



2014 ADHD Conference

Presentation Descriptions

Presentations on Saturday November 1st 2014

ADHD: Essential Ideas You Need to Know.

Presented by Dr. Russell Barkley.

9:00AM to 10:20AM

In this presentation Dr. Barkley distills from his 40 years of research and clinical practice on ADHD the essential ideas that parents and others need to know in understanding, managing, and otherwise raising, educating or treating a child with ADHD. The information provided will help you cut through the noise, sensation-driven media coverage, misinformation, and outright propaganda that exist in the current age of information overload. These ideas (learning objectives) span the topics of:

- the nature of ADHD, both its obvious symptoms of inattention and impulsive-hyperactive behavior to its underlying disturbance in self-regulation (executive functioning);
- why ADHD is a valid mental health disorder and not a myth, as recently (and periodically) claimed in mainstream media;
- the multiple causes of ADHD and why it should be viewed as the diabetes of psychiatry;
- the life course risks for children when their ADHD goes untreated;
- the implications of these various risks for impairment focused treatment and other important issues related to the transition to adolescence;
- distinguishing the treatments that work, those that may, and those that don't; and
- the roles adults need to play in raising a child with ADHD.

ADHD, Self-Regulation, and Executive Functioning: Theory and Implications for Management.

Presented by Dr. Russell Barkley.

10:40AM to 12:00PM

The objectives of this presentation will focus on:

- understanding the nature of ADHD from the perspective of this theory and includes a discussion of each of the five major executive functions and their deficits in people with ADHD, including working memory, self-management to time, emotional self-regulation, self-motivation, and other aspects of executive functioning and self-control.
- show how this instrumental level of EF relates to higher levels of EF in daily life activities at the tactical and strategic levels and the impact ADHD produces throughout this hierarchy of self-regulation across time.
- learn the significant implications of this model for a deeper understanding of ADHD.
- Develop a better understanding of how this theory leads to more effectively designed interventions for those with the disorder.

All in The Family: The Impact of ADHD on Families.

Presented by Heidi Bernhardt.

12:00PM to 1:15PM

Informal Adult ADHD Question and Answer and Discussion.

Presented by Gina Pera.

12:00PM to 1:15PM

Adult ADHD: Real-World Explanations and Strategies Part 1.

Presented by Gina Pera.

1:15PM to 2:30PM

Most adults who have ADHD struggle for decades before finally discovering the “ADHD explanation.” Consequently, many have developed counter-productive coping skills and distorted explanations of their challenges. In parallel fashion, their loved ones (including parents, partners, siblings, and children) have formed their own poor coping responses and explanations. The result? Even when ADHD is diagnosed and treatment begins, these entrenched counterproductive coping strategies can thwart progress.

This two-part workshop is designed to fast-track your understanding of ADHD symptoms, “emotional baggage,” and treatment strategies and to foster more productive ways of relating and problem-solving. Content is divided into two sessions, back to back, with time for questions.

Session 1. Clarifying the Confusion:

- Identifying ADHD symptoms and that of the commonly co-existing conditions; viewing ADHD symptoms through the more practical framework of Executive Functions
- Recognizing the “emotional baggage” and poor coping strategies common to late-diagnosis ADHD, for the adults themselves as well as their loved ones.

Strategies and Activities for Aiding the Development of Executive Functions.

Presented by Dr. Adele Diamond.

1:15PM to 2:30PM

The core ‘Executive Functions’ (EFs) consist of inhibitory control, working memory, and cognitive flexibility. They make it possible for us to think before we act, resist temptations, stay focused, mentally play with ideas, reason, problem-solve, and meet novel, unanticipated challenges.

These abilities are amenable to improvement through training and practice at any age, much as physical exercise hones physical fitness. Many different activities have been shown to improve EFs. Regardless of the activity, a few principles hold: (1) EFs can be improved even in young children or the very elderly. (2) Children most behind on EFs benefit the most. (3) EFs need to be continually challenged to see improvements. (4) Whether benefits are seen depends on the way an activity is done and the amount of time spent doing it, practicing and pushing oneself to do better.

Beware of inaccurate or exaggerated claims. Physical activity alone appears to improve memory but not EFs, despite claims to the contrary. Commercial computerized training programs claiming wide cognitive benefits are making astronomical profits, but despite their claims, wide transfer does not occur (on the rare occasions where it has been found, those findings have not been replicated). For example, working memory training does not improve intelligence or inhibitory control. Across intervention foci and approaches, participants improve on the skills they practice and that transfers to other contexts where those same skills are needed (narrow transfer) -- but people only improve on what they practice. To see widespread benefits, diverse skills must be practiced.

The brain does not recognize the same sharp division between cognitive, emotional, social, and motor function that we often impose in our thinking. Your reasoning, self-control, and flexibility to adapt to change (i.e., your EFs) are better when you have had enough sleep and exercise, are not stressed, and feel emotionally and socially nourished. Conversely, EFs suffer most and first if you are sad, stressed, lonely, or not physically fit. I predict that those activities that will be found to *most successfully* improve EFs not only train and challenge diverse EFs but also *indirectly support* EFs by working to reduce the various things that impair EFs and working to enhance the various things that support EFs. The most effective way to improve EFs and academic achievement is probably *not* to focus narrowly on those alone, but to address children’s social, emotional, and physical needs as well.

The ADHD Child: The Impact of Parenting Styles.

Presented by Dr. Shimi Kang.

2:45PM to 4:00PM

Objectives:

1. Review the three classic parenting styles authoritarian Tiger, permissive Jellyfish, and authoritative Dolphin
2. Discuss how these styles impact outcomes in ADHD
3. Provide at least 4 specific tools that can be used by parents, teachers, and clinicians working with ADHD youth.

