-group executive function tutoring program that uses games such as Minecraft and Roblox to practice and improve executive functions. He serves on advisory boards for the Boston Celtics and *ADDitude* magazine. He is the author of three books:





*Train Your Brain for Success: A Teenager's Guide to Executive Functions, Playing Smarter in a Digital World, and The Gaming Overload Workbook for Teens.*

**Tracks:** Educators & School Professionals, Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** Video games, technologies, and digital medicines represent some of the latest forms of treatment for ADHD. Over the past few years many advances in the use of virtual reality, video gaming, and apps for treating mental health in general and specifically ADHD have emerged. Because neurotechnologies and digital medicines are part of a new frontier in the treatment of ADHD, it is important for consumers to recognize what these tools are, how they work, who they help, and how to use them. These tools are often targeted to improve specific skills such as focus, executive functions, and emotional regulation. This presentation will demonstrate selected tools, discuss how to choose those to fit individual needs and prescribe specific strategies on how best to apply these tools to achieve real-world improvement.

**Title:** Navigating ADHD Assessment and Treatment for College Students

**Presenters:** James Aluri, MD, MA; David Goodman, MD

**Presenter Bios:** **James Aluri**, MD, MA, is the Adolf Meyer Postdoctoral Fellow in University Mental Health at the Johns Hopkins University School of Medicine. He completed medical school and his general psychiatry residency training at Johns Hopkins. His research within university mental health addresses ADHD assessment and treatment, suicide screening and prevention, substance use disorders and their treatment, and the structuring of systems and services. He obtained a master's degree in bioethics from King's College London and spent a year as research staff with the Presidential Commission for the Study of Bioethical Issues under the Obama administration.

**David W. Goodman**, MD, is assistant professor of psychiatry and behavioral sciences at the Johns Hopkins University School of Medicine and clinical associate professor of psychiatry and behavioral sciences at State University of New York. An internationally recognized expert, he has presented over six hundred lectures to medical specialists, authored peer-reviewed scientific papers, conducted clinical research on several of the ADHD medications now on the market, serves as a consultant to the NFL, is widely quoted in national media, teaches fourth-year psychiatric residents at the Johns Hopkins School of Medicine, and serves on the executive committee of the American Professional Society for ADHD and Related Disorders (APSARD).

**Tracks:** Adults, Medical

**Audience Level:**

**Session Description:** The presenters will describe the prevalence and outcomes of ADHD among college students. They will review the landscape of ADHD treatment for college students, characterizing current patterns in care and common campus clinic policies that address assessment and treatment. Finally, they will address practical implications of these findings for current college students and high school students looking to establish care after transitioning to college.

**Title:** Persistence Isn't Futile, Part 1: Strengthen Your Mindset

**Presenter:** Ari Tuckman, PsyD

**Presenter Bio:** Ari Tuckman, PsyD has given more than six hundred presentations and routinely earns excellent reviews for his ability to make complicated information understandable and useful. He is the author of four books: *ADHD After*





*Dark: Better Sex Life, Better Relationship; Understand Your Brain, Get More Done; More Attention, Less Deficit; and Integrative Treatment for Adult ADHD.* His *More Attention, Less Deficit* podcast has more than a hundred episodes and almost three million downloads. He is a psychologist and sex therapist in private practice in West Chester, Pennsylvania, and chair of the ADHD2023 conference committee.

**Tracks:** Adults, Therapists

**Audience Level:** Intermediate

**Session Description:** The inconsistency and unpredictability of ADHD can be discouraging, making it tempting to give up too quickly. An accurate diagnosis (finally!) and more effective treatment and strategies can close the gap between intentions and actions, so hard work is more rewarding. Life will still have its challenges, but you can cultivate a resilient mindset and persistence towards the goals that are important to you. Some of this involves practical strategies, as well as deeper matters of integrity and acting more like the person you want to be. This also enables you to navigate others' expectations directly and respectfully.

**Title:** Resilience and ADHD

**Presenter:** Mark Bertin, MD

**Presenter Bio:** Mark Bertin, MD, is a developmental pediatrician and author of *How Children Thrive*, *Mindful Parenting for ADHD*, *Mindfulness Self-Compassion for Teen ADHD*, and *The Family ADHD Solution*, which integrate mindfulness into the rest of pediatric care. Dr. Bertin is on the faculty at New York Medical College and the Windward Teacher Training Institute, and serves on the advisory boards for the American Professional Society of ADHD and Related Disorders, Common Sense Media, and Reach Out and Read. His blog is available through Mindful.org, Psychology Today, and elsewhere. For more information, please visit his website at [www.developmentaldoctor.com](http://www.developmentaldoctor.com).

**Tracks:** Educators & School Professional

**Audience Level:** Intermediate

**Session Description:** Buzzwords such as “grit,” “resilience,” and “mindfulness” fill headlines around child development and education today, but what do they really mean? They all relate to our ability to sustain focus, persist, plan, and manage the challenges of everyday life. They also relate to a cognitive skill set called executive function, which is directly impacted by ADHD. For children, EF involves many of the skills needed to succeed in school and socially. For adults, it is what we use to manage the stress of dealing with technology and chaos of modern life. On a practical, day-to-day level, what does research teach us about how to build resilience and promote EF in our children and in ourselves? Thankfully, building resilience is possible for anyone, with or without ADHD—it’s the modern science of getting back to the basics.

**Title:** The Power of Peer Support

**Presenters:** Suzanne Sophos, Yulia Rafailova, Scott Seward, Zachery Gershon, Shirelle Pearson, and Michael Ruffin

**Presenter Bios:** **Suzanne Sophos** is a social-emotional learning specialist, peer support specialist, educator, writer, and family coach who has been engaged in family and child work since 2010. She manages the ADHD Empowerment Community™ and is the executive director of CHADD of Greater Los Angeles, a local nonprofit providing education, support, and advocacy to the ADHD community. She also serves on CHADD’s board of directors, as co-chair of CHADD’s chapter advisory board, and as a member of the conference planning committee.

**Yulia Rafailova** is a passionate advocate for misunderstood kids, because she was one, too. Having grown up with undiagnosed ADHD and an anxiety disorder, she can deeply relate to the children and families she serves. After a decade





of tutoring and consulting with over a thousand families, she realized the students who fell behind in school weren't less intelligent than those who excelled; in fact, many were gifted. Instead, they lacked the executive function skills to regulate their emotions, to prioritize tasks, and to manage their day-to-day routines. This led to strained relationships, arguing, and power struggles. Her coaching program teaches families the science-based systems and mindsets that work with the ADHD brain.

**Scott Seward** is a dedicated father and serial entrepreneur with a history of launching successful start-ups in various technology sectors. He lives in Westlake Village, California. A passion for ADHD empowerment led him to become a meeting facilitator for CHADD and as a board member of the San Fernando Valley chapter, he ensures that others have access to a supportive network and valuable information to thrive in their ADHD journey.

**Zach Gershon** is a New York-based, twice-exceptional neuroscientist. Identified as gifted in kindergarten and diagnosed with multiple learning disabilities over subsequent years, he spent his childhood wondering why his brain worked differently from others. This question inspired him to pursue a PhD in neuroscience, studying the functional consequences of genetic variation on attention. Following his ADHD diagnosis at age twenty-two, Gershon found a lack of resources supporting young adults with ADHD, so he created and facilitates ADDA's Young ADDults Virtual Peer Support Group. He joined the conference planning committee in 2019 to advocate for more content targeting the needs of young ADDults.

**Shirelle F. Pearson** is an account manager with Marsh & McLennan Agency, with over thirty years of experience in insurance carrier, human resources, and group benefits consulting. She sought ADHD resources to support her son and found CHADD quite valuable in her pursuit of ADHD information. In 2014, she accepted the role of treasurer for the Nassau County CHADD chapter and in 2018 accepted the additional role of coordinator. She serves as a member of CHADD's national board of directors and is active on several national committees, including the diversity, equity, and inclusion committee.

**Michael Ruffin** is a dedicated advocate committed to dispelling the stigma surrounding neurodiversity. Diagnosed with ADHD and autism himself, he brings a deep understanding of the challenges faced by neurodivergent individuals. As an ADHD and autistic coach, he specializes in working with late-in-life diagnosed adults, guiding them to embrace their strengths, navigate life's obstacles, and enhance their overall quality of life. He runs a Peer Support group that provides a nurturing space for individuals to connect, fostering a strong sense of community and alleviating the sense of isolation often experienced. His unwavering mission to promote empathy and acceptance creates a more inclusive society where neurodivergent individuals can thrive and be appreciated for their unique contributions.

**Tracks:** Adults, Parents & Caregivers

**Audience Level:** Beginner

**Session Description:** Join us for a frank and lively discussion about how and why being part of an ADHD peer support community can improve the lives of those affected by ADHD. Peer support can be an important part of a holistic, multimodal ADHD treatment plan to improve ADHD outcomes in adults. It can also provide a space of growth and support for parents of ADHD children, potentially improving home life and outcomes for children with ADHD. Each of the panelists actively run weekly and monthly peer support groups in their communities. They will talk about their experiences of starting, promoting, facilitating, and managing various ADHD peer support groups. Audience members are encouraged to bring their questions.

2:00 – 3:00 PM

**Title:** A Psychologist, a Coach, and a Physician Walked into a ...

**Presenters:** Marcy Caldwell, PsyD; Barbara Williams, CMP, ACCG; Gurdeep Parhar





**Presenter Bios:** Marcy Caldwell, PsyD, is a psychologist, writer, and proud mom of two who has been helping adults with ADHD thrive for over twenty years. She is a passionate advocate for adults with neurodiverse brains and is dedicated to helping them create environments that unlock their unique genius. She is the founder of ADDept.org, a blog and digital resource for adults with ADHD, the owner of Rittenhouse Psychological Services, a group practice specializing in adult ADHD, and the creator of Meltdown to Mastery, an innovative digital program that helps adults with ADHD learn to regulate their emotions.

**Barbara Williams, CMP, ACCG** is a professionally trained and certified advanced ADHD coach and executive function specialist. She coaches adults, couples, parents, executives, and entrepreneurs via Zoom in the USA, UK, and Canada. She uses a strength-based holistic approach coupled with the latest strategies and wisdom from the field of neuroscience. She is an educator, consultant, and coach, helping her clients navigate a wide range of ADHD challenges. Personalized ADHD education and coaching empowers her clients to leverage their strengths, build self-advocacy, and find the successes that had eluded them in the past. Her mission is to advocate for the ADHD/neurodiverse communities and provide education and best strategies to businesses and schools through speaking engagements. When not sharing space with her clients, you will find her as the proud mom of two amazing boys, wife and partner to a cool guy, and dog-walker of Rylee.

Gurdeep Parhar, MD, is a clinical professor in the University of British Columbia faculty of medicine, where he has also previously served as associate dean and executive associate dean. He is the medical director of the Adult ADHD Centre, which has performed over 13,000 assessments of adults with ADHD across Canada. The Centre is involved in not only ADHD assessments and ADHD treatment, but also in the education of all professionals dealing with ADHD clients and patients across Canada. Dr. Parhar has also published, nationally and internationally, his ADHD research including large multi-centre trials comparing different treatments of ADHD. Learn more at [www.adultadhdcentre.com](http://www.adultadhdcentre.com).

**Tracks: Adults, Coaches & Professional Organizers**

**Audience Level: Intermediate**

**Session Description:** A psychologist, a coach and a physician walked into an . . . ADHD conference in Baltimore. Creating an ADHD wellness team shouldn't be so elusive or siloed. With increased awareness in adult ADHD, the field of expertise is growing with professionals such as doctors, psychologists, and coaches who can assist you in managing and building your ADHD wellness team. Like an exciting game of Tetris, these three professionals will collaboratively guide you through their process of showing you how your health team fits together. How to know when and WHO to add to your team. Sharing experience, perspectives and scenarios from a doctor, psychologist, and coach on the stages of a patient/client's wellness journey—from ADHD awareness, diagnosis, to lifelong management strategies and lots in-between. You'll be steps closer to building your ADHD wellness team.

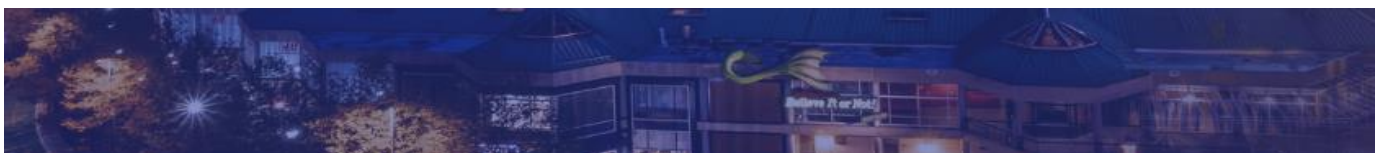
**Title:** Enhancing Executive Function Skills of Marginalized Students

**Presenter:** Jenny Drennan

**Presenter Bio:** Jenny Drennan is a certified educational therapist, founder of WeThrive Learning, and a credentialed teacher. Her private practice specializes in supporting and coaching students with ADHD, and math and writing challenges. Drawing on best practices and the latest research, WeThrive Learning provides one-to-one tailored support for students and parents globally while considering their complex learning profiles. She is certified by ImpactParents as a Sanity School® behavior therapy program trainer. She lives in Newport Beach, California, with her pups and husband.

**Tracks:** Educators & School Professionals

**Audience Level: Beginner**







**Session Description:** Join us for this transformative session, where we will unveil the powerful H.E.A.R., S.E.E., and F.E.E.L. framework, a research-backed model that revolutionizes the way educators connect with and engage resistant nonbinary, LGBTQ+, and BIPOC students, while enhancing their executive functioning skills. In this interactive and dynamic lecture, you'll learn practical, proven strategies to build empathetic connections, co-create a vision of success, and empower students by seeking an understanding of their unique experiences, promoting effective communication, and fostering resilience. You'll gain invaluable insights into the diverse needs and challenges faced by nonbinary, LGBTQ+, and BIPOC students, and walk away with the essential tools to create a supportive and nurturing learning environment that sparks transformative growth, while respecting and celebrating their individual identities. Don't miss this opportunity to revolutionize your approach to education and make a lasting impact on the lives of diverse learners. Become an agent of change in your educational community.

**Title:** Everyday Self-Advocacy for the Neurodivergent Student

**Presenter:** Roxana Samaniego

**Presenter Bio:** Roxana Samaniego is a licensed psychologist and the clinical director at the UA SALT Center. She oversees psychological, wellness, and assessment services and supervises psychology trainees. A former instructor in the areas of multicultural approaches to therapy and educational psychology, she provides training and consultation to the staff on mental health and other issues that neurodivergent students often face.

**Tracks:** Educators & School Professionals

**Audience Level:** Beginner

**Session Description:** In college and university settings, we frequently see greater academic success for students who can effectively self-advocate, including collaborating with support professionals and other campus personnel. This collaboration is based on social communication skills and requires students to know their strengths and weaknesses and be able to effectively communicate their needs. Social communication challenges are often present in neurodevelopmental disorders like ADHD, potentially impacting a student's ability to self-advocate efficiently or effectively. This interactive presentation will focus on instructing families and educators about the ways in which they can coach students in their social communication skills to prepare for the transition to the college setting and begin to be an effective self-advocate. The emphasis will be on providing specific steps that parents and educators can use to help their students feel more confident in approaching support personnel and making decisions about how and when self-advocacy is needed. There will also be an audience question-and-answer portion.

