



CHILDREN AND ADULTS WITH
ATTENTION-DEFICIT/HYPERACTIVITY DISORDER

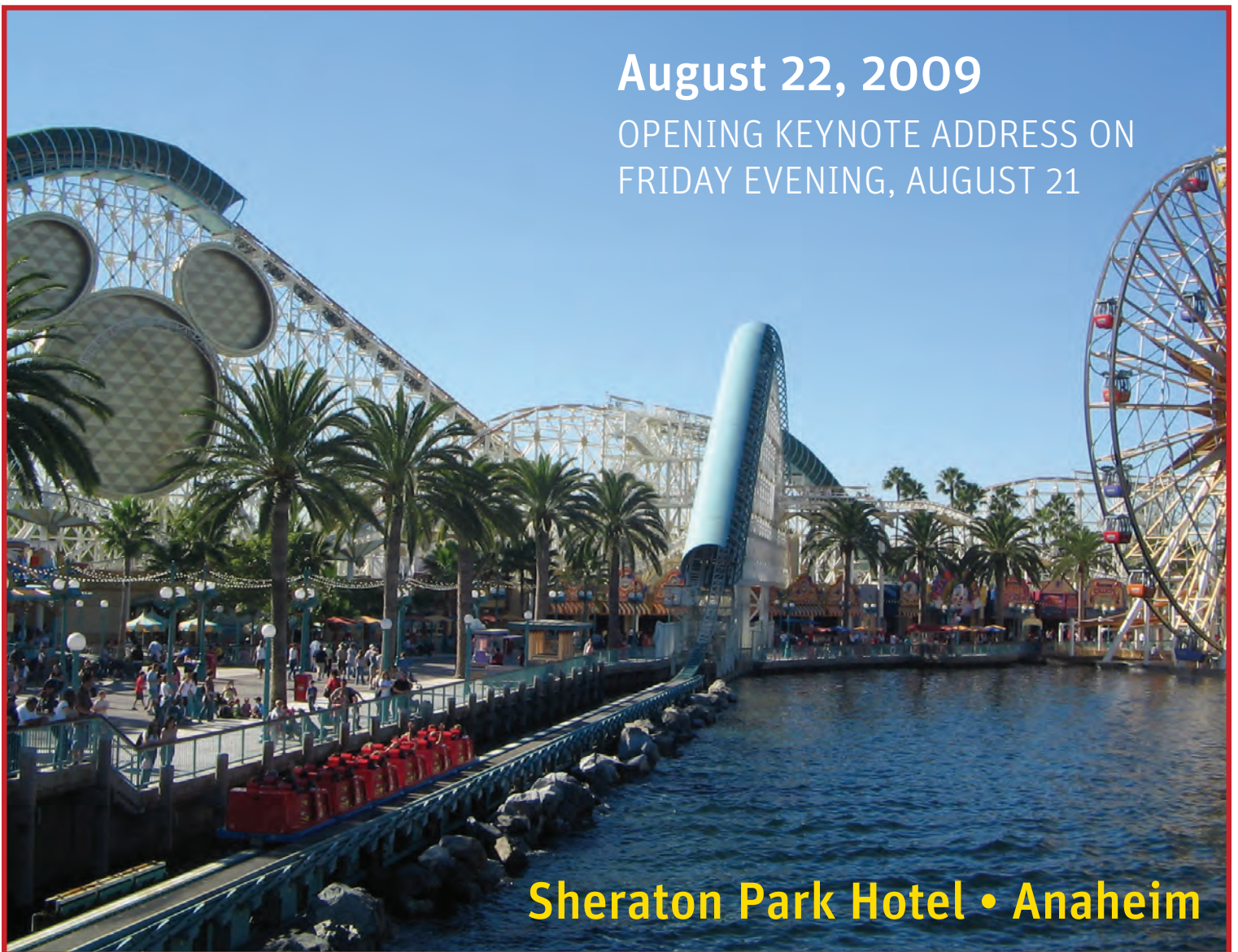
ANAHEIM REGIONAL CONFERENCE

Ages and Stages of Learning and AD/HD

FOR PARENTS, CAREGIVERS, EDUCATORS, ADULTS, PSYCHOLOGISTS AND HEALTHCARE PROFESSIONALS

August 22, 2009

OPENING KEYNOTE ADDRESS ON
FRIDAY EVENING, AUGUST 21



Sheraton Park Hotel • Anaheim

Optional: Post-Conference Teacher to Teacher Training, August 23

Sponsoring Partner: Orange County Health Care Agency Prevention and Intervention Division