Adult ADHD: Real-World Explanations and Strategies Part 2.

Presented by Gina Pera.

2:45PM to 4:00PM

Session 2. Creating a happier, healthier life:

Exploring the “Four Ps,” my four-pronged paradigm of effective ADHD education and treatment:

- Psycho-educational: Learning about the neurobiological source of behaviors so you and loved ones can stop the “blame game.”
- Psychological: Gaining support for adjusting to the diagnosis, nurturing optimism, and understanding CBT-based strategies that help to reduce negative self-talk and foster more positive mindsets
- Physical: Addressing symptoms and improving diet, sleep, exercise habits.
- Practical: Creating external supports for “getting things done”; developing new habits; and working cooperatively as a team in problem-solving.

Presentations on Sunday November 2nd, 2014

The Other Attention Disorder: Sluggish Cognitive Tempo (or ADD) Versus ADHD.

Presented by Dr. Russell Barkley.

9:00AM to 10:20AM

In this presentation, Dr. Barkley reviews the history of SCT and what is known about it from past research. He also describes the results of his own recent investigations into SCT in children and the only study of SCT in adults that he recently published, all of which suggest that SCT is a distinct disorder from ADHD but one that may overlap with it in nearly half of all cases. Dr. Barkley discusses the differences between SCT in symptoms, executive functioning, comorbidity for other disorders, and psychosocial impairment and what little is known about differential treatment response. He also discusses several different possibilities for explaining the underlying nature of SCT.

Objectives:

- Provide a Brief Review of Medical History of ADHD and Subtypes
- Discuss Problems with Current Subtyping
- Review Discovery of SCT Symptoms within ADD without Hyperactivity
- Review Research Findings on Children and Adults with High SCT vs. ADHD
- Discuss Treatment Research and Its Implications for Management of SCT

The Importance of Emotion in Understanding and Managing ADHD.

Presented by Dr. Russell Barkley.

10:40AM to 12:00PM

This presentation reviews the evidence from the history, neuropsychology, neuro-anatomy, and observational research that shows that emotional impulsiveness and deficient emotional self-regulation are an integral part of ADHD. Returning emotion to its rightful place as a core feature of the disorder also serves to better explain the development of comorbid disorders, such as oppositional defiant disorder, and well as various life course impairments. Dr. Barkley will discuss how to determine which aspects of emotional adjustment problems in ADHD cases are the result of the disorder and which are likely to be the consequence of comorbidity or other life course circumstances. He will also address the implications of including emotion in ADHD for its management.

Learning objectives:

- To better understand the history of ADHD and the central place of emotion in the conceptualization of the disorder
- To better appreciate the current neuropsychological theories of ADHD and the key role of emotional self-regulation problems in understanding the nature of ADHD

- To learn about the neuro-anatomy of ADHD and why those brain regions implicated in the disorder would be associated with poor emotional self-regulation
- To gain a greater appreciation for why certain comorbid disorders such as ODD are better explained by the role of emotion in ADHD than by the current DSM view of ADHD
- To better appreciate how dysregulated emotional control in ADHD predicts the development of various life course impairments
- To gain greater knowledge of the role of poor emotion regulation in the assessment and management of ADHD

Outline:

- Current Clinical View of ADHD (excludes emotion)
- Defining Emotion and Emotional Self-Regulation
- Overview of 7 Arguments for Including Emotional Dysregulation in ADHD
- History of ADHD Includes Emotion until 1968
- Neuroanatomy of ADHD Includes Emotion Regulation Structures
- Neuropsychology of ADHD Includes Emotion Regulation Networks
- Psychological Evidence Shows Impulsive Emotion and Poor Self-Regulation in ADHD
- Emotional Dysregulation Predicts Life Risks Not Predicted by ADHD Traditional Symptoms
- Including Emotion Permits Deeper Understanding of Comorbidity in ADHD
- Implications of Emotional Dysregulation for Diagnosis of ADHD
- Implications of Emotional Dysregulation for Management of ADHD

All in The Family: The Impact of ADHD on Families.

Presented by Heidi Bernhardt.

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ODD: Your Parenting is Likely Not the Problem.

Presented by Dr. Don Duncan.

1:15PM to 2:30PM

Oppositional Defiant Disorder is commonly diagnosed in kids with ADHD. Why is it so common? What causes it? Is it even a real disorder? Why do typical parenting approaches often not work (and sometimes even make things worse)? If it's about my parenting, why don't my other children have it? This workshop will review the diagnosis of ODD and suggest an approach to both understanding and working with oppositional children that may reduce conflict and may even enhance a parent's relationship with their oppositional child.

ADHD in the Workplace.

Presented by Heidi Bernhardt.

1:15PM to 2:30PM

This presentation will review potential strengths and impairments ADHD symptoms could cause in the workplace, how to assess these and if and how to disclose to the employer. Potential strategies and accommodations for specific impairments will also be discussed.

Mindfulness.

Presented by Dr. Jake Locke.

2:45PM to 4:00PM

An overview of Mindfulness and experiential exercises to help parents become more resilient.

Collaborative and Proactive Solutions: When Kids Don't Respond to Typical Parenting.

Presented by Dr. Don Duncan.

2:45PM to 4:00PM

Kids with challenges can be challenging to parent. They often don't respond to typical parenting in the typical way. Most parenting books and classes teach us how to be more consistent at parenting typically. But what if that doesn't work for your child? Or what if things seem to escalate? This workshop will introduce an approach to parenting which was developed specifically for parents raising "challenging" kids who do not seem to respond (or seem to get worse) with typical parenting approaches.