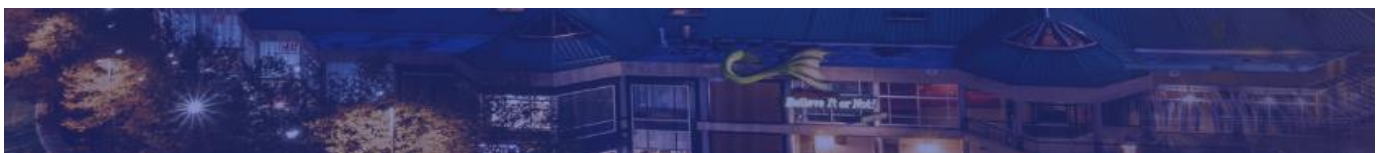
**Title:** Invisible Disabilities at Work: Fostering Advocacy and Acceptance

**Presenter:** Jessica Hicksted, PhD

**Presenter Bio:** Diagnosed as an adult with ASD and ADHD, Jessica Hicksted, PhD, brings her life experiences and education to advocate for people with invisible disabilities. Facing many challenges, including sustained injuries during military service, she overcame each with resiliency and determination and is a mother to two sons with ADHD and ASD. Facing her own battles with discrimination in the workplace after disclosing her invisible disabilities, she returned to graduate school to become an effective advocate for positive social change. Dedicating her research to invisible disabilities in the workplace, she developed a tool to measure invisible disability stigma in the workplace.

**Tracks:** Adults, Coaches & Professional Organizers

**Audience Level:** Intermediate





**Session Description:** Do you question whether to disclose ADHD, autism, a learning disorder, a chronic condition, or other “invisible disability” to your employer? Do you worry that disclosing might affect job security or create disconnection from colleagues? Do you know how best to gauge whether an organization will fit your needs? Many employees expend considerable emotional energy masking disabilities in every interaction at work, in every meeting, and toiling away side by side. It’s exhausting and stressful. But the stigma around disabilities, the fear of discrimination and rejection, and the risk related to job security, prevent many employees from disclosing their condition and requesting accommodations to succeed at work. Through exploring how to approach disclosure in the workplace and understanding research-driven strategies that cultivate acceptance, you will learn: Questions to ask during a job interview to try to determine whether a company has a culture of acceptance and diversity; how masking in the workplace inhibits executive functioning skills; strategies to determine whether and how to disclose a disability in the workplace; approaches to help you advocate for workplace policies that support people with invisible disabilities; and innovative research to aid companies in becoming more aware of invisible disabilities to create policies that foster advocacy and acceptance.

**Title:** Kids Are Coachable: Now Let's DO It!

**Presenters:** Alan Graham, PhD, PCC, MCAC; Diane McLean, MCC

**Presenter Bios:** Alan R. Graham, PhD, PCC, MCAC, coaches executives with business and organizational challenges and assesses and treats and/or coaches adults, teens, children, and parents affected by ADHD. He is dean of ADD coach training for Mentorcoach and president of ACP Consultants. He is a founding fellow at the Institute of Coaching at McLean Hospital, a Harvard Medical School affiliate. He is a former board member of the Professional Association of ADHD Coaches (PAAC) and a former editorial board member of the *Journal of Attention Disorders*. He is the lead author of *Lemonade: The Leader's Guide to Resilience at Work* (2012) and the *Resilience at Work Assessment* (RAW-A), and the editor of *The Guide to ADHD Coaching*.

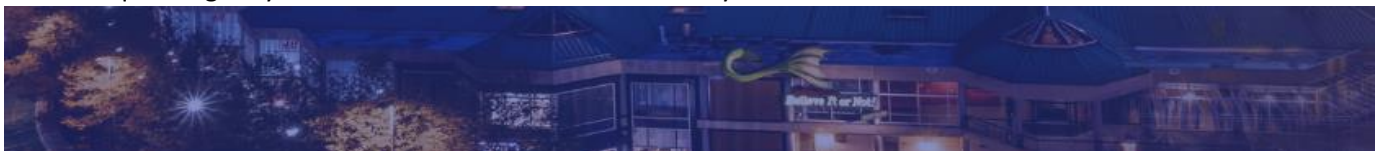
**Diane McLean** is a master certified coach, a pioneer in the field of child coaching, and a neurodiversity champion. As a mentor, coach trainer, and speaker, she shares over three decades of experience working with children with ADHD, autism, and learning differences. Known for her creativity, humor, and compassion, she helps coaches and the clients they serve to discover their strengths, understand their unique brain-wiring, and find greater success. She is a contributing author of *The Guide to ADHD Coaching*, a long-time ADDA support group leader, founder of Odyssey Learning LLC, and co-founder of Uniquely Wired Kids LLC.

**Tracks:** Coaches & Professional Organizers, Therapists

**Audience Level:** Intermediate

**Session Description:** ADHD coaching is a proven intervention that can reduce symptoms, enhance executive functioning, and improve quality of life for individuals across the lifespan. However, while certified coaching services for adults are readily available, there is a significant gap in coaching services for young children impacted by ADHD. This is partly due to a lack of understanding, training, and experience of coaches regarding developmentally appropriate practices for children. This presentation will define the unique developmental needs of children and provide age-appropriate, child-centered techniques and resources for coaching children aged five to twelve who are affected by ADHD. Through demonstrations by two master-level certified coaches and interactive participation, this presentation will offer competency-based coaching techniques that integrate play, art, games, and hands-on activities to effectively engage young children in the coaching process. By applying a developmental lens to the coaching process, coaches can partner with families to make a lifelong impact on children affected by ADHD. Attendees will leave this presentation with a greater understanding of how to deliver developmentally appropriate ADHD coaching for children, with practical resources and techniques that can be immediately applied in both face-to-face and virtual coaching settings.

**Title:** Neuroqueering: Beyond the Intersection of Neurodiversity and Queerness





**Presenter:** Pasha Marlowe

**Presenter Bio:** Pasha Marlowe (she/her), MFT, is a marriage and family therapist turned neurodivergent and neuroqueer coach. She is also an author, podcast host of *Neuroqueering*, public speaker, and comedian. She presents weekly webinars for Inflow, an ADHD app, and other organizations that want to expand their DEI space to include neurodiversity-affirming practices. She coaches neurodivergent individuals, couples, and groups and has created a yearlong group coaching program called Neurocommunity and an online couple's program called *Same Bed, Different Brains*. She's kind of famous on Tik Tok and IG @neuroqueercoach. Her greatest pleasure and challenge is working with late-diagnosed, midlife, queer couples who desire self-acceptance and improved intimacy, trust, and communication.

**Tracks:** Adults, Coaches & Professional Organizers

**Audience Level:** Intermediate

**Session Description:** This session will provide a lively discussion and exploration of the intersectionality between neurodiversity and queerness. Neuroqueering will be introduced as a practice of challenging the neuronormative and heteronormative expectations that society imposes on us. We will distinguish between the terms neurodiverse and neurodivergent and highlight how a neuroqueer culture would celebrate all neurotypes and bodyminds, recognizing everything from gender fluidity to neurofluidity. We examine the neurodiversity paradigm versus the pathology paradigm, and how the pathologization of innate neurotypes (as in using words like "disorder" and "deficit" rather than "difference" and functioning labels) is harmful to the neurodivergent community. Attendees will be encouraged to think of new ways to advocate for and celebrate neurodivergent and queer people at home and in the workplace. We will close with a discussion on the prevalence of bisexuality, gender fluidity, and non-monogamy in the ADHD and queer community. Through anecdotes and case studies, we will illustrate how individuals and couples can improve their communication, trust, and intimacy through the practice of neuroqueering. This interactive, brave, and empowering conversation encourages a shift towards a more inclusive and accepting culture where all identities, neurotypes, and bodyminds are celebrated.

**Title:** Persistence Isn't Futile Part 2: Tools for Keeping On

**Presenter:** Brittany Smith, MS

**Presenter Bio:** Brittany Smith, MS, is an ADHD, productivity, and technology coach in Portland, Oregon, and is co-founder of The ADHD Guild. She has a master's degree in cognitive neuroscience, but fell in love with the practical applications of cognitive science in our everyday lives. In addition to coaching, she is a frequent podcast guest, and creates videos and courses on how to be more productive using the brains that we actually have. The nerd is strong with this one: She uses the latest gadgets, geeky pop culture, as well as cognitive science, to help her clients, audience, and ADHD Guild Members get more done, with less stress.

**Tracks:** Adults, Coaches & Professional Organizers

**Audience Level:** Beginner

**Session Description:** Okay, you're in: You're ready to be the persistent person who doesn't give up when things get tough. You want to be the reliable person who does the things you say you're going to do. You want to be the person doesn't overcommit and can push through when tasks get hard. But HOW???

This practical, interactive presentation provides templates to help you get out of your own way and be the resilient person you want to be. You'll get hands on tools you can start using during the session to create your own personal operations manual, give yourself credit for small steps on difficult tasks, and track your commitments and learn how long things take so you can prevent over-committing. And, of course, we'll discuss where technology can play a role in





doing the things we intend to.

**Title:** Unpacking Social Anxiety: Imposter Syndrome, Perfectionism, and RSD

**Presenter:** Sharon Saline, PsyD

**Presenter Bio:** Sharon Saline, PsyD, clinical psychologist and author of *What Your ADHD Child Wishes You Knew: Working Together to Empower Kids for Success in School and Life* and *The ADHD Solution* card deck, specializes in working with children, teens, young adults and families living with ADHD, learning disabilities, twice exceptionality and mental health issues. With decades of experience as a clinical psychologist and educator/clinician consultant, she guides families and adults toward effective communication, closer connections and greater understanding. She lectures and facilitates workshops internationally on topics such as ADHD and neurodivergence, executive functioning, the anxiety spectrum, motivation, perfectionism and working with different kinds of learners. Dr. Saline is a regular contributor to ADDitudemag.com and hosts their weekly Facebook Live sessions, blogs for PsychologyToday.com, a featured expert on MASS Appeal on WWLP-TV and a part-time lecturer at the Smith School for Social Work. Her writing has been featured in numerous online and print publications including MSN, *The Psychotherapy Networker*, *Smith College Studies in Social Work*, *Attention* magazine, PsychCentral and Inquirer.com. Learn more at [www.drsharonsaline.com](http://www.drsharonsaline.com).

**Tracks:** Adults, Therapists

**Audience Level:** Intermediate

**Session Description:** Would you like to connect with others in more meaningful and less stressful ways? Social anxiety often prevents individuals with ADHD from making and keeping desired relationships. Whether they struggle with family, friends, or colleagues, attending public and private events or participating in chit-chat or intimate conversations, many people with ADHD lack useful techniques to address worrying, having unrealistic expectations of themselves, and holding onto past hurts. In this dynamic, interactive session, a clinical psychologist will unpack essential information about the relationship between social anxiety and ADHD while showing you how to overcome and reduce related symptoms to live with more self-esteem. Based on current research, cognitive behavioral therapy, positive psychology, and mindfulness, she will guide you through effective, sensible strategies for trading old, limiting habits of self-sabotage and doubt for new tools that reduce negativity, comparisons and judgment. You will walk away knowing how to engage socially with increased self-confidence and resilience and live with greater personal compassion and focus on your strengths.

3:30 – 4:30 PM

**Title:** ADHD Storytelling: Bridging the Gap Between Clinical Knowledge and Lived Experience

**Presenter:** Dani Donovan

**Presenter Bio:** Dani Donovan is a purpose-driven creator, author, and ADHD advocate whose engaging comics and TikTok videos have fostered an online community for adults living with ADHD. Featured in publications like The New York Times, BBC News, and NPR, her relatable ADHD webcomics, her #NeurodiverseSquad hashtag, and her closing keynote at the 2021 CHADD Conference have established Dani as a prominent voice in the mental health community. In her unorthodox self-help book, "The Anti-Planner," she offers actionable tips, innovative strategies, activities, and games to help procrastinators understand their emotions and overcome productivity roadblocks. Dani's work has inspired thousands of people to seek diagnosis and treatment for ADHD.

**Tracks:** Medical, Therapists





**Audience Level:** Beginner

**Session Description:** In this inspiring and insightful session, the speaker shares their personal journey with ADHD, illuminating the human experience behind the clinical diagnosis. This heartfelt narrative explores the challenges faced at various life stages, including childhood, middle school, high school, college, and finally, receiving an ADHD diagnosis as an adult. By sharing their story, the speaker aims to foster understanding and empathy for those living with ADHD. The session delves into the power of storytelling and its ripple effect on reducing stigma, raising awareness, and building supportive communities around ADHD. The speaker demonstrates how sharing personal experiences and connecting with others can create lasting change in the way ADHD is perceived and discussed. The importance of community in promoting neurodiversity and understanding the experiences of those with ADHD is discussed in-depth. The speaker highlights key insights for medical professionals, such as identifying diverse symptoms, recognizing different presentations of ADHD, and considering patients' unique experiences. By sharing their personal journey, the speaker seeks to contribute to the ongoing conversation on ADHD, encourage healthcare providers to adopt a more holistic approach, and inspire attendees to advocate for a more inclusive and understanding world.

**Title:** Distracted! Impulsive! Hungry! ADHD Strategies for Mindful and Healthy Eating

**Presenter:** Roberto Olivardia, PhD

**Presenter Bio:** Roberto Olivardia, PhD, is a clinical psychologist and lecturer in the department of psychiatry at Harvard Medical School. He maintains a private practice in Lexington, Massachusetts, where he specializes in the treatment of ADHD, eating disorders, body dysmorphic disorder, and obsessive-compulsive disorder. He is co-author of *The Adonis Complex*, a book which details the various manifestations of body image and eating disorders in males. He is on the professional advisory boards for CHADD and ADDA, sits on the scientific advisory board for 29hould29e, and is a featured expert for Understood.

**Tracks:** Adults

**Audience Level:** Beginner

**Session Description:** People with ADHD report difficulty in maintaining mindful eating habits as well as proper weight management. Empirical research demonstrates that individuals with ADHD are more likely to eat impulsively, adopt a less nutritious diet, less able to interpret hunger and satiety cues, and have difficulty with meal planning. Studies show that having ADHD is a risk factor for obesity, as well as eating disorders like binge eating disorder and bulimia nervosa. ADHD is often misunderstood and underdiagnosed, especially in social and medical contexts where eating and weight management is discussed. Factors that impact how, what, and why children and adults with ADHD eat, as well as increase their risk for obesity will be reviewed. Much of the presentation will be devoted to ADHD-friendly strategies for promoting healthy eating and weight. This will include behavioral treatment strategies for impulsive eating and overeating, mindful dining tips for home and restaurants, determining healthy portion sizes, how to achieve healthy weight loss, supermarket shopping tips, and tips for parents of ADHD children. A foundational emphasis will also be on fostering a positive relationship with food based in values of health and pleasure versus shame and deprivation.