SCHEDULE AT-A-GLANCE

	Title	Speaker	Tracks
FRIDAY, AUGUST 21			
5:30 a.m.–7:30 p.m.	Registration		
7:00 a.m.–8:30 p.m.	FG1 • OPENING KEYNOTE: What Every Parent & Professional Must Know About ADD & AD/HD	Chris A. Zeigler Dendy, M.S.; Tommy Dendy	All
SATURDAY, AUGUST 22			
7:00 a.m.–9:30 a.m.	Registration & Continental Breakfast • EXHIBITS OPEN		
7:45 a.m.–8:15 a.m.	Breakfast with Marie Paxson, President of CHADD		
8:30 a.m.–10:00 a.m.	SAG1 • KEYNOTE: Children Who Fail in School but Succeed in Life: Current Thoughts on the Nature of Human Resilience and the Limits of Emotional Endurance	Mark Katz, Ph.D.	All
10:00 a.m.–10:30 a.m.	Exhibit Area & Coffee		
10:30 a.m.–12:00 p.m.	BREAKOUTS B		
	SB1 • Prevention and Early Intervention	James Swanson, Ph.D.	Parent, Caregiver; Educator
	SB2 • Diagnosis and Treatment for Children and Adolescents	Marty Stein, M.D.	Mental Health Professional; Parent, Caregiver
	SB3 • Adults with AD/HD: 10 Practical Strategies for Success	Anne Teeter Ellison, Ed.D.	Adult; Parent, Caregiver, Mental Health Professional, Coaching
	SB4 • School Partnership with Parents for Success	Joan Helbing, M.Ed.	Educator, Parent, Caregiver
	SB5 • Transition to College for Students with AD/HD and Learning Disabilities: What You Need to Know	Neil Peterson	Intermediate; Seminar; Parent, Adult
12:00 p.m.–1:30 p.m.	<i>Pick Up a box lunch and join us for a power lunch with Sharon Weiss</i> SL1 • Lunch and Learn: From Chaos to Calm: Effective Parenting of Challenging Children with AD/HD and Other Behavioral Problem	Sharon Weiss, M.Ed.,	All
1:30 p.m.–3:00 p.m.	BREAKOUTS C		
	SC1 • The Poor Man's Personal Assistant: Tips on How to Manage Your Self, Stuff, and Time on Your Own	Sarah Wright, M.S.	Adult, Parent, Caregiver; Coaching
	SC2 • Addressing Deficits in Executive Functions in the Classroom	Chris A. Zeigler Dendy, M.S.	Educator; Parent, Caregiver
	SC3 • Overcoming the Effects of Stigma	Mark Katz, Ph.D.	Parent, Caregiver; Psychologist, Mental Health Professional
	SC4 • What is AD/HD? Gender, Genetics, Medication	Ruth Hughes, Ph.D.	Parent, Caregiver; Mental Health Professional
3:00 p.m.–3:15 p.m.	Break		
3:15 p.m.–4:45 p.m.	BREAKOUTS D		
	SD1 • Optimizing Medication: Strategies to Success with Medication	Marty Stein, M.D.	Parent, Caregiver; Psychologist, Mental Health Professional
	SD2 • Getting Ready for a Successful School Year	Joan Helbing, M.Ed.	Educator, Mental Health Professional; Parent, Caregiver
	SD3 • Key Strategies for Handling AD/HD Behaviors and Family Stress within the Home	Beth Kaplanek, R.N.	Parent, Caregiver; Mental Health Professional
	SD4 • When The Acorn Falls Close to the Tree: Parenting when Both Parent and Child Have AD/HD	Gina Pera, B.S.	Parent, Caregiver; Adult
SUNDAY, AUGUST 23 (Additional Fee)			
8:30 a.m.–5:00 p.m.	Teacher to Teacher Training	Anne Teeter Ellison, Ed.D.; Chris Zeigler Dendy, M.S., Joan Helbing, M.Ed.	Educators

PROGRAM DESCRIPTIONS

FRIDAY, AUGUST 21

7:00 p.m.–8:30 p.m.