**Title:** Love, Money, and ADHD

**Presenter:** Christine Hargrove

**Presenter Bio:** Christine Hargrove is a couple and family therapy PhD candidate at the University of Georgia and a member of the board of directors of the Financial Therapy Association. She specializes in working with individuals, couples, and families with ADHD and integrates financial therapy into much of her clinical work. She also conducts research on the relational and financial wellbeing of couples. She works from a strengths-based approach to living with ADHD without ignoring the difficulties ADHD can present in daily life and relationships.

**Tracks:** Adults





**Audience Level: Beginner**

**Session Description:** A couple's financial fights are the worst. Financial conflicts are often experienced as more intense and destructive than other arguments. When you live with ADHD, it can be even harder to achieve financial harmony with your partner. A hidden gem for this problem is ADHD-focused financial therapy, which helps you think, feel, behave, and communicate differently with money. It can help you and your partner develop greater trust, intimacy, and stability. This session will explain how the invisible barriers associated with ADHD affect your finances as well as a brief review of research. You will also learn how ADHD and finances affect couples: financial communication (and conflict) as well as the hidden meanings assigned to spending, saving, and more. Finally, the speaker will share specific activities from ADHD-focused financial therapy that help couples understand, connect, and move forward financially as a team. You'll be better able to recognize and address ways in which ADHD affects your finances and your relationship. This presentation is not "Love, Money, *OR* ADHD." It's "Love, Money, *AND* ADHD." You and your partner *can* have a happier, financially harmonious life together. Hope to see you there!

**Title:** Make It Sticky: Building Habits with Intention

**Presenter:** Kate Barrett, ACG, ACC

**Presenter Bio:** Kate Barrett, ACG, ACC, is an ICF-certified ADHD coach and founder of Coaching Cville based in Charlottesville, Virginia. She serves her community through extensive volunteer and advocacy roles in the public school system and ADHD expert roles in professional and educational seminars. She speaks regularly to professionals, community stakeholders, and the industry on executive function and ADHD, with a focus on EF theory with ADHD coaching to facilitate systemic scaffolding and support for her clients. In addition, she finds teaching and coaching non-ADHD care providers and partners on the intricacies of ADHD further supports relationships through the development and practice of empathy and appreciation for neurodiversity within the family structure.

**Tracks:** Adults, Coaches & Professional Organizers

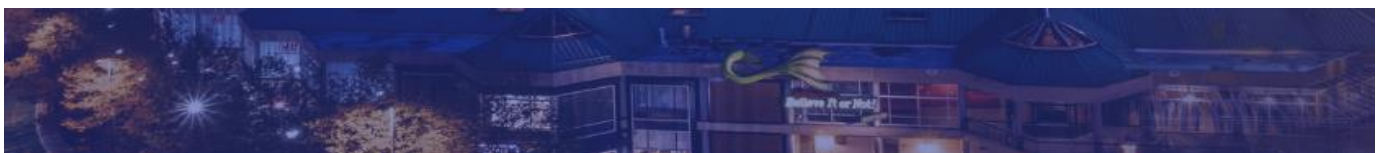
**Audience Level:**

**Session Description:** Building strong habits is a fundamental component to "showing up" and performing with more consistency and predictability. Why is it so hard to actually create and keep habits that serve us? Quite often we have a long list of habits that read like an overwhelming "book of 30hould": stretch every night, read every morning, floss my teeth, go to the gym every weekday. Yet we may be unaware of the true obstacles to building consistency for any of them. Knowing and doing are not always synonymous, especially when ADHD is at play. Connecting intention to our desired actions lays a strong foundation for building habits relevant to our goals and future selves. When a habit is too broad or too ambitious, we risk setting ourselves up for failure. Building routines and rituals to reinforce the meaningful habits we want to instill can lead to more automaticity and greater success. Attendees will follow along as we choose one meaningful habit and walk through the process of building a powerful plan for successful habit formation.

**Title:** Sparkly, Shiny, and Sober: Life in Recovery with ADHD

**Presenters:** Jeremy Didier, MSW, ACC, PCAC; Chris Foster, EdD; Tonya Miles, PsyD; Suzanne Sophos

**Presenter Bios:** Jeremy Didier, MSW, ACC, PCAC, has over ten years of extensive experience working with children, parents, and adults with ADHD as an ICF/ADDCA-certified ADHD coach with ImpactParents. She is also the group founder and co-coordinator of ADHDKC, Kansas City's award-winning CHADD chapter. She is a member of the CHADD board of directors, a nationally recognized speaker, and a passionate advocate for adults with ADHD. She specializes in the





underdiagnosis of girls and women with ADHD and the intersection of ADHD and addiction. She is mom to the fabulous five and a lover of all things space-and nerd-related.

**Chris Foster, EdD**, a public school teacher for over twenty years, is certified in multiple subject areas because she has ADHD, allowing the ability to switch things up when she needs a change of pace. Her personal ADHD journey began at age forty. Learning more about her “superpower” has made her even more passionate about helping students and teachers understand learning differences. Having finished her dissertation on teacher turnover, Dr. Foster hopes to build on this research with further studies including neurodiverse educators as well as neurodiversity in education and the workplace.

**Tonya Miles, PsyD**, is a licensed psychologist specializing in individual, couples, and family therapy. She maintains a private practice in Overland Park, Kansas, and has extensive clinical training in the assessment and treatment of perinatal mood and anxiety disorders, ADHD in children and adults, treatment for substance abuse, and trauma therapy as a somatic experiencing practitioner.

Suzanne Sophos is a social-emotional learning specialist, peer support specialist, educator, writer, and family coach who has been engaged in family and child work since 2010. She manages the ADHD Empowerment Community™ and is the executive director of CHADD of Greater Los Angeles, a local nonprofit providing education, support, and advocacy to the ADHD community. She also serves on CHADD’s board of directors, as co-chair of CHADD’s chapter advisory board, and as a member of the conference planning committee.

Tracks: Adults, Parents & Caregivers

Audience Level: Intermediate

Session Description: Individuals with ADHD are highly likely to become addicted. We face challenges with substances, with gambling, with sex, with the internet, and more. When we’re ready to get help, everyone has a different opinion on what we can have or do in recovery. Experts agree that a holistic approach provides the greatest chance for success; we must treat both the ADHD and the addiction or people will relapse. Staying sober is hard work. Staying sober without managing ADHD is practically impossible. In this interactive presentation, you’ll hear from four professionals—all of whom have ADHD, and all of whom identify as having long-term sobriety. They will discuss what to do when faced with judgement, skepticism, and inconsistencies from medical professionals and recovery peers. They will explore the latest research and information on diagnosing and treating ADHD and addiction. They will review the importance of understanding your neurodivergence and it shows up in your life. They will discuss common challenges in early sobriety and review success strategies for navigating the recovery community while managing your ADHD. Our shiny, sparkly, sober personalities make us stronger. Join this session to share experience, strength, and hope.

**Title:** Thriving at Work with ADHD

**Presenter:** Belynda Gauthier

**Presenter Bio:** Belynda Gauthier has thirty-seven years of human resources experience, including twenty years as human resources director of a large organization. She was given the BACE Employer of the Year Award for her work with employees with disabilities. She is past president of CHADD’s board of directors and was inducted into CHADD’s Hall of Fame in 2020. She serves on numerous local, state, and national committees involved in special needs advocacy. A chapter coordinator since 1990, she was named the 1998 CHADD Coordinator of the Year. She is a longtime board member for Families Helping Families, founding member of the Greater Baton Rouge Learning Disabilities Coalition, and served on the Louisiana ADHD Task Force.

**Tracks:** Adults, Coaches & Professional Organizers

**Audience Level:** Intermediate





**Session Description:** Adults with ADHD can experience difficulties with time management, following directions, organization, procrastination, and many other skills crucial to workplace success. While help might be available, many people with ADHD are uncomfortable revealing their diagnosis to their employers to receive the accommodations they need to perform successfully. Yet these same individuals can bring their personal strengths and skills to the job, and with appropriate accommodations, avoid or minimize the challenges resulting from ADHD and excel. Practical and open discussion of these challenges and identification of potential solutions are crucial to success. Employees and employers need practical information that will highlight disclosure and effective job accommodations to increase employment opportunities and success for those with ADHD and related challenges. The presenter will intersperse real-life accommodation situations and solutions throughout the session, and participants will be provided with a worksheet to assist them determine specific needs. A question-and-answer period will be included at the end.

**Title:** When Autism and ADHD Combine with High IQ

**Presenters:** Elaine Taylor-Klaus, MCC, CPCC; Thomas E. Brown, PhD

**Presenter Bios:** **Elaine Taylor-Klaus**, MCC, CPCC, co-founded the first global coaching organization for parenting neurodiverse kids (ImpactParents.com, originally ImpactADHD®). The mom in a complex family of five, she co-created a collaborative problem-solving method for fostering independence using a coach approach, based on the foundational principles of professional coaching: the Impact Model for Parenting Complex Kids. An author, speaker, parent educator, coach, and trusted advisor, she is the co-creator of Sanity School® for Parents, coauthor of *Parenting ADHD Now! Easy Intervention Strategies to Empower Kids with ADHD*, and the author of *The Essential Guide to Raising Complex Kids with ADHD, Anxiety and More*.

**Thomas E. Brown** earned his PhD in clinical psychology at Yale University and then served on the clinical faculty of the department of psychiatry at Yale School of Medicine for twenty years while operating a clinic in Connecticut for children and adults with ADHD and related problems. In 2017, he relocated to California, where he opened his Brown Clinic for Attention and Related Disorders in Manhattan Beach. He has taught continuing medical education courses on ADHD for the American Psychiatric Association for eighteen years and has given lectures and workshops in hospitals, medical schools, universities and for professional and advocacy groups throughout the United States and in more than forty other countries. Dr. Brown is a clinical professor of psychiatry and neuroscience at the University of California Riverside School of Medicine and is an elected fellow of the American Psychological Association, the APA Division of Psychopharmacology and Substance Abuse, and the Society of Clinical Child and Adolescent Psychology. He has published thirty articles in professional journals and seven books on ADHD with translations in twelve foreign languages. His twenty-eight-minute YouTube video, “What Is Attention Deficit Hyperactivity Disorder?” has received more than eight million views. Learn more on his website, [www.BrownADHDclinic.com](http://www.BrownADHDclinic.com).

**Tracks:** Parents & Caregivers, Therapists

**Audience Level:** Intermediate

**Session Description:** When ADHD and autism spectrum disorder (ASD) combine, communication between providers, patients, and families is an essential part of assessment, treatment, and support. And yet, since these two conditions have only been available for a combined diagnosis since 2013, nuanced understanding about effective diagnosis, treatment, and support is still in its early stages. Based on case studies from clinical practice—through the lenses of medical treatment and parent/family support—this presentation will explore opportunities to adapt evaluation, treatment, and support for high- and average-IQ individuals with ADHD and ASD and their families. Based on Dr. Brown’s research and practice from Dr. Brown, and clinical observations from parent educator Taylor-Klaus, this presentation will







offer qualitative insights to guide providers and families to better support individuals with ADHD/ASD to achieve excellent outcomes.

5:00 – 6:00 PM

**Title:** CHADD Professional Advisory Board Session 2023 Science Update

**Presenters:** Jessica Smith, Max Wiznitzer, Zoe Smith, Russel Schachar

**Presenter Bio:**

**Jess N. Smith, MS**, is a doctoral candidate in the clinical science in child and adolescent psychology program at Florida International University. She received her Bachelor of Arts in psychology from Ohio University and her master of science in psychology from FIU. Her dissertation and research submission for this award, funded by an NIH National Research Service Award fellowship, is titled "Transdiagnostic Mechanisms of Youth Externalizing Psychopathology from Childhood to Adolescence: A Longitudinal Person-Centered Approach." This project will consider the symptoms of ADHD and disruptive behavior problems that tend to co-occur and how these symptomatic groups change over time. It will also consider predictors (such as cognitive and emotional functioning) and outcomes (such as academic/social impairment, substance use) of these groups and common pathways between groups over time. More broadly, her program of research is focused on the measurement of cognitive functioning as well as the potential causes of ADHD's diverse presentation and its high rate of co-occurrence with related disorders in youth. The long-term goal is that this work may improve assessment and intervention efforts.

**Max Wiznitzer, MD**, is a pediatric neurologist and interim chief of Pediatric Neurology in the Neurologic Institute at University Hospitals Rainbow Babies and Children's Hospital. He is a Professor of Pediatrics and Neurology, Case Western Reserve University School of Medicine. He completed a pediatrics residency and a fellowship in developmental disorders at Children's Hospital Medical Center, Cincinnati, Ohio, and a fellowship in pediatric neurology at Children's Hospital of Philadelphia, Philadelphia, Pa. He completed his postdoctoral training as a National Institutes of Health National Research fellow in higher cortical functions at Albert Einstein College of Medicine, Bronx, N.Y. His special interests include attention deficit-hyperactivity disorder (ADHD), autism spectrum disorders, developmental and behavioral disorders, and pediatric neurology. Dr. Wiznitzer earned his medical degree from Northwestern University Medical School

**Zoe R. Smith, PhD**, is an assistant professor in the department of psychology at Loyola University Chicago. She earned her PhD in clinical psychology, with a concentration in child and adolescent psychology, from Virginia Commonwealth University in 2020, under the mentorship of Dr. Joshua Langberg. She completed her clinical internship at University of Chicago Medicine and postdoctoral fellowship with Grayson Holmbeck, PhD. Dr. Smith is part of the inaugural class of the Health Equity Scholars for Action, and her research focuses on creating and providing culturally responsive mental health services for Black and/or Latina/e/o (Latine) adolescents with ADHD. Her current Robert Wood Johnson-funded project, "Culturally Responsive Assessments for Teens (CRAFT)" provides free psychodiagnostics assessments for Black and/or Latina adolescents with suspected ADHD in the Chicagoland area. This project includes teen and parent advisory boards, where one learns about the intersectionality of having ADHD and discrimination experienced by families. Dr. Smith's team, along with community partners, focuses on increasing awareness of bias in ADHD diagnosis, increasing health equity models of mental health services, creating culturally responsive assessments and interventions, and serving Black and/or Latina families with ADHD. This work also seeks to increase public mental health services in the Chicagoland area through advocacy-based research.





**Russell Schachar**, MD is a practicing child and adolescent psychiatrist, Professor in the Department of Psychiatry, University of Toronto, and Senior Scientist in the Research Institute at the Hospital for Sick Children in Toronto, Canada where he heads a cognitive neurosciences laboratory which focuses on psychiatric disorders of childhood and adolescence. After medical school at the University of Toronto, he trained in Psychiatry at McMaster University where he was extensively mentored both clinically and scientifically by Jock Cleghorn. He developed his passion for research while participating in the monthly meetings of the Friends of Schizophrenia Study Group.

**Tracks:** Medical, Therapist

**Audience Level:** Intermediate

**Session Description:** CHADD's Professional Advisory Board is composed of professionals from various disciplines and an interest/expertise in ADHD. This session, sponsored by the PAB, highlights: 1. the work in ADHD of the Young Scientist Award winners, who are the future of ADHD research 2. latest guidance regarding the assessment, diagnosis and treatment of childhood ADHD based on a scientifically-based analysis of the existing research 3. the stimulant medication shortage in the USA – origins, impact, and potential remedies.

**Title:** Couples Big AHA! on Making Marriage Work with ADHD

**Presenters:** Joyce Kubik, Robin Nordmeyer

**Presenter Bio:**

**Joyce Kubik** is a professional ADHD coach, and a certified masteries coach and practitioner. A pioneer in ADHD coaching, she is the founder and president of Bridge to Success Skills Training, LLC. She won several awards and in 2018 won the Founders Award for distinguished service to those with ADHD. She is the author of the groundbreaking and award-winning study, "Efficacy of ADHD Coaching for Adults with ADHD," published in the *Journal of Attention Disorders* in March 2010. She is currently working on the effectiveness of ADHD coaching on couples where one has ADHD and the other does not. She has authored four books. Read more about her at [joycekubik.com](http://joycekubik.com), and reach her at [kubikja@me.com](mailto:kubikja@me.com).

**Robin Nordmeyer**, CLC, PCAC, is founder, partner, and managing director for the Center For Living Well with ADHD, LLC. She specializes in coaching adults, couples, professionals, coaches, and entrepreneurs. She brings to coaching a corporate background in customer business development with a Fortune 500 company. Since 2010, she has completed extensive training with relentless passion for coaching and supporting individuals with ADHD. She has held leadership roles on the boards and committees with the International Coach Federation (ICF), ADHD Coaches Organization (ACO) and now Professional Association of ADHD Coaches (PAAC) in pursuit of high standards and professional excellence.

**Tracks:** Adults

**Audience Level:** Intermediate

**Session Description:** "If only I had known" is commonly heard when working with couples or partners when only one has ADHD. Taking the time to learn how to move forward and past regret is the big question—a question the presenters can answer for you from their collective education and expertise in this field. Learn to work as a team and thrive as a couple. Just what is your role as the ADHD spouse or the non-ADHD spouse in this relationship? Knowing this and your strengths, values, and needs as a couple will help you co-create the approaches and structures needed. Join the presenters in completing a process to approach a goal that uses each other's strengths and values. They will also discuss the challenges along this journey, such as roadblocks, time management, communication style, and getting things accomplished to achieve daily and life goals.





**Title:** Friction, Fights, and Fractured Focus: ADHD and Conflict

**Presenter:** Robyn Frank Smith, JD

**Presenter Bio:** Robyn Frank Smith earned her JD in 1994 and her master's degree in counseling in 2001. She has trained in alternative conflict resolution (ADR) in the United States and Asia. She has worked exclusively in conflict resolution for nearly two decades, most notably as mediator and director of volunteer and court services for an ADR provider in North Carolina, as a consultant and proposal writer for a community mediation center, and as a volunteer ADR trainer for a local nonprofit. She is the adjunct program coordinator for psychology at Wilmington University, where she also leads the conflict resolution certificate program.

**Tracks:** Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** Conflict is a normal! The key is to expand our competency to manage conflicts in a healthy, impactful way. When we develop our conflict management skills, we learn to communicate effectively, lead skillfully, and grow in our connections with others. Individuals with ADHD face unique barriers to managing and resolving conflict. Issues involving attention, memory, anxiety, emotional dysregulation, and more, negatively impact effective communication and create roadblocks to dispute resolution. This session will begin with a review the five dominant conflict styles, including the benefits and detriments of each, and how these are differently experienced by people with ADHD. The speaker will also discuss interpersonal communication techniques, including ADHD-related blockades to active listening and how to avoid them. Further topics include self-reflection and recognition of triggers to avoid the initiation or exacerbation of conflict, the power of apology and reflection in the resolution of conflict, and the impact of trauma and emotions on the conflictual experience. Learn how to harness the positive powers of ADHD to develop connections and promote understanding. With this presentation, discussion, and interactive activities, you will add concepts, methods, and techniques to your conflict skills toolbox.

**Title:** I'm Late Again! Time Blindness and ADHD

**Presenter:** Zara Harris, MS, OT

**Presenter Bio:** Zara Harris, MS, OT, is an occupational therapist with more than twenty-five years of working with children, teens, and adults with ADHD and comorbid conditions. She has worked in private practice, colleges, and schools in England, France, Germany, Czechia, Argentina, South Africa, and the United States. She has made multiple presentations about and published articles on ADHD and occupational therapy. She currently serves as deputy chair of the editorial advisory board for CHADD's *Attention* magazine and teaches developmental psychology to occupational and physical therapy students in Haiti.

**Tracks:** Adults, Therapists

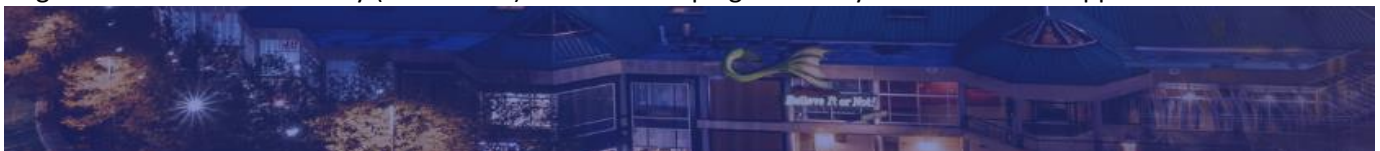
**Audience Level:** Beginner

**Session Description:** This presentation will explore the challenges many adults who have ADHD experience with managing time both in the home and at work. The term "time blindness" will be explained as an essential executive function and ideas on how to manage this effectively will be explored. The speaker will explain the term "high time preference" and show how this influences decision-making, which can have serious life-changing repercussions. There will be a hands-on display of tools, clocks, and both digital and paper planners that others have used successfully to help improve their time skills.

**Title:** Inattentives Thrive When They Understand Their Five E's

**Presenter:** Barbara Luther

**Presenter Bio:** Barbara Luther has an inattentive ADHD-wired brain with a passion for supporting others with similar brain wiring. She's been an ADHD coach for almost twenty-five years and trains, mentors, and assesses ADHD coaches through the ADD Coach Academy ([addca.com](http://addca.com)). She loves helping folks truly understand and appreciate how their brains





work so they can identify environments and situations where the strengths of their brain wiring can shine. Reach her at [Barbara@addca.com](mailto:Barbara@addca.com).

**Tracks:** Adults, Coaches & Professional Organizers

**Audience Level:** Intermediate

**Session Description:** For the longest time, it was thought that only girls and women had inattentive ADHD, but we know now that it is the most common presentation for all adults with ADHD. However, it is still under-recognized, undertreated, and understudied. The speaker will discuss the common challenges individuals with inattentive type face and some of the neuroscience behind those impacts. *Then, using the 5E Model for Inattentives, she will explore how coaches and other service providers can support clients to learn to appreciate their brains and use them to create the lives they want.* Participants will leave with a graphic model they can use to assist their inattentive clients so they can thrive.

**Title:** Starter Website Formula: New Coaches, Small Biz Owners, & Freelancers

**Presenter:** Cat Larkin

**Presenter Bio:** Cat Larkin has a knack for simplifying technology for folks who get stressed by the geeky stuff; she is a “geek who translates tech into plain English.” Diagnosed in 2004, she is a student of the “ADHD school of life,” both learning on her own and with coaches. She created scaffolding to manage ADHD challenges, celebrate her strengths, and has built a satisfying life. She is a personal technology coach ([www.SimpleTechcoach.com](http://www.SimpleTechcoach.com)), a web designer ([www.KeptSimpleWebDesign.com](http://www.KeptSimpleWebDesign.com)), and blogger ([www.ADHDLearningLab.com](http://www.ADHDLearningLab.com)). Active in ADDA, she facilitates Nathalie Pedicelli’s four-week Plan Your Year webinar three times a year. She served as the virtual volunteer coordinator for ADHD2022. Larkin is involved in online co-working/body-doubling communities.

**Tracks:** Adults & Coaches & Professional Organizers

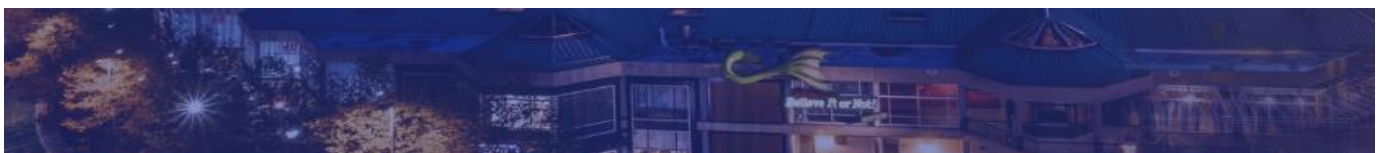
**Audience Level:** Beginner

**Session Description:** New coaches, freelancers, and other small business owners need a basic website to look professional, to set themselves apart from competitors, and get found on the internet. Most small biz owners/coaches aren’t ready when they contact a website designer. Let’s jumpstart the process today. The presenter will establish what you need before hiring a web designer, and how to draft a simple, effective site. She is a geek who speaks simple English, so there’s no need to be intimidated. A new website needs: a coaching, freelance, or small business idea; to identify your ideal client; a focus or specialty; then a business name; a related domain name: [www.goodbizname.com](http://www.goodbizname.com)\*; then text for 2-3 website pages, including a bio, (and licensed images) that support your business concept\*; a contact form/page/CTA\*; extras depending on your biz type\*; website services/software to put it on internet and look professional\*; knowledge of potential problems (like preventing a designer from owning your domain name). \*Your web designer will likely handle these items, but you need to understand your options. The speaker will discuss each topic, plus allow question-and-answer time.

**Title:** The Range of College Support Services for Students with ADHD

**Presenter:** Judith Bass, CEP

**Presenter Bio:** Judith S. Bass, CEP, is an internationally recognized expert in the field of college planning for students with ADHD and other learning challenges. She earned a graduate level certificate in college counseling from UCLA and is a certified educational planner. Her articles have appeared in CHADD’s *Attention* magazine, *ADDitude*, and *Washington Parent*. For the past twenty-five years, she has helped many families prepare their children for college by focusing on





their strengths and not their challenges. She believes that individuals with ADHD can achieve great things in life when they are in the right learning environment. Learn more at [www.basededucationalservices.com](http://www.basededucationalservices.com)

**Tracks:** Educators & School Professionals, Parents & Caregivers

**Audience Level:** Beginner

**Session Description:** Parents of students with ADHD are often overwhelmed by the prospect of college and the way to approach the college planning process. In this presentation by a certified educational planner, participants will explore the wide range of support services available at the college level and will leave feeling informed and empowered in their approach to college planning. This session will offer parents a practical roadmap for finding a good fit for their child.

**Title:** Unwrapping RSD: Diagnosing and Treating ADHD's Most Distressing Symptom

**Presenters:** Beth Bardeen; Bill Dodson, MD

**Presenter Bios:** Beth Bardeen's front-row seat to a sixty-year field-study of undiagnosed neurodiversity in three families and the tech workplace gives her a unique perspective. Growing up, her ADHD, dyslexia, and autism weren't just undetected, they were considered "normal" family personality traits. Away from home, she became an unwitting master at hiding her differences. After thirty-plus years as a tech industry executive and consultant, she was diagnosed with all three. Throughout her life she's felt the compound effects of missed support and admonishments to try harder. Now, she is an advocate for those newly diagnosed with ADHD. She holds a bachelor's degree in management, marketing, and organizational behavior from the University of Puget Sound.

**Bill Dodson, MD**, is a board-certified adult psychiatrist who has specialized in adults with ADHD for the last twenty-five years. He was named a life fellow of the APA in 2012. He received the national Maxwell J. Schleifer Award for Distinguished Service to Persons with Disabilities in 2006. Dr. Dodson has retired from active practice, but continues to teach in the US and the EU and to work with homeless adolescents (eighty percent of whom have ADHD). He writes extensively for lay publications such as *ADDitude*, *Medscape*, and *CHADD's Attention* magazine. His book, *What You Wish You Knew About ADHD Treatment*, is expected to be available near the end of 2023.

**Tracks:** Parents & Caregivers, Therapist

**Audience Level:** Advanced

**Session Description:** Rejection sensitive dysphoria (RSD) is a type of emotional dysregulation co-occurring with ADHD that can look like a fast, hot temper when there is rejection, correction, or direction. Many who experience either side of RSD are unaware it's a common part of ADHD. Prescriptions can help smooth the rapid reaction by giving time to use nonmedical strategies, including coregulating with those close to our patients. For practitioners, being able to identify and teach patients how to predict the RSD episode path helps create an action plan to reduce their episodes intensity. The speakers will explain how FDA-approved nonstimulant medications for RSD enable patients to build healthy strategies and skills. They will also compare and contrast the differential diagnosis for ADHD/RSD with bipolar disorders and BPD, along with screening questions to help with a diagnosis. They will distinguish the difference between observed behaviors, perceived symptoms, and the patient's internal symptoms and experience, and explain what patients want to know about their ADHD and RSD experience. Once RSD is recognized, it explains and relieves much of the patient's distress. Combined with medical treatment, the patient can finally begin to thrive and flourish rather than just survive one RSD episode to the next.





Saturday, November 2, 2023

9:15 AM – 10:15 AM

**Title:** ADHD: Music to My Ears

**Presenter:** Steven Sharp Nelson

**Presenter Bio:** Steven Sharp Nelson is an award-winning, Billboard-charting, YouTube rock star—in a cellist sort of way. His music invites people in from all walks of life and tastes. He has inspired millions through his music, awakening a newfound love for the cello or classical music, rekindling a forgotten passion, or showing, by example, how to simply smile in order to enjoy life more fully. He plays many instruments and combines multiple elements from these instruments, most notably guitar and percussion, into an innovative and revolutionary way of playing the cello. He is broadly considered a pioneer in exploring the versatility of the instrument. In addition to his cello prowess, he is an award-winning composer, arranger, and entertainer. He has toured the globe performing his works.

Nelson subscribes to Johann Sebastian Bach's mantra: *"Music is for the Glory of God and for the enlivening of the soul."* He also believes that, as Beethoven once said, *"Music is the electrical soil in which the spirit lives, thinks, and invents."* He draws his inspiration from a firm belief in a loving God, two incredible parents that have sacrificed so much to offer him the opportunities he enjoys today, and most of all an amazing wife and four cute-as-can-be children.

**Tracks:** Adults

**Audience Level:** Beginner

**Session Description:** Steven Sharp Nelson, world renowned musician and content creator, will serenade you with storytelling and song as he shares his ADHD-powered journey from wondering how to survive junior high through his quest to become the only musician to play atop the Seven Wonders of the World. Mix together cello, ADHD, and an insatiable need for sushi and you get Steven Sharp Nelson, one of the most watched musicians in the world. A self-titled "dorky dad," he attributes his hard-earned, unlikely success story to his unending love for helping people feel the worth of their own soul through music. Name a concert venue, he's sold it out. Name an iconic place in the world, he's filmed a music video there with The Piano Guys. His content is watched and streamed over three million times EVERY DAY—the Piano Guys YouTube channel has more than two billion views. He has performed and spoken to two million people across the world. As much as he loves all of this, his favorite thing in the world is one-on-one time with his wife and each of his four children, who tolerate and sometimes even love his quirky, creative persona.