KEYNOTE

FG1 • What Every Parent & Professional Must Know About ADD & AD/HD

Chris A. Zeigler Dendy, M.S.; Tommy Dendy

All/ Plenary/ All

Over two-thirds of children with AD/HD have a least one coexisting condition that impacts their school performance plus complicates treatment. As many as 50 percent have a learning disability. Between 30 to 50 percent of students with AD/HD also have deficits in key executive skills that are essential for school

success. This practical workshop provides a review of ten key AD/HD facts, the impact of AD/HD and executive function deficits on school performance, the role of neurotransmitters, coexisting conditions, and a brief medication overview. Tommy Dendy will also speak from a father's perspective about the challenges of parenting children with AD/HD.

Learning Objectives

- Explain what researchers have learned about A/DHD and coexisting conditions. Describe three key facts about AD/HD that may interfere with success in school. Describe the role of key neurotransmitters in AD/HD.
- Explain how medications help them work properly.
- Describe the developmental delay often found in AD/HD and how it impacts school performance and behavior.

SATURDAY, AUGUST 22

8:30 a.m.–10:00 a.m.

KEYNOTE

SAG1 • Children Who Fail in School but Succeed in Life: Current Thoughts on the Nature of Human Resilience and the Limits of Emotional Endurance

Mark Katz, Ph.D.

All/ Plenary/ All

A number of people currently enjoy meaningful and successful lives, thanks in large measure to their earlier school experiences. And a number of other people currently enjoy meaningful and successful lives, in spite of their earlier school experiences. During this presentation, we will explore the sources of resilience, important protective influences and wide ranging turning point experiences in the lives of successful individuals who struggled during their years in school. We will also share specific ways in which their life experiences can be used to help children, youth and young adults who currently struggle with similar school related problems.

Learning Objectives

- Build awareness of common co-occurring childhood risks that increase the likelihood of chronic school failure, violent and aggressive behavior, and serious life adjustment problems years down the road.
- Identify sources of resilience and protective processes found in the lives of individuals who overcame exposure to multiple child risks and adversities.
- Identify strategies, resources and materials that can successfully help children, youth, families and young adults re-frame adversities in a new light.

- Identify promising practices that can positively alter the social climate of school and reduce aggressive and violent behavior campus-wide.
- Identify evidence based programs and practices that target specific risks associated with chronic school failure.

BREAKOUTS B

10:30 a.m.–12:00 p.m.

SB1 • Prevention and Early Intervention

James Swanson, Ph.D.

Beginner, Intermediate, Advanced/Seminar/Parent, Caregiver, Educator

Dr. Swanson will discuss the CUIDAR program, a program that manages young children at risk for Attention-Deficit/Hyperactivity Disorder (AD/HD), placing a primary emphasis on parent involvement, early intervention and prevention, ongoing maintenance, and monitoring of outcomes. In addition, Dr. Swanson will discuss the National Children's Study that follows 100,000 children across the USA, from before birth until age 21. This study will help form the basis of child health guidance, interventions, and policy for generations to come.

Learning Objectives:

- Identify multi-disciplinary programs and services
- Identify community outreach and education services
- List strategies parents can use to get involved Define early intervention and prevention Describe data collection to improve clinical outcomes

SATURDAY, AUGUST 22, CONTINUED

10:30 a.m.–12:00 p.m.**SB2 • Diagnosis and Treatment for Children and Adolescents**

Marty Stein, M.D.

Beginner-intermediate/Seminar/Parent, Caregiver, Mental Health Professional

AD/HD is a neuro-behavioral condition with specific criteria for an accurate diagnosis. We will review those criteria with attention to the acquisition of accurate, up-to-date information. The importance of co-existing mental health conditions, educational disabilities and psychosocial factors often seen in children and youth with AD/HD will be reviewed. Concepts of evidenced-base medicine will be highlighted during a discussion of diagnosis and treatment of AD/HD.

Learning Objectives

- Define the diagnostic criteria for AD/HD
- Describe the reasons for an accurate diagnosis
- List coexisting condition frequently seen with AD/HD
- Describe evidenced-based treatments for AD/HD

10:30 a.m.–12:00 p.m.**SB3 • Adults with AD/HD: 10 Practical Strategies for Success**

Anne Teeter Ellison, Ed.D.