10:30 – 11:30 AM

**Title:** A Comprehensive Look at the College Life Cycle for ADHD

**Presenters:** Jennifer Litvak, Sally Linton

**Presenter Bios:** Jennifer Litvak is a speaker and certified ADHD-trained life coach focused on working with individuals and groups from teens to adults. She holds a master's degree in educational leadership with a concentration in college student development. She has over twenty-five years of experience working with college students in various capacities such as student activities, leadership development, first year experience, new student orientation, residence life, diversity, equity, and inclusion. Her training and certification was from ADD Coaching Academy. She enjoys being a parent of two teen sons and one cat, and lives in New York with her family.

**Presenter 2:** Sally Linton, first lady of Kansas State University and a certified advanced ADHD coach, focuses on working with your brain, not against it. As a prior university employee and current administrative spouse, she has an in-depth





perspective of campus connectivity. Her unique combination of living on a university campus as part of the presidential family in conjunction with her ADHD knowledge has led to the development of an on-campus ADHD support group at KSU. She has a deep passion for helping others, reducing the stigma around mental health, and offering a curious, judgment-free space for clients and university students.

**Tracks:** Coaches & Professional Organizers, Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** The speakers will examine the challenges faced by college students with ADHD outside the classroom setting and discuss effective strategies for supporting these students. Drawing on existing research, observations, and interviews and professional experiences with college students who are diagnosed with ADHD or have characteristics, we identify several key areas where these students struggle. These include planning, time management, organization, and interpersonal and social relationships. The speakers will explore a range of interventions that are effective in supporting college students with ADHD, using executive functioning strategies from a college student development perspective, various resources, the college life cycle, and assistive technology. Their findings highlight the importance of a holistic approach to supporting these students that addresses their academic, personal, emotional, and social needs. Overall, this presentation provides a valuable resource for coaches, parents, and other professionals working with college students with ADHD.

**Title:** ADHD: Health, Education, and Wealth: A Racial Justice Approach

**Presenter 1:** Brandi Walker, Sara Scott, Dawn-Elissa Fischer, Rick Webster

**Presenter Bio 1:** Brandi Walker is the CEO of Marie Pauline Consulting, LLC, her private practice dedicated to providing educational, clinical, and psychological guidance and expertise to organizations seeking to improve their social climate and enhance their diversity/equity awareness. She is an alumna of Howard University and the University of Maryland and an Army clinical psychologist and faculty member at Womack Army Medical Center at Fort Bragg, North Carolina. Dr. Walker spent the last seven years working with various hospitals, clinics, and schools conducting research on children with ADHD, their families, and various sleep variables and environmental factors. She collaboratively initiated the Prince George's County Maryland CHADD chapter and the Southern Regional Support Center.

**Presenter 2:** Sara Scott

**Presenter Bio 2:** Sara Scott is senior director of equity, engagement, and inclusion at Denver International Airport (DEN). She is renowned for her work building belonging, bridging ADHD and DEI worlds.

**Presenter 3:** Dawn-Elissa Fischer is an associate professor in the department of anthropology at San Francisco State University. She teaches courses about racism, gender, globalization, hip-hop and virtual ethnography.

**Presenter 4:** Rick Webster is the founder and CEO of RenaFi, Inc.

**Tracks:** Educators & School Professionals, Medical

**Audience Level:** Intermediate

**Session Description:** Join us for a panel discussion regarding the intersectionalities of ADHD and racial disparities. What happens when the hyperactivity and impulsive judgment of ADHD meets with racial bias in disciplinary actions in the classroom? How does the combination of color and ADHD combine to contribute to the "school-to-prison" pipeline? What is the impact of racial bias in the diagnosis of ADHD? What is the likely outcome? According to Russell Barkley (2008), 61% of people with ADHD have significant and recurring financial problems. How do racial disparities contribute to a differentially negative outcome for people of color? The panel will clarify the questions and quantify the answers to the above thoughts. They will lay out a path forward in the hopes of achieving greater equity and improving outcomes





across the board. Join this session for a frank and honest discussion about the compounding effect of racial bias impacting people with ADHD. Join us to learn why “good intentions” often lead to complicity and why good actions are so much more difficult to achieve.

**Title:** How Emotion-Informed Presence Supports Coaching Resilience

**Presenter:** Cameron Gott, PCC

**Presenter Bio:** Cameron Gott, PCC, works with business owners to help them take action more efficiently and lead more effectively. He also trains and mentors ADHD coaches at Coach Approach Training. He hosts the *Translating ADHD* podcast with fellow coach Asher Collins. He teaches group coaching classes including courses through Translating ADHD and Melissa Orlov. He speaks and teaches on a variety of topics. He offers an introduction to coaching for organizations wanting a simple coaching model to complement their other services. He is now curious about the nexus of ADHD, emotional regulation, and positive intelligence.

**Tracks:** Coaches & Professional Organizers

**Audience Level:** Advanced

**Session Description:** The principles of ADHD coaching are brilliantly designed to emphasize the client’s agenda and to place a collective attention on solution-focused practices. Yet we coaches can get so focused on the client and the coaching process, we can forget to see ourselves in the picture and how our own feelings may inform and influence the coaching process and the client's desired outcomes. When working with strong emotions, we can set aside our own emotional experience to the detriment of showing up authentically and empathically in the coaching dynamic. Emotional dysregulation is a challenge most of our ADHD clients struggle with. Clients benefit when we coaches can effectively model emotional awareness and resilience. Emotion-informed presence is a concept that considers not only authentic coaching presence but also other competencies like coaching mindset and how the coach’s own emotional experience can pave the way for better, more powerful coaching agreements.

**Title:** Let's Get Real About Your ADHD Relationship

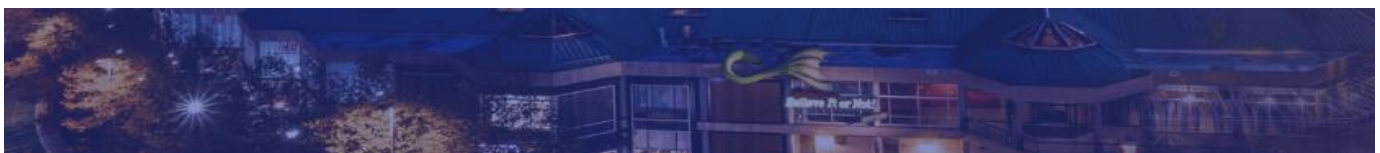
**Presenter:** Susan Tschudi

**Presenter Bio:** Susan Dillon Tschudi is a licensed marriage and family therapist and relationship expert. She is the author of *Loving Someone with Attention Deficit Disorder: A Practical Guide to Understanding Your Partner, Improving Communication and Strengthening Your Relationship* ([www.lovingsomeonewithadd.com](http://www.lovingsomeonewithadd.com)), contributed a chapter to *The Distracted Couple: The Impact of ADHD on Adult Relationships*, and has written numerous articles on the subject of ADHD and relationships. An experienced speaker, she has addressed local, national, and international groups on the subject. She also serves as an adjunct faculty member at Pepperdine University’s graduate school of education and psychology.

**Tracks:** Adults

**Audience Level:** Beginner

**Session Description:** The ADHD-affected relationship (one partner has ADHD and the other does not) can experience significant distress due to some of the problems created by the symptoms of adult ADHD, such as impulsivity, distractibility and restlessness. This session will help to identify some of the common roadblocks that ADHD-affected couples experience and will offer key strategies to overcome and avoid these roadblocks in order to achieve a higher level of connection and relational success.







**Title:** Managing Homework, Parent Edition: Tips, Tools, and Strategies

**Presenter:** Andrea Elrom

**Presenter Bio:** Andrea Elrom is an ADHD and executive function coach with more than nineteen years of experience working with children and parents. In her New York City/New Jersey-based practice, which includes workshops, individual, and group sessions, she emphasizes the use of empathy and understanding to help parents develop effective strategies for addressing their children's challenging behaviors. She also works with schools, using a strengths-based approach to help students develop their executive function skills. She earned her master's degree in education from NYU and received her ADHD coach training through the ADD Coach Academy. She is the founder of CreADDive Solutions.

**Tracks:** Educators & School Professionals, Parents & Caregivers

**Audience Level:** Beginner

**Session Description:** The time children spend on homework should be efficient and productive—but rarely are students taught how to manage the homework process. Executive function skills impact your child's motivation, retention, and self-confidence. Learn tools and strategies for managing ADHD and executive function challenges that *really work*. During this live presentation, you will learn tools and strategies that can make a difference in how you, and your child, approach homework time: Help your child make the best use of the time they spend doing work. Learn effective organizational techniques for students. Confront issues involving motivation, independence, and work ethic. Explore how to collaborate with your child's school effectively. Support your child without enabling them. Learn tips, tricks, and ADHD strategies for parents that will make the lives of all your family members better. Help your child make the best of their educational opportunities.

**Title:** Micro-Transitions and ADHD: The Power of Intentional Small Moments

**Presenters:** Ian Wahlert; Kimberley Pereira, CALC, ACC

**Presenter Bios:** Ian Wahlert's special interest in ADHD coaching stems from his life's experiences that shares the rollercoaster journey which resonates with his clients. Beyond his personal story he utilizes his advanced study in psychology and project leadership with years in corporate human resources, diversity and inclusion, and leadership development, fueled by his passion to build clients' connection with their unique selves and ways of working to thrive. He focuses clients' skills and mindsets to embrace their uniqueness and overcome the challenges of their life, helping them with procrastination, time management, motivation, self-confidence, and self-awareness, while empowering their natural curiosity, mindfulness, and personal fulfillment.

**Kimberley Pereira, EdD, CALC, ACC,** is a certified ADHD life coach and founder of ADHD Coach CT. She coaches adults with ADHD and parents of children with ADHD, and she is late-diagnosed with ADHD. She is currently pursuing her professional advanced ADHD coach training certification at ADDCA and earned her ADHD life coach certification at the iACTcenter. Prior to launching ADHD Coach CT, she spent most of her career in academia as an administrator, and she has an EdD in higher and postsecondary education from Teachers College, Columbia University.

**Tracks:** Adults, Coaches & Professionals

**Audience Level:** Beginner

**Session Description:** In this session, the speakers focus on the positive snowballing effect of using micro-transitions to enable people to craft lives that leverage their ADHD strengths. We experience micro-transitions in our lives from the moment we wake up and get out of bed. Are we waking up naturally or only after the eleventh time our snooze alarm goes off? When we turn on the coffee pot in the morning, do we use the time that the coffee brews to meditate or do





we pick up our phones and dive straight into the chaos of the overnight news cycle? These two examples reveal the power of micro-transitions, as how we choose to wake up and what we do while waiting for our first cup of coffee can greatly affect the trajectory of our day. By learning how to use these micro-transitions intentionally, we can move from a place where our day happens to us and chaos can ensue, to a state of being in control of how our day unfolds. In this session, you will learn what micro-transitions are, how to become curious when these micro-transitions happen throughout your day, and specific strategies for how to leverage the positive snowballing effect of micro-transitions.

**Title:** Taming the Negative Voice in Your Head

**Presenter:** Roger DeWitt, MAPP, MCC, PCC

**Presenter Bio:** Roger DeWitt has been a trained and certified professional coach for over twenty years. He holds the certifications of master certified ADHD coach and professional certified coach, and has taught and mentored hundreds of life and ADHD coaches worldwide. He is a senior trainer for the ADD Coach Academy, and at fifty-seven years old, graduated with a master's degree in applied positive psychology from the University of Pennsylvania, where he is also an assistant instructor for the same program, supporting the world-renowned founder of positive psychology, Martin Seligman. MAPP was the second-best decision he has ever made (next to marrying his husband).

**Tracks:** Adults

**Audience Level:** Intermediate

**Session Description:** Are you constantly battling a relentless inner critic? For many of us with ADHD, this is the story of our life. It seems so simple for others... but not for us. But there is more to the story than meets the eye! In this enlightening and interactive presentation, we will investigate the curious paradox of our brain's protective mechanisms that, in its quest to shield us, might inadvertently stoke the flames of negative self-talk. By understanding what our self-talk actually is and how our ADHD brain wiring gets hijacked, we will discuss ways to notice and counteract the negative effects of our inner critic. With practical strategies, we will explore ways to reclaim control over our internal narrative. We will explore and experiment with several simple strategies including: (1) the signature approach called "the snarky terrier" to distance ourselves from that negative voice; (2) the *right* way to ask for social support when we are ruminatively stuck; (3) ADHD time travel and the negative voice; and (4) a potent intervention to help avoid the pitfalls of catastrophic thinking. Join us for a session filled with surprising scientific insights and lively audience participation.

1:30 – 2:30 PM

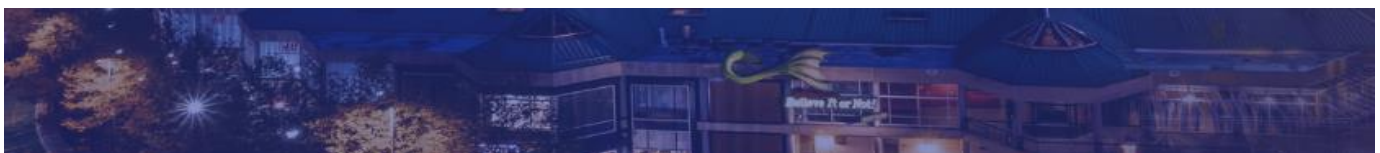
**Title:** "It's That Time of Life": Menopause, Perimenopause, and ADHD

**Presenter:** Linda Roggli, PCC

**Presenter Bio:** Linda Roggli, PCC, is the creator of the ADHD Palooza series, a professional certified coach, an award-winning author, and the founder of the A-D-Diva Network for ADHD women 40-and-better. She is an internationally recognized expert on midlife and senior ADHD for women, with a special emphasis on hormones and ADHD. Her book, *Confessions of an ADDiva*, won first prize for women's issues in the Next Generation Independent Book Awards. The online Palooza series now includes ADHD Women, ADHD Parents, and ADHD Couples. Her Get Organized program has helped hundreds of ADHD men and women get a handle on their "stuff." She regularly hosts workshops, coaching groups, and retreats from North Carolina.

**Tracks:** Adults, Therapists

**Audience Level:** Intermediate





**Session Description:** Does ADHD get worse during menopause? A resounding majority of ADHD women surveyed say "YES!" Brain fog is foggier. ADHD sleep can be even more disrupted. And memory lapses are more frequent. At least one study reports that women with ADHD have a more difficult transition through menopause. It could well be those fluctuating hormone levels that produce wild rollercoaster ADHD symptoms. But there's more to the story than estrogen deficiency and dampened dopamine. We'll dig into the latest research on vasomotor symptoms (hot flashes) and the tantalizing possibility they may be linked to memory issues as well as other fascinating research, theories, and potential treatment options. This will be an interactive and informative session.