Intermediate/Workshop/Adult, Parent, Caregiver, Mental Health Professional, Coaching

This session provides an overview of AD/HD in adulthood, with an emphasis on strategies for increasing success. AD/HD will be defined including a description of common executive function deficits experienced by adults with AD/HD and difficulties with organization, time management, long-term planning, and self regulation-self control. Controversial issues involved with diagnosing AD/HD in adulthood will be covered and other complicating, co morbid disorders will be discussed including mood disorders, substance use/abuse, antisocial and suicidality. Finally, 10 Practical Strategies for Success will be presented—these strategies emphasize education, hope, and resiliency. By optimizing one's talents and skills and managing challenges and barriers, adults with AD/HD are more likely to improve their quality of life and to succeed in life's daily activities.

Learning Objectives

- Increase knowledge regarding the impact of AD/HD and executive deficits on social-relational, emotional, occupational, and financial functions in adults with AD/HD.

- Increase knowledge about the diagnosis of AD/HD in adulthood, including the identification of co morbid disorders.
- Address challenges related to AD/HD in adulthood with practical strategies.
- Validate the need for hope and resiliency when treating adults with AD/HD.

SB4 • School Partnership with Parents for Success

Joan Helbing, M.Ed.

Beginner-Intermediate/Workshop/Educator, Parent, Caregiver

Positive partnering with the school doesn't just happen. Careful planning and collaboration is needed to benefit the child with AD/HD at school. Establishing an early and positive connection with teachers and support staff is a must for student success. Tips on how to do this will be discussed and shared.

Learning Objectives:

- Identify the persons and their roles at school to enable them to establish supportive contacts within their school setting.
- Identify personal strategies that have been successful in the past.
- Identify personal strategies that need development in order to have successful collaboration with school staff.
- Identify the successful components of parent-teacher conferencing.
- List resources and other contacts when successful collaboration is hindered.

SB5 • Transition to College for Students with AD/HD and Learning Disabilities: What You Need to Know

Neil Peterson, Facilitator Founder and CEO of Edge Foundation; Scott Barr, DSPS Counselor at Grossmont College

Intermediate; Seminar; Parent, Adult

A panel consisting of disability coordinators will discuss transitioning to college from a public school, community college and private school perspective.

Learning Objectives:

- Recognize the differences between IDEA and ADA.
- Describe the major differences in professor's expectations at the college level.
- List the resources that are generally available for students with disabilities.
- Identify rights under ADA.
- Explain how do I become a self advocate and not have to rely on services .

SATURDAY, AUGUST 22, CONTINUED

12:00 p.m.–1:30 p.m.**LUNCH AND LEARN WITH SHARON WEISS****SL1 • From Chaos to Calm**

Sharon Weiss, M.Ed.

All/Workshop/All

This session provides clear, practical means of addressing behavior change. Including a discussion of the often hidden obstacles to change, it is a guide to making a real, immediate difference. This presentation helps sort through information and misinformation and gives strategies for coping, from establishing basic routines to changing the most challenging behaviors.

Learning Objectives

- Behavioral aspects of AD/HD.
- Establishing Routines.
- Avoiding The Pitfalls of Parenting.
- Steps to developing a behavior change program.
- Aspects of successful intervention strategies.

1:30 p.m.–3:00 p.m.SC2– Addressing Deficits in Executive Functions in the Classroom
Chris A. Zeigler Dendy, M.S.

All; Seminar; Educator, Psychologist

Executive function has emerged as a key factor influencing school success or failure for students with AD/HD. Until recently, teachers and parent often attributed a student's disorganization, forgetfulness, problems with memorization, and failure to complete school work to laziness or lack of motivation. This nuts and bolts workshop offers specific strategies to address executive skill deficits in the classroom. Best practice teaching strategies will also be reviewed.

Learning Objectives:

- Define executive function and explain its impact on school performance.
- Describe two compensatory strategies that will assist with executive function deficits.
- Identify two common learning problems preventing school success.
- Identify two practical teaching strategies that can be used in the classroom and home.
- State two possible strategies for improving memorization and ensuring completion of homework and long-term projects.

BREAKOUTS C**1:30 p.m.–3:00 p.m.****SC1 • The Poor Man's Personal Assistant: Tips on How to Manage your Self, Stuff, and Time on Your Own**

Sarah D. Wright, M.S.

Beginner/Workshop/Adult, Parent, Caregiver, Coach

Everyone knows what it's like to sometimes forget something important, be late, disorganized, overwhelmed, or to simply screw up. For some people though, these events are part of their daily lives, adversely affecting relationships, careers, and self-esteem. These are people whose brains don't naturally assimilate and organize time, tasks, information, or possessions with ease. These are people who might be us, or someone we love. The organizational assumptions and strategies that work for "neuro-typicals" just don't work well for people whose brains are wired differently. It's like being a lefty in a right-handed world. When what is easy for the majority isn't easy for you, what do you do? Learn useful strategies for effectively negotiating life.

Learning Objectives

- Learn how to persist and follow through, even when you get bored or restless
- Learn to get out the door on time with everything you need
- Learn to procrastinate effectively
- Discover that "trying harder" doesn't make it better. In fact, it often makes it worse.

1:30 p.m.–3:00 p.m.**SC3 • Overcoming the Effects of Stigma**

Mark Katz, Ph.D.

Intermediate/Seminar/Parent, Caregiver, Psychologist, Mental Health Professional

When it comes to rising above learning and other challenges, few things are more important than human understanding. And when it comes to increasing the negative impact of these challenges, few things feel more hurtful than human misunderstanding. This holds true for any number of challenges, AD/HD included. During the presentation, we'll review programs, practices and people that are helping those impacted by AD/HD and other learning challenges, as well as those not directly impacted by AD/HD and other learning challenges, learn to see these challenges in a new light.

Learning Objectives

- Identify ways in which individuals with AD/HD are learning to see AD/HD within the context of their unique strengths and talents.
- Identify programs, practices and strategies that are helping individuals impacted by AD/HD combat stigmatizing views of AD/HD.
- Identify specific experiences that have helped those who once held stigmatizing views of AD/HD learn to see AD/HD in a new light.

SATURDAY, AUGUST 22, CONTINUED

- Identify specific actions they can take to help those with stigmatizing views of AD/HD and other learning challenges earn to see these challenges in a new light.
- Gain a greater understanding of the impact of stigma on the lives of those struggling to succeed in spite of learning and other challenges, including AD/HD.

1:30 p.m.–3:00 p.m.

SC4 • What is AD/HD? Gender, Genetics, Medication

Ruth Hughes, Ph.D.

Beginner; Workshop; Parent

This workshop will give you essential information about how AD/HD is diagnosed and treated, how AD/HD in girls may differ from AD/HD in boys, what services may be available in the school and some beginning steps to help your family manage AD/HD more effectively. Parents attending this session should also consider attending “Key Parenting Strategies” with Beth Kaplanek as a follow up to this workshop.

Learning Objectives:

- Identify AD/HD symptoms and learn how it is diagnosed.
- Learn that AD/HD is a neurobiological disorder.
- Know what types of supports may be available in the school through special education or a 504 plan.
- Learn two simple behavior management strategies.

BREAKOUTS D

3:15 p.m.–4:45 p.m.

SD1 • Optimizing Medication: Strategies to Success with Medication

Marty Stein, M.D.

Intermediate/Seminar/Parent, Caregiver, Psychologist, Mental Health Professional

There are several medications that are effective in the treatment of behaviors associated with AD/HD. Medications will be discussed with regard to studies documenting effectiveness, safety and side effects. Clinical methods to optimized compliance with medications will be reviewed. The concept of target symptoms will be discussed as an effective method for parents, teachers

and patients to monitor the effects of medication.

Learning Objectives

- List medications that are effective for AD/HD
- Describe methods to optimize use of medication
- List potential target symptoms to monitor medication
- Monitor side effects effectively.

3:15 p.m.–4:45 p.m.

SD2 • Getting Ready for a Successful School Year

Joan Helbing, M.Ed.

Beginner-Intermediate/Workshop/Parent, Caregiver, Educator, Mental Health Professional

It's never too early to plan for a successful school year for your child! Summer is the perfect time to start planning and organizing so that strategies are in place before school starts. This session will explore the ‘top 5’ hurdles for children and their parents relative to school success. Specific ideas, strategies and materials will be shared.