**Title:** (Re)Introductions to OSEP and Federal Role in Special Education

**Presenters:** David Cantrell

**Presenter Bios:** David J. Cantrell, Ph.D., serves as the deputy director in the Office of Special Education Programs (OSEP) within the U.S. Department of Education. In this role, he assists the OSEP director in overseeing administration of the Individuals with Disabilities Education Act (IDEA), IDEA also authorizes grants to institutions of higher education and other non-profit organizations to support state personnel development, technical assistance and dissemination, technology, and parent training and information centers.

Prior to joining OSEP, Cantrell worked as a director in the Department's Office of Elementary and Secondary Education. Additionally, he spearheaded technical assistance activities by leading the Office of Program and Grantee Support Services.

Prior to working at the U.S. Department of Education, Cantrell worked at the U.S. Department of Defense Education Activity where he taught students with disabilities, served as a district coordinator, school administrator, and then as director of special education and student support services. Cantrell holds a Bachelor of Arts in Spanish from the University of Louisville, a Master of Education in special education from North Carolina State University, and a Doctor of Philosophy in special education policy from the University of Maryland-College Park.

**Tracks:** Educator & School Professional, Parents & Caregivers

**Audience Level:** Intermediate

**Session Description:** Please join the Office of Special Education Program's (OESP's) David Cantrell in a session that explains the Federal role in special education. David is the Deputy Director at OSEP where he works with 100 dedicated colleagues in administering the Individuals with Disabilities Education Act of 2004. OSEP Authorizes over 14 billion in grants to States and awards hundreds of millions of dollars in discretionary grants to train future special educators, develop innovative technology to support children with disabilities and support families through parent-training and information centers. During the session Dr. Cantrell will also highlight recent guidance and initiatives that are of particular importance in supporting children with ADHD.

**Title:** ADHD Influencers Panel

**Presenters:** Farah Jamil; Laura the ADHD Mama; Jesse Anderson; Brendan Mahan, MEd, MS; Stacey Machel Newsome

**Presenter Bios:**

The founder of Muslim ADHDers, **Farah Jamil** is a health executive, executive and ADHD coach, coach instructor, and global speaker. She helps clients unleash their inner "super leader!" and/or inner "ADHD superpowers." She is actively building a community through neurodiversity to discuss the intersectionality between ADHD, productivity, health/wellness, and faith.

**Laura Von Poirier III**, known as The ADHD Mama, is an experienced ADHD author and educator. She runs the resource-rich website 'The ADHD Mama', offering courses, books, and support for over 10,000 parents, teachers, and students. With her own ADHD journey, she helps individuals, families, and schools thrive with ADHD.





**Jesse J. Anderson** is the author of the book, *Extra Focus: The Quick-Start Guide to Adult ADHD*, writes the weekly ADHD newsletter *Extra Focus* ([extrafocus.com](http://extrafocus.com)), is an ADHD speaker/advocate, and tries to be funny online as @adhjjesse. He's still trying to reach that potential his teachers talked about.

**Brendan Mahan, MEd, MS**, is the host of the *ADHD Essentials* podcast, an internationally recognized expert on ADHD, executive function, anxiety, and neurodiverse parenting. He is a highly engaging, sought-after speaker, coach, and consultant. A former teacher, mental health counselor, and principal, he helps individuals, families, schools, and businesses manage the challenges of ADHD, anxiety, and neurodiversity through an approach that blends education, collaborative problem-solving, and accountability with compassion, humor, a focus on strengths and growth, and his trademark Wall of Awful™ model. He has been featured in the *Washington Post*, *Bustle*, *LinkedIn*, *Understood*, *Tilt Parenting*, *How to ADHD*, *ADD Crusher TV*, and *ADDitude*.

**Stacey Machel Newsome** is the creator, writer, and host of the YouTube Channel, *ADHD is the New BLACK*, the YouTube channel created to raise awareness about ADHD in Black women and women of color. The videos provide a safe, nonjudgmental community to access vetted information, productivity tools, and strategies to help women manage ADHD symptoms.

**Tracks:** Adults, Coaches & Professionals

**Audience Level:** Beginner

**Session Description:** In this panel discussion, you will hear the shared experience and knowledge of various ADHD influencers, and connect to a worldwide community of ADHD. Panelists will discuss ADHD struggles and successes, issues around diagnosis, what led them to becoming ADHD creators, lessons they've learned along the way, and the kind of difference they are hoping to make with their work. The panel will be hosted by Brendan Mahan of the *ADHD Essentials* podcast, and the panelists include Jesse J Anderson (ADHDJesse), Laura Von Poirier II (ADHD Mama), and Stacey Machel (ADHD is the New Black).

**Title:** ADHD: Taking a Systems Engineer Approach to Organization

**Presenter:** Jeff Copper, MBA, PCC, PCAC

**Presenter Bio:** Jeff Copper is an ADHD and attention coach, founder of DIG Coaching Practice, and host of Attention Talk Radio and Attention Talk Video. Having learned to manage attention and deal with his own challenges, he developed his anatomy of attention construct to help people control their attention and move past barriers. He holds an MBA from University of Tampa, professional designations from ICF and PAAC, and certifications from ADDCA and CTI. He is a member of ADDA, CHADD, ACO, PAAC, and ICF. He serves on the editorial advisory board of CHADD's *Attention* magazine and received the 2022 Professional Excellence Award from ACO.

**Tracks:** Adults, Coaches & Professionals

**Audience Level:** Intermediate

**Session Description:** ADHD is an executive function impairment. Dr. Russell Barkley's executive function construct looks at executive function as a set of mind tools used in a process to think toward a goal. We use executive functioning to filter, sequence, organize, plan, and manage things over time. These are outcomes produced by mind tools in the thinking process. Given that they are impaired, we understand the underlying challenges facing those with ADHD. Historically, we support those with ADHD to obtain results by focusing on outcomes via tips, tricks, and strategies. This is helpful but goes only so far. Systems engineering is a field of study that focuses on systems designed for efficiency in the work environment. It focuses on the process of reaching an outcome, not the outcome itself. This presentation looks at basic fundamentals of systems engineering in terms of mindset, methodology, and steps. It looks at Dr. Barkley's model defining executive function and talks about the elements of thinking as a process, not an outcome. It combines concepts





of systems engineering and thinking as a process to gain insights to shift a mindset towards a more engineering-like approach to design systems that work and relates specific examples of success stories.

**Title:** Coping with Adult ADHD and Anxiety

**Presenter:** Russell Ramsay, PhD

**Presenter Bio:** Russell Ramsay, PhD, is a licensed psychologist specializing in the assessment and psychosocial treatment of adult ADHD. Before retiring from the University of Pennsylvania to start a solo telepsychology practice in July 2023, he was professor of clinical psychology in psychiatry and co-founder of PENN's Adult ADHD Treatment and Research Program. Dr. Ramsay is widely published, including five books on adult ADHD, has lectured internationally, and is in the CHADD Hall of Fame. His next book, *CBT Workbook for Adult ADHD and Anxiety*, is slated for publication in spring 2024 by New Harbinger.

**Tracks:** Adults, Therapists

**Audience Level:** Beginner

**Session Description:** Anxiety is the most common coexisting diagnosis among adults with ADHD, though it is very common in even subthreshold forms. In fact, the "consistent inconsistency" in managing endeavors and goals experienced by adults with ADHD creates a degree of uncertainty that itself known to be an anxiety generator. The two-fold purpose of this session is to (1) outline the association of adult ADHD with anxiety in its various presentations and the role of uncertainty in this connection and (2) describe how to cope with and transcend this connection. The connection of anxiety and other facets of emotional dyscontrol and escape-avoidance coping and how these issues contribute to time management difficulties, procrastination, and relationship problems (including rejection sensitivity) will be reviewed. Coping strategies that draw on cognitive-behavioral therapy principles for dealing with anxiety adapted to the coping issues faced by adults with ADHD outlined in the session also will be presented. References supporting the content of the session will be presented on slides, and Q&A and other interactions throughout the session are encouraged.

**Title:** Embodying a Coaching Mindset for ADHD Coaches

**Presenters:** Jodi Sleeper-Triplett, BA, MCC, BCC; Christina Fabrey, MEd, PCC, BCC

**Presenters:** Jodi Sleeper-Triplett, BA, MCC, BCC, (she/her/hers) is a master certified coach, trainer, mentor and speaker. She is the author of *Empowering Youth with ADHD*, contributing author of *Becoming Self-Determined: Creating Thoughtful Learners in a Standards-Driven, Admissions-Frenzied Culture* (2016), *Becoming Self-Determined: Practical Strategies for a Changing World* (2021), and co-editor of *From Transactional to Transformational: Coaching in Disability Resources* (2023). Her company, JST Coaching & Training, provides research-based student and neurodiversity coach training worldwide. She was inducted into the CHADD Hall of Fame in 2016 and received the ACO Founders Award in 2017. She is considered the pioneer of ADHD coaching for young people.

Christina Fabrey, MEd, PCC, BCC (she/her/hers), is the director of the Student Success Center at Virginia Tech. With a passion for student success, she has been a higher education administrator for over fifteen years. She is a professional certified coach, a board-certified coach, and an appreciative inquiry facilitator. She has trained hundreds of higher education professionals in coaching skills with JST Coaching and Training. She is the coauthor of numerous articles and book chapters that focus on holistic student support. Her edited anthology, *Coaching in Disability Resources: From Transactional to Transformational*, will be published this summer.

**Tracks:** Coaches & Professionals, Therapists





**Audience Level:** Intermediate

**Session Description:** Creating awareness is a key component to our work as ADHD coaches. In coaching, we help our clients think and reflect on their beliefs, values, and patterns, and how ADHD affects their success. We help clients develop awareness around how they interact with others, how they control their emotions, and how to develop and achieve their goals. This self-awareness leads to better relationships, a more fulfilling life, and more intentional management of the impacts of ADHD. In this session the presenters will share twenty-plus years of ADHD coaching experience to guide coaches and professional organizers through self-management and self-care exercises designed to improve their reflective practice with clients with ADHD. This session will equip coaches with strategies to evaluate their own coaching performance, develop self-awareness, and ensure adequate self-care. Case examples will be shared to demonstrate how to shift to a coaching mindset when in sticky situations with ADHD clients. Participants will leave with strategies to assist themselves and their clients as they become more reflective and mindful.

**Title:** Enhancing Social Connectedness for Teens/Adults with ADHD

**Presenter:** Carey Heller, PsyD

**Presenter Bio:** Carey Heller, PsyD, is a licensed psychologist and founding partner of the Heller Psychology Group based in Maryland. He specializes in the evaluation and treatment of ADHD and executive function challenges, often blending traditional psychotherapy with executive function coaching. In addition to his practice, Dr. Heller serves as the chair of the editorial advisory board for CHADD's *Attention* magazine and as the chapter coordinator for the Montgomery County, Maryland, CHADD chapter.

**Tracks:** Adults, Therapists

**Audience Level:** Beginner

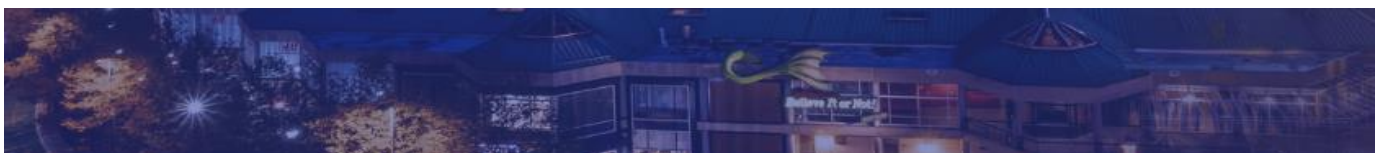
**Session Description:** Do you or someone you know with ADHD struggle to stay connected with friends and family members? Have trouble remembering details about people, which can make social interactions awkward or anxiety provoking? If so, come learn a variety of organizational and other concrete tools that can be used to help teens and adults with ADHD initiate plans, maintain contact with people they don't see often, and be more connected to others. Furthermore, you will come away with practical tips for in-the-moment social interactions, including how to remember useful details about your friends, start conversations, stay engaged and focused during them, and thrive socially.

**Title:** Re-Write the Script: Improved Conversations with Your Physician

**Presenters:** Barbara Williams, CMP, ACCG; Colleen Hagerty; Gurdeep Parhar, MD; Anita Parhar, MD

**Presenter Bios:**

**Barbara Williams, CMP, ACCG** is a professionally trained and certified advanced ADHD coach and executive function specialist. She coaches adults, couples, parents, executives, and entrepreneurs via Zoom in the USA, UK, and Canada. She uses a strength-based holistic approach coupled with the latest strategies and wisdom from the field of neuroscience. She is an educator, consultant, and coach, helping her clients navigate a wide range of ADHD challenges. Personalized ADHD education and coaching empowers her clients to leverage their strengths, build self-advocacy, and find the successes that had eluded them in the past. Her mission is to advocate for the ADHD/neurodiverse communities and provide education and best strategies to businesses and schools through speaking engagements. When not sharing space with her clients, you will find her as the proud mom of two amazing boys, wife and partner to a cool guy, and dog-walker of Rylee.





Colleen Hagerty's passion for ADHD is derived from her extensive personal and professional experience. At the Adult ADHD Centre, she serves as a connection between individuals who work with ADHD and those who live with ADHD. She is excited to be part of the Adult ADHD Centre to bridge the gap in ADHD care through initiatives to support ADHD management, education, and awareness.

**Surdeep Parhar, MD**, is a clinical professor in the University of British Columbia faculty of medicine, where he has also previously served as associate dean and executive associate dean. He is the medical director of the Adult ADHD Centre, which has performed over 13,000 assessments of adults with ADHD across Canada. The Centre is involved in not only ADHD assessments and ADHD treatment, but also in the education of all professionals dealing with ADHD clients and patients across Canada. Dr. Parhar has also published, nationally and internationally, his ADHD research including large multi-centre trials comparing different treatments of ADHD. Learn more at [www.adultadhdcentre.com](http://www.adultadhdcentre.com).

**Anita Parhar, PhD**, is the educational director of the Adult ADHD Centre. She is a graduate of the Department of Educational Studies, Faculty of Education, University of British Columbia, where she was an instructor for over fifteen years, teaching in the programs of teacher education and masters of educational administration. Her interests included exploring how Canadian educational practices of families, communities, and schools influence, and are influenced by, social issues—diversity, multiculturalism, and racism—and historical, socioeconomic, and political factors. Dr. Parhar frequently provides presentations to future healthcare providers and educators on the issues of social justice and professionalism.

**Tracks: Adults, Coaches & Professional Organizers**

**Audience Level:** Intermediate

**Session Description:** Starting a conversation about ADHD with your physician may seem daunting, or perhaps you have already broached this topic and things didn't go as planned. Empower yourself by learning the language and communication skills to effectively work with your physician for better outcomes. During this workshop, the presenters will tackle common physician-patient barriers based on observational evidence from clinical practice. They will address topics such as balancing the doctor-patient relationship, addressing the perceived power imbalance, misconceptions, and communication barriers. These topics will be explored through a fun and improv role play, workshoped with attendees' active participation, contribution, and humor. At the end of the session, you will walk away with effective communication to foster a collaborative and trusting relationship with your physician, leading to better healthcare outcomes.