Learning Objectives:

- Identify specific hurdles for their children/student relative to the connection between AD/HD and school success.
- Identify the contact persons within their schools to assist in supporting their child/student.
- Relate specific strategies to each area of concern.
- Identify strategies that have not worked well in the past.
- Locate informational resources that may assist in supporting their child/student at school.

3:15 p.m.–4:45 p.m.

SD3 • Key Strategies for Handling AD/HD Behaviors and Family Stress within the Home

Beth Kaplanek, R.N.

Beginner; Seminar; Parent, Educator, Healthcare

AD/HD can play a large role in increasing the stress within the family and home environment. Applying key proactive strategies can help lessen that stress and begin the healing. Come and learn how you can start the wheel of change by implementing behavior and communication strategies that work.

Learning Objectives:

SATURDAY, AUGUST 22, CONTINUED

- Identify AD/HD behaviors that impact children and teens with AD/HD.
- Understand the Impact AD/HD can have on the family.
- Learn to implement proactive strategies to lessening the stress with n the home.
- Learn how to create and implement behavior interventions that work for children and teens with AD/HD.

3:15 p.m.–4:45 p.m.

SD4 • When The Acorn Falls Close to the Tree: Parenting when Both Parent and Child Have AD/HD

Gina Pera, B.S.

Beginner/Workshop/Parent, Caregiver, Mental Health Professional

Your child has been diagnosed with AD/HD, you've learned that this condition is highly genetic, and now you wonder: Could AD/HD also be an issue for you and/or your partner? Even well into adulthood, AD/HD can present challenges in staying organized, managing time (and mood), and maintaining the routines that stabilize and nourish a family. Learn how unrecognized AD/HD symptoms in a parent can affect parenting skills, and focus on strategies for success. At the conclusion of this presentation, attendees will be able to:

Learning Objectives:

- Recognize the genetic factor in AD/HD.
- Compare and contrast common symptoms of AD/HD in childhood with those of AD/HD in adulthood.
- Describe three keys ways in which parenting behavior affects child development and how these behaviors might be adversely affected by parents with unaddressed AD/HD symptoms.
- Describe the common negative mindsets and poor coping strategies of adults with late-diagnosis or "in denial" AD/HD and how these can affect the family.
- Detail the three strategies for change (optimize AD/HD education and medication, when appropriate; adjust attitudes to stop misattributing motive or intention; learn new skills, domestic routines).

TEACHER TO TEACHER: Classroom Interventions for the Student with AD/HD

Do you have students with AD/HD (attention-deficit/hyperactivity disorder) in your classroom? Every teacher does. Do you feel challenged to find the balance between the needs of your class and helping the student with AD/HD learn effectively? You are not alone.

Join us on August 23rd at the Sheraton Park Hotel in Anaheim, California, for a day-long workshop that identifies common AD/HD related learning problems plus provides practical classroom techniques, interventions, the latest research to enhance school success of students with AD/HD.

To register: http://www.chadd.org/Content/CHADD/Conferences_Training/TeachertoTeacher/default.htm



DISNEYLAND RESORT Convention Tickets

Twilight Convention Ticket—

\$42.00 Saturday, August 22, 2009

All ages, age 2 and under are free
Valid after 4 p.m. or four hours before
park closing, whichever is earlier

1-Day Convention Ticket,

Sunday, August 23, 2009

Guests ages 10 and over—\$65.00

Guests ages 3 through 9—\$55.00

Disneyland Resort Park

Hopper Tickets

Park entry to both Disneyland Park
and Disney's California Adventure
Park Tickets include back and forth
privileges between Theme Parks.

Guests ages 10 and over—\$86

Guests ages 3 through 9—\$76

Scott L. Barr, MS, NCC

Scott Barr has been employed at Grossmont College as Counselor Disabled Student Services since 1986 and has worked in the community college system since 1981 specializing in serving and guiding students with diverse backgrounds, including: learning and physical disabilities and economically disadvantaged. Currently he is working with EOPS/CARE and DSP&S and is on special assignment offering counseling to CalWORKs students. Scott has a range of counseling expertise, including: academic advising, career guidance, personal counseling, providing accommodations and advocating for students with disabilities.

Chris A. Zeigler Dendy, M.S.

Chris Zeigler Dendy is an author, former teacher, school psychologist, mental health counselor, and director of children's services at a mental health center in Tallahassee, FL with over 40 years experience in these fields. Perhaps more importantly, she is the mother of two sons and a daughter with AD/HD. She is the author of several popular books and videos on teens with AD/HD. She and her husband are members of CHADD's President's Council. She is also a former member of national CHADD's Board of Directors and Executive Committee. She was inducted into the CHADD Hall of Fame. In addition she was the co-founder of Gwinnett County GA CHADD and was the volunteer clinical advisor for seven years. She is a member of CHADD's Hall of Fame. Nationally, she conducts training sessions on AD/HD for parents, educators, and mental health professionals, consults with state and local mental health agencies on children's issues, and serves on the advisory board of the USF/FMHI Research and Training Center for Children's Mental Health.

Tommy Dendy

Tommy Dendy is a 1964 graduate of the United States Naval Academy at Annapolis and a retired Senior V. P. of Rock-Tenn Co. Tommy and three other fathers are featured in the video: *Father to Father: the ADD Experience*.

Anne Teeter Ellison, Ed.D.

Anne Ellison is currently the immediate past-president of the Board of Directors of CHADD, Children and Adults with Attention-deficit Hyperactivity Disorder. She has authored and/or presented hundreds of papers, research articles and books including: *Child Neuropsychology: Assessment and Interventions for Neurodevelopmental Disorders*, 2nd edition. (with Margaret Semurd-Clikeman); *Interventions for AD/HD: Treatment in Developmental Context*; and *Clinician's Guide to Adult AD/HD: Assessment and Intervention* (with Sam Goldstein). She is currently developing *Teacher to Teacher: A Comprehensive Program for AD/HD Education* with Chris Dendy and Joan Helbing; and co-authored the *CHADD Educator's Manual on Attention Deficit/Hyperactivity Disorder: An In-depth Look from an Educational Perspective*. Dr. Ellison is a licensed psychologist and Professor Emeritus, Department of Educational Psychology at the University of Wisconsin-Milwaukee.

Joan Helbing, M.Ed.

Joan Helbing is a special education diagnostician, program support teacher, and educational consultant with the Appleton Area School District in Wisconsin. She has been a special education classroom teacher and support person for 32 years in the areas of learning, cognitive, emotional/behavioral disabilities and autism. She has worked with individuals with exceptional educational needs from ages 3 to adult. She is the coordinator for Appleton Area CHADD and a past member of the National CHADD Board of Directors. Joan also serves as President of the NAMI (National Alliance on Mental Illness) Fox Valley Board of Directors. Joan is a parent and teacher trainer in the area of supporting children and adolescents with special needs.

Ruth Hughes, Ph.D.

Ruth Hughes oversees chapter support and the groundbreaking Parent to Parent Family Training Program on AD/HD at CHADD. For 17 years she was the CEO of the international Association of Psychosocial Rehabilitation Services (now USPPRA), an association representing providers of rehabilitation services to adults and children with a system of care where every child and adult with AD/HD has access to state-of-the-art information and services. The mother of two children with AD/HD, Hughes holds a Ph.D. in clinical psychology.

Beth Kaplanek, R.N.

Beth Kaplanek is a past president of CHADD and has been a CHADD volunteer for more than fifteen years. She has two children, one of whom has AD/HD and oppositional defiant disorder. In 2000-2002, Beth was a faculty member of the National Initiative for Children's Health Care Quality (NICHQ), implementing a model of care for the dissemination of the American Academy of Pediatrics (AAP) guidelines for assessment and treatment of AD/HD. Beth is the co-author of CHADD's new national parent training program manual, *Parent to Parent: Family Training on AD/HD*. Beth has a Bachelor's degree in nursing.

Mark Katz, Ph.D.

Mark Katz writes an ongoing column for *Attention! Magazine* on innovative programs from around the U.S. that are effectively addressing the needs of children, youth, families and adults with attention and other behavioral and learning challenges. From 2001 to 2004, he also served on CHADD's National Professional Advisory Board. Dr. Katz is a clinical and consulting psychologist in San Diego, California, and author of a book which explores the lessons learned from those who have overcome adverse childhood experiences, as well as ways of incorporating these lessons into our existing system of care. He is also the director of learning an education, psychological and neuropsychological center in San Diego that provides an array of services and resources to people of all ages.