3:00 – 4:00 PM

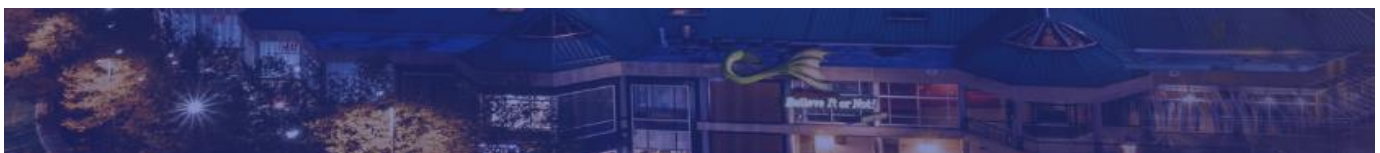
**Title:** Coaching to Thrive and Become Alive with Adult ADHD

**Presenter:** David Giwerc, MCAC, MCC

**Presenter Bio:** David Giwerc, MCAC, MCC, is the president of the ADD Coach Academy (ADDCA), the global leader in comprehensive ADHD coach training. ADDCA's level 1, basic, and level 2, advanced coach training programs are accredited by the International Coach Federation (ICF), and the Professional Association of ADHD Coaches (PAAC), the governing bodies of the life coaching and ADHD coaching professions. His internationally recognized coaching practice is dedicated to empowering ADHD entrepreneurs and executives. He was inducted into the CHADD Hall of Fame and received the ACO Founders Award for his many contributions in the field of ADHD coaching and research.

**Tracks:** Adults, Educators & School Professionals

**Audience Level:** Beginner





Session Description: Motivation, a huge challenge for many adults with ADHD, is fueled by positive emotion. Yet most of us are never taught to identify, develop, and embrace our own sources of positive emotions. It is vital that adults with ADHD work with their coaches to excavate the important memories that evoke positive emotion and develop systems for quickly accessing them. During this presentation, you will be introduced to the ADHD coaching process and the key skills and tools a well-trained ADHD coach integrates into a coaching session. You will learn an important ADHD coaching model, supported by neuroscience, which effectively educates clients about their ADHD. This model emphasizes ADHD is not just a set of impairments that make you broken. It provides scientific evidence ADHD is a unique brain wiring, replete with strengths that when applied can create positive emotional memories. When those memories are retrieved and integrated into daily life, they will activate your ability to thrive and become alive with ADHD.

**Title:** Healthy Eating: How to Organize Meals So You Can Thrive

**Presenters:** Nathalie Pedicelli, Kim Arrey

**Presenter Bios:** Nathalie Pedicelli is an ICF-trained ADHD organizer coach with more than twenty-five years of experience helping people tame the chaos at home and at the office. Diagnosed with ADHD at age forty-four, she encourages adults with ADHD to design systems and self-advocate. She creates structures and routines that allow clients to live with greater freedom and less anxiety. She co-designed and facilitates the adult ADHD group coaching program for the Centre for ADHD Awareness Canada (CADDAC). She runs two support groups and is an ADDA volunteer group leader. Assisting clients with ADHD to increase their productivity by learning how to use a planner effectively has become her signature work.

Kim Arrey is a seasoned registered dietitian. Her focus is on taking complex scientific information and simplifying it so that clients will get the results that they want. She has worked with thousands of individuals. Using a step-by-step common-sense approach, her clients enjoy better health while enjoying their meals, losing weight, and keeping it off. She coauthored the best-selling book, *The Complete Arthritis Health Diet Guide and Cookbook*. She is a regular media contributor and created the *Healthy Eating When You Have ADHD* course, which offers evidence-based nutrition information and strategies to guide people to developing healthier eating habits.

Tracks: Adults, Coaches & Professionals

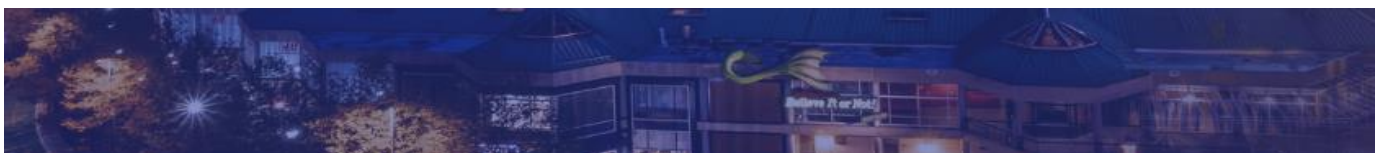
Audience Level: Intermediate

Session Description: Research has shown that mothers with ADHD are more likely to suffer from increased stress from the demands of home life. One of the biggest stressors is meal planning and preparation. Embracing healthy eating is easier when they have a good grasp of what to eat so they can leave overly restrictive, and overly complicated eating plans behind. Having some shortcuts in the kitchen can make meal preparation so much easier. An organized kitchen levels the playing field for people with ADHD as half the battle of finding the items they need is taken care of. This session is geared for professional organizers, coaches, caregivers, and adults with ADHD who want solutions to make meal planning and preparation easier with low-cost, yet simple-to-implement organizing strategies. These techniques will make it much easier for individuals living with ADHD to eat healthier and reduce the stress around meal preparation, and bring back the fun to mealtimes.

**Title:** Management of Medications for the Treatment of ADHD

**Presenter:** Carolyn Lentzsch-Parcells, MD

**Presenter Bio:** Carolyn Lentzsch-Parcells, MD, is a board certified pediatrician and the owner and President of Girls to Women/Young Men's Health and Wellness Fort Worth, a multifaceted clinic dedicated to meeting the physical and







emotional needs of adolescents and young adults. Dr. Lentzsch-Parcells is also an assistant professor of pediatrics at the Texas Christian University Burnett School of Medicine. As a physician with ADHD herself, she has a special interest in caring for patients and families with ADHD and learning issues. She regularly speaks to parent, student, and professional audiences on subjects such as parenting, ADHD, depression, anxiety and stress, adolescent development, sexuality, and preparing for college.

**Tracks:** Medical, Therapists

**Audience Level:** Intermediate

**Session Description:** Research shows that optimal, multimodal treatment of ADHD, including use of medication where appropriate, is essential for the overall health and wellness of those of us with this condition. However, finding and managing the optimal medication regimen can often be easier said than done. The speaker will explore strategies for starting, titrating, optimizing, and managing medications used for the treatment of ADHD, including stimulant and nonstimulant medications. She will discuss current guidelines and troubleshoot strategies for addressing a variety of common challenges, including side effects, utilization of adjunct medications, decreased efficacy, and comorbid conditions. She will also address some of the barriers to care that prevent people from obtaining optimal medical management. Lastly, the speaker and participants will have the opportunity to explore these topics further through workshopping and discussing clinical cases.

**Title:** Motivational Interviewing for ADHD: Building Interest in Change

**Presenter:** Margaret Sibley, PhD

**Presenter Bio:** Margaret Sibley, PhD, is a professor of psychiatry and behavioral sciences at the University of Washington School of Medicine and an attending clinical psychologist at Seattle Children's Hospital. Her research focuses on developing and evaluating engaging interventions for adolescents and adults with ADHD. Her projects are funded by the National Institute of Mental Health and Institute of Education Sciences. She has authored over 115 scientific publications on ADHD and a book on treating ADHD using motivational interviewing. She is a member of the Motivational Interviewing Network of Trainers (MINT), the CHADD professional advisory board, and the editorial advisory board for CHADD's *Attention* magazine.

**Tracks:** Coaches & Professional Organizers, Therapists

**Audience Level:** Intermediate

**Session Description:** Patients with ADHD experience motivational barriers to engaging in interventions, preventing them from adhering to treatment long-term, consistently completing out-of-session skill practice, and remembering to follow-through on tasks. The presenter, who is a member of the Motivational Interviewing Network of Trainers, will walk audience members through the following topics based on evidence-based intervention research for ADHD: (1) Why do people with ADHD struggle to self-motivate, and what changes can they make to support their own motivation? (2) What is the internal change process like for a person with ADHD and how can professionals support openness to change, commitment to taking action, and long-term follow-through? (3) What relational strategies can professionals use to support client self-motivation? (4) What technical communication skills can professionals use to increase engagement in intervention? Audience members will learn basic MI skills in the context of working with ADHD clients. Adaptations to traditional MI for patients with ADHD will be discussed. The presentation will incorporate a mix of didactic, video, and brief interactive exercises to help learners engage with the content.

**Title:** Smart Tools and Artificial Intelligence: Solutions for Everyday ADHD Challenges

**Presenter:** Eric Tivers, LCSW





**Presenter Bio:** Eric Tivers, a licensed clinical social worker and coach, is the founder and CEO of ADHD reWired. Since 2014, he has produced over five hundred podcast episodes and built an ADHD-focused podcast network. Known for his innovative online group coaching and community programs, his coaching and accountability groups have received international recognition. He holds bachelor's and master's degrees in social work and is a father to a neurodivergent twelve-year-old. He's a self-taught musician, live music enthusiast, and has seen the band Phish over fifty times. He enjoys motorcycle rides, pickleball, ping pong, and frisbee golf in his free time.

**Tracks:** Adults, Coaches & Professional Organizers

**Audience Level:** Beginner

**Session Description:** Attend this engaging presentation to discover how innovative technology, including powerful AI tools like ChatGPT, can revolutionize your life with ADHD. Explore breakthroughs in smart tools that overcome everyday challenges related to organization, time management, planning, writing, synthesizing, brainstorming, decision making, and even social skills. Learn about the limitations of traditional ADHD management approaches and delve into the world of AI technologies and their incredible potential for individuals with ADHD. Be inspired by real-life case studies showcasing the effectiveness of hi-tech solutions like mobile apps, wearable devices, and smart home integrations, and AI tools like ChatGPT. Equip yourself with the knowledge and resources needed to harness the power of cutting-edge tools and transform your ADHD management. Don't miss this opportunity to turn your ADHD challenges into triumphs and lead a more fulfilling life.

**Title:** The Unexpected Downside of Empathy: Developing well-regulated empathy

**Presenter:** Tamara Rosier, PhD

**Presenter Bio:** Tamara Rosier, PhD, has been a college administrator, a professor, a leadership consultant, a high school teacher, a business owner, and an ADHD coach. Through those adventures, Dr. Rosier has developed valuable insight into ADHD and how it affects one's life. As founder of the ADHD Center of West Michigan, she leads a team of coaches, therapists, and speech pathologists to help individuals, parents, and families develop an understanding and learn effective skills to live with ADHD effectively. Her book, *Your Brain's Not Broken*, provides strategies for navigating the powerful emotional aspect of ADHD.

**Tracks:** Adults, Coaches & Professional Organizers

**Audience Level:** Intermediate

**Session Description:** Those of us with ADHD have big emotions, and we often use those big emotions to connect with others. For example, instead of just listening or hearing about someone's day, you identify with their feelings about what occurred. When you do this, you go from just a listener to someone who participates with someone else. Although being empathetic is an outstanding characteristic, are you aware that it is a "risky strength"? In this session, you will learn five downsides to empathy and how you can learn to regulate yours.

**Title:** Updates on ADHD Activities from the Centers for Disease Control and Prevention

**Presenter:** Lara Robinson, Kimberly Newsome, Angelika Claussen & Karyl Rattay

**Presenter Bios:**

**Lara Robinson, PhD, MPH,** is the Team Lead for Applied Research and Evaluation (ARE) at the Centers for Disease Control and Prevention (CDC), National Center on Birth Defects and Developmental Disabilities in Atlanta, GA. The ARE team works to support the development of individuals with attention-deficit/hyperactivity disorder, Tourette syndrome, and co-occurring conditions and address health equity through surveillance, intervention and prevention, policy and





program evaluation, and dissemination of evidence-based resources. Dr. Robinson received her Bachelor of Science and Master of Public Health degree at Tulane University. Dr. Robinson earned her PhD in Applied Developmental Psychology from the University of New Orleans. She completed Postdoctoral Integrative Research Training in Child Mental Health at the Pennsylvania State University.

**Kimberly Newsome, MPH, BSN (Nursing), Health Scientist, National Center on Birth Defects and Developmental Disabilities** combines her experience as a nurse with over 20 years of experience in public health, and 15 years in the National Center on Birth Defects and Developmental Disability (NCBDDD). Kim uses her Epidemiology MPH to support NCBDDD efforts to understand conditions from spina bifida to ADHD through surveillance and research. She also works to provide and evaluate NCBDDD programs that support children and adults with disabilities to live their lives fully. Currently, Kim serves as the project officer for the Cooperative Agreement with CHADD's National Resource Center, and she conducts ADHD and Tourette syndrome research.

**Angelika (Angie) Claussen, PhD,** is a Research Psychologist with the Applied Research and Evaluation team at the National Center on Birth Defects and Developmental Disabilities of the Centers for Disease Control and Prevention in Atlanta, Georgia. Her current work includes parenting and early childhood, children's emotional and mental health, and specific conditions affecting children's development such as ADHD and Tourette syndrome. Her ADHD work includes understanding diagnosis and treatment patterns, learning more about risk and protective factors, and about ways to improve developmental outcomes. Angie Claussen attended the University of Regensburg for undergraduate studies in psychology, completed her MS and PhD degrees in applied developmental psychology at the University of Miami, and then became Director of Research at the Linda Ray Intervention Center for the University of Miami, Department of Psychology. There she conducted research into early intervention for children at risk, social emotional development, maltreatment, parenting, and attachment.

**Karyl Rattay, MD, MPH, FAAP** is the Division Director for the Division of Human Development and Disability (DHDD) at the National Center on Birth Defects and Developmental Disabilities (NCBDDD). In her role at DHDD, Dr. Rattay directs CDC's public health approach to help children and adults with disabilities live their lives fully by supporting surveillance, research, programs, and policies that facilitate increases in accessibility, and inclusion and improved quality of life. DHDD works to optimize child development for those with or at risk for high-impact conditions so children can reach their full potential in life. Dr. Rattay oversees a division staff focused on the best health outcomes for the following populations:

- Infants and children with attention-deficit/hyperactivity disorder, fragile X syndrome, hearing loss, autism spectrum disorder, and Tourette Syndrome
- Infants and children at risk for developmental delays, disabilities, and mental disorders
- Adults living with disabilities, including those with intellectual, functional, mobility, and cognitive limitations.

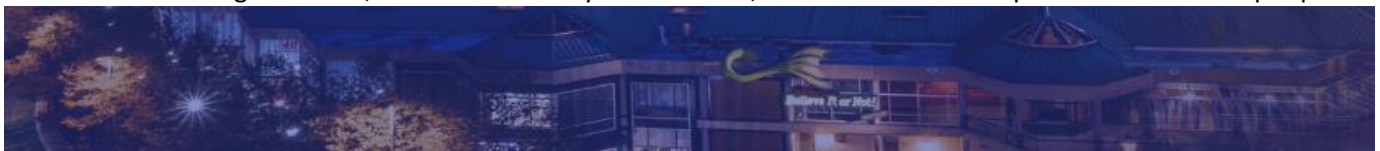
For over 20 years Dr. Rattay has served as a public health leader and manager. Most recently she served 13 years as Delaware's Director of the Division of Public Health, leading 1,000 public health scientists and practitioners using science and data to plan and implement public health programs.

Close

**Tracks:** Educator & School Professional, Medical

**Audience Level:** Intermediate

**Session Description:** ADHD is a public health concern—with impacts on individuals, families, communities, educational systems, and health care. This session describes how the National Center on Birth Defects and Developmental Disabilities within the Centers for Disease Control and Prevention (CDC) works to understand how many people have ADHD and co-occurring disorders, which factors may increase risk, and which factors improve outcomes for people with





ADHD. People with ADHD need accurate diagnosis and effective treatment and supports, but many people with ADHD face barriers. CDC works to understand service use and treatment patterns and collaborates with CHADD and other partners to address barriers and improve the lives of people with ADHD. We will provide examples of two decades of work, including currently available resources developed through CDC collaboration with CHADD, and late-breaking research on better understanding childhood ADHD and on improving the lives of children and adolescents with ADHD and their families. We also will share information about new CDC efforts to better understand ADHD in adults.

**Title:** What to Do When an ADHD Child Controls Your Home

**Presenter:** Ryan Wexelblatt, LCSW

**Presenter Bio:** Ryan Wexelblatt, LCSW, is the director of ADHD Dude. Based in Arizona, ADHD Dude provides parent training, in-person social learning programs, and a summer camp for boys. A licensed clinical social worker, former school social worker, and father to a son who presents with ADHD and learning differences, he creates content for the ADHD Dude YouTube channel and *ADDitude* magazine.

**Tracks:** Coaches & Professionals, Therapists

**Audience Level:** Beginner

**Session Description:** Many families of children diagnosed with ADHD with emotional dysregulation and cognitive inflexibility engage in family accommodation to avoid conflicts and keep the peace at home. Family accommodation is when the family changes behavior to alleviate or avoid their child's temporary distress. In this process, the parent-child hierarchy often gets flipped upside down. The child learns that they can control their home through their behaviors. Parents often feel scared and helpless when they realize their child controls their home through their behaviors. This session will teach participants how families can learn to end family accommodation and flip the parent-child hierarchy right-side up using an evidence-based, nonpunitive approach to parenting a child with ADHD.

4:30 – 5:30 PM

**Title:** 25 Small and Easy Things that Get BIG Results

**Presenter:** Alan Brown

**Presenter Bio:** An ADHD/productivity coach, Alan P. Brown created the award-winning ADD Crusher™ program for teens and adults. Undiagnosed for decades, his untreated ADHD manifested in underachievement, substance abuse, and worse. Once diagnosed, finding it difficult to learn coping strategies from books, he curated evidence-based brain-hack strategies while building a successful advertising career and two start-ups. A featured presenter at ADHD conferences in the United States and abroad and a TEDx speaker, he's the #1 best-selling author of *Zen and the Art of Productivity*. His free eBook, *5 Things You're Doing Every Day that Make Your ADHD Worse* is available at [ADDCrusher.com](http://ADDCrusher.com).

**Tracks:** Parents & Caregivers, Coaches & Professionals

**Audience Level:** Beginner

**Session Description:** Maybe you've seen that meme, *ADHD: Life on Hard Mode*. As anyone dealing with its challenges knows (and as research shows), life with ADHD can indeed be very hard. While treatment, coaching, and lifestyle choices can improve outcomes, getting to a life that's not so hard can be a lifelong struggle. The fact that adopting the kinds of strategies, habits and behaviors that might make life easier is so hard for us makes progress all the more frustratingly slow. But there are countless small and easy things we can do that get big results. In this presentation, attendees will learn twenty-five such simple strategies and hacks—some firmly grounded in published psychological and physiological research, others grounded in good old common sense, and each accompanied by the math illustrating the truly *big*





results they can yield. They span four areas of opportunity for making life with ADHD easier: Starting Your Day, Getting Down to Work, Time and Energy Management and Getting and Staying Organized. Quoting a successful entrepreneur, *"The actions that lead to an extraordinary life are small and easy."* This session, delivered in a learn-it-today-do-it-tomorrow presentation style, will show how true this can be, even with ADHD.

**Title:** A-C-T Easy as 1-2-3: An Acceptance Commitment Approach to ADHD

**Presenter:** Heather DeAngelis, LCSW-R, LCSW, CEAP

**Presenter Bio:** Heather DeAngelis, a licensed clinical social worker, specializes in treating entrepreneurs and professionals with ADHD. She received her master's degree in social work from Columbia University and her advanced certificate in family and couples therapy from the renowned Ackerman Institute for the Family in New York City. A graduate of UCLA's Mindful Awareness Research Center Intensive Practice Program, and a certified employee assistance professional, she has served as a preferred provider for employee assistance programs nationwide. Her experience in corporate counseling, executive coaching, and leadership development, and her expertise in behavioral and mental health issues make her a popular speaker and consultant for businesses, schools, hospitals, and media.

**Tracks:** Coaches & Professional Organizers, Therapists

**Audience Level:** Beginner

**Session Description:** Austrian psychiatrist Viktor E. Frankel said, *"Between stimulus and response, there's a space. In that space is power to choose response. In our response, lies growth and freedom."* Easier said than done for ADHDers, who spend too much time in our heads, making it challenging to recognize "a space." Acceptance commitment therapy (ACT) looks to build awareness around that space so we can make decisions we're proud of, and exhibit behaviors we feel good about. ACT helps build cognitive resiliency and psychological flexibility by asking clients to get comfortable with negative emotion: failure, shame, disappointment. ACT helps move ADHD clients through big emotions and optimizes behavioral outcomes through six user-friendly steps, adding a modern, unique spin on cognitive behavioral therapy (CBT), the go-to ADHD therapy for years. The four A's of Acceptance—*acknowledge, allow, accommodate, appreciate*—teaches us that integrating negative emotion, rather than trying to change it, increases treatment effectiveness for even the most emotionally dysregulated ADHD client. ACT asks us to accept emotion by learning to tolerate the intolerable, check our internal voices, and commit to actions that propel us forward. Change is possible for ADHD clients, but we must practice leaning into discomfort for long-lasting behavioral change.

**Title:** ADHD and Gaming: Applying Game Design to Everyday Life

**Presenter:** Bradley Smith

**Presenter Bio:** Bradley Smith II is a certified ADHD coach. Diagnosed with ADHD in fourth grade, he was the classic hyperactive boy. He received a bachelor's degree in history and comparative religion from Cal State Fullerton. Becoming a parent started him down the path of becoming an ADHD life coach. He started MindSmith Coaching after graduating from the Internal ADHD Coach Training Center. He works with teens and adults; specializes in working with people who received comments like *"Smart but needs to apply themselves"* on their report cards growing up. His current project is exploring how gaming can go from being a distraction to a place to practice skills for managing ADHD.

**Tracks:** Adults, Educator & School Professional

**Audience Level:** Beginner

**Session Description:** Video games are designed to keep attention, so why not learn from them? This session dives into how people with ADHD can apply elements from games to their everyday lives. Receive an insider's perspective from a lifelong gamer and certified ADHD coach. This presentation will provide both insights from working with clients and practical tools. It will cover gamification, structuring tasks, and building a sense of story. The presenter will also touch on





the negatives of when gaming becomes not only a distraction but an emotional escape. Lastly, there will be a discussion on how different forms of gaming like board games or tabletop role-playing games can be a place to practice and build ADHD skills in areas like emotional regulation, social interaction, perfectionism, and decision-making.

**Title:** Better Together: Co-Regulation Strategies for ADHD

**Presenter:** Julie Principe

**Presenter Bio:** Julie Principe has thirty-six years of experience in British Columbia, Canada, as a classroom teacher, ELL teacher, resource teacher, and as a district inclusion teacher working with neurodiverse learners. She founded ADHD Roadmap Coaching to support neurodiverse adults, youth, and students who struggle with executive skills. She is also co-founder of Practical Possibilities Educational Consulting. Personally, she has family members and close friends with ADHD who have helped her develop a deeper understanding of the barriers for those with executive skill challenges. She is in awe of their relentless optimism and courage as they tackle everyday tasks that require more energy than a neurotypical person would need in the same situation.

**Tracks:** Educators & School Professionals, Coaches & Professional Organizers

**Audience Level:** Beginner

**Session Description:** When was your last bad day at work? At home? How did you manage yourself? Did you call a friend? If you didn't, would it have been helpful to have someone who could listen and understand? We all strive for self-regulation. We teach our children independence as early as they can manage. We hold our emotions in check on a bad day at work, and we encourage our teens to make good choices. Yet, as social beings, our brains and nervous systems are wired for connection and co-regulation—even as adults. The speaker will define co-regulation and review how recent brain science and nervous system research illuminates our need for connection which supports learning and executive functions. Co-regulation plays a critical role in executive skill development, including strategies for regulating attention, energy, and impulsivity. It also helps overcome related challenges with emotion regulation, flexibility, organization and task initiation. Through the stories of a kindergarten student, an elementary student, and a young adult, the speaker will break down the process of co-regulation into three phases: proactive, "in the moment", and reflective. We walk on the path from co-regulation to self-regulation alongside our children and students until they can walk on their own.

**Title:** Conquering Procrastination with Teens and College Students

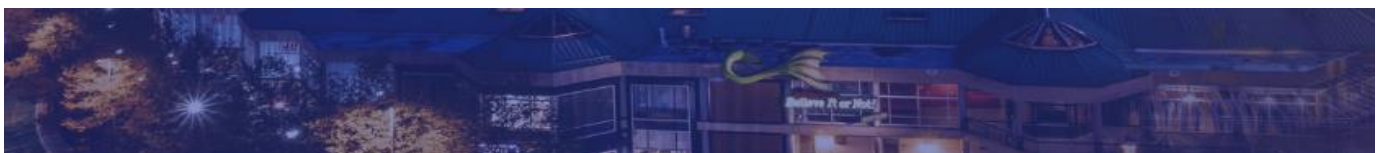
**Presenter:** Ruth Hughes, PhD

**Presenter Bio:** During her tenure as the CEO of CHADD, Ruth Hughes, PhD, advocated with Congress to ensure the rights and access to treatment for children and adults with ADHD. She instituted CHADD's widely recognized Parent to Parent and the Teacher to Teacher training programs. She has a son with ADHD who has taught her the most important lessons of living with ADHD. Semiretired, Dr. Hughes now works with college students addressing executive function deficits. The second edition of the book she coauthored with Chris Zeigler Dendy, *Launching into Adulthood with ADHD*, is due out this summer. Her passion is finding ways to help young people with ADHD transition to adulthood.

**Tracks:** Coaches & Professional Organizers, Therapists

**Audience Level:** Intermediate

**Session Description:** Procrastination is a key problem for students with ADHD and executive function challenges. Missed and incomplete assignments lead to poor grades and poor self-esteem. Problems with organization, time management, and working memory can all contribute. And sometimes the emotional baggage of being judged leads students to avoid completing and turning in assignments. Every semester they begin with the fervent hope things will be better, only to





find the same patterns emerging again. Often these young people feel trapped in a cycle of failure and think there is no way to change. This workshop will address how to help these young people make changes by teaching strategies to manage executive function deficits, how to persevere when you predictably forget or don't follow through, and how to manage the negative thoughts and anxiety that prevent change. Participants will learn a number of strategies to help with executive functioning and ways to help students deal with anxiety and thoughts of failure. The presenter will discuss the results and lessons learned from semester-long groups provided to college students with ADHD who are struggling academically.

**Title:** Learn 2 Thrive: Assistive Technology Tools for ADD/ADHD & Co-Occurring Conditions

**Presenter:** Jodi Mishkin, DPS, MsEds, MA

**Presenter Bio:** Jodi Allison Mishkin-Michaelson, DPS, MsEds, MA—Dr. M&M—is an expert in the field of assistive and educational technology. She has worked in education for more than thirty years. Through her private practice, she evaluates and trains students, staff, families, and adults in the utilization of assistive tools to access the world around them, produce information, and be productive citizens. Contact her at [longislandassistivetech@gmail.com](mailto:longislandassistivetech@gmail.com).

**Tracks:** Educators & School Professionals, Coaches and Professional Organizers

**Audience Level:** Beginner

**Session Description:** 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 when taking 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. The speaker will share her favorite free and paid tools applicable to personal life, workplace, and students in grade school, high school, and higher education to help fill your personal toolbox and thrive.

**Title:** Separate but Overlapping Nature of ADHD and Learning Disabilities

**Presenter:** Dhurga Krishnamoorthy, MD

**Presenter Bio:** Dhurga Krishnamoorthy is an assistant professor of UConn Health in Farmington, Connecticut. She finished medical school in India and completed her psychiatry residency and child psychiatry fellowship at the University of Connecticut. She has more than twelve years of experience in the field. She specializes in child and adolescent psychiatry with special interest in ADHD. She has established a busy ADHD medication management outpatient clinic at UConn in Connecticut.

**Tracks:** Medical, Therapists

**Audience Level:** Intermediate

**Session Description:** The speaker will discuss the association between ADHD and learning disability in schoolchildren based on the research data and explore the ways to differentiate and manage them.

**Title:** Resource Management: A Less Icky, More Sticky Approach to Self-Care

**Presenter:** Lollie Weeks

**Presenter Bio:** Weeks is a highly-respected, internationally-known ADHD and executive function academic & life coach, speaker, and founder of Fast Brain Coaching. Combining extensive training with a lifetime of professional, personal and parenting ADHD experience, she relishes the opportunity to partner with students, parents, and individuals as they navigate the potholes, speed bumps, and hairpin turns on the ADHD superhighway of life. Along the way, she helps





clients learn to leverage their strengths and utilize new strategies and tools so they reach their destination with turbocharged confidence to embark on new ambitious journeys.

Tracks: Adults, Coaches & Professional Organizers

Audience Level: Beginner

Session Description: Are you fed up with “self-care”? Sick of paying “ADHD tax” when another self-care activity fails to keep you engaged? Are you ready to ditch self-care as you know it and try a new approach? It’s time to crush the nasty cultural baggage and guilt self-care drags around—indulgent, decadent, selfish, frivolous, lavish, wasteful—and shift your perspective to one of guilt-free self-optimization! Research from the NIMH shows that self-care is vital in maintaining our mental and physical health, overall well-being, and happiness, as well supporting and strengthening those executive functions often affected by ADHD. It seems pretty straightforward—eat right, exercise, get enough sleep, meditate, yadda, yadda, yadda. So, why is it so hard for ADHDers to implement and maintain self-care routines?! The speaker will bust through the stigmas and myths surrounding self-care, discuss common self-care practices and their benefits, and unpack typical impediments ADHDers encounter when attempting to regularly engage in self-care practices. Then she will dive into reframing our perspective on self-care using the resource management roadmap’s eight simple steps to shift your mindset and create sticky new self-care habits that are engaging and impactful to optimize you most vital asset—*you!*