Gena Pera, B.S.

Gina Pera is a journalist and the author of a book on AD/HD. Her work for USA Weekend won the Best Magazine Award from the Association for Women in Communications and a Unity Award in Media, recognizing accurate exposure of issues affecting minorities and disabled persons. As managing editor at the San Diego Business Journal, her mental health coverage received special recognition from the San Diego Society of Psychiatric Physicians. As senior editor at Whittle Communications, she produced magazines on such topics as parenting and health. For the past eight years, Pera has written about adult AD/HD and advocated for better awareness and treatment standards. As CHADD Silicon Valley coordinator, she facilitates local groups and a 400-member international online partners group. CHADD named her a 2006 Volunteer of the Year. She holds a Bachelor's of Science degree in mass communications, with high honors, from the University of Tennessee, Knoxville. She lives in the San Francisco bay Area.

Neil Peterson

Two years ago Neil founded the Edge Foundation. He serves as Chairman and CEO of the national Foundation whose mission is to help students who have AD/HD realize their potential and their passion, and to provide personal coaches to those students. In the private sector Neil served as consultant with Booz, Allen & Hamilton. Neil is the author of a recently published book. The father of two children with a Learning Disability and Attention Deficit Hyperactivity Disorder (AD/HD), Neil himself has dyslexia and AD/HD.

Martin Stein, M.D.

Martin T. Stein was educated at the University of California-Berkeley and the University of California-Irvine. He received his pediatric training at the Albert Einstein College of Medicine. Stein has been a clinician and educator in the Department of Pediatrics and the University Of California School Of Medicine

since 1975. He directed the Division of General Pediatrics and the faculty practice. Stein has received numerous teaching awards from medical students and residents in pediatrics and family medicine. His major academic interest has been the development of methods to incorporate concepts about child development and behavioral pediatrics into educational models and the practice of primary care pediatrics. He co-authored a book and is the section editor for "challenging cases" in the *Journal of Developmental and Behavioral Pediatrics*. Stein is a recipient of the C. Anderson Aldrich Award from the American Academy of Pediatrics and developmental-behavioral pediatrics at the University of California-San Diego and the Rady Children's Hospital-San Diego where he is director of Developmental and Behavioral Pediatrics. Stein is a member of the CHADD Professional Advisory Board and is a Hall of fame recipient.

James Swanson, Ph.D.

James Swanson is a developmental psychologist who specializes in research and treatment of children with AD/HD. His initial work at the University of California-Irvine focused on school-based interventions for children with AD/HD, establishing a public school on the University of California-Irvine campus where clinical and educational interventions were combined. Starting in 1990, the focus of Swanson's research expanded to address the etiology of AD/HD. Swanson developed a laboratory school paradigm that has become a standard method for evaluating the efficacy of psychoactive medications for treatment of children with AD/HD. Swanson received the CHADD Hall of Fame Award in 1996.

Sharon K. Weiss, M.Ed.

Sharon Weiss is a behavioral consultant in private practice. Her areas of expertise include parent and staff training in behavior management, specific skill training and crisis intervention. She has worked as a teacher of special needs children, program coordinator and supervisor of behavioral intervention programs for behavior disordered children. Past Board Member for Phillips Programs and on the Conference Committee and past Board and PAB Member for C.H.A.D.D. National. Sharon is a highly sought after speaker known for presenting practical, useful information in a humorous way. She speaks nationally and internationally on topics such as parenting and behavior management in both the home and educational settings. She consults to private and public schools nationally, has been on the faculty for courses for the American Academy of Pediatrics, has taught college level courses on behavior and provides technical assistance to area professionals. She has been featured on radio and cable television programs and co-authored and is featured in the video "Managing Oppositional Youth." Sharon has co-authored the books "From Chaos to Calm: Effective Parenting Of Challenging Children with AD/HD and Other Behavioral Problems" and "Angry Children-Worried Parents: Seven Steps to Help Families Manage Anger." The primary focus of her practice is not child therapy, but parent and professional training. It's the nuts and bolts of general behavior management, structure and discipline. Sharon's background is in psychology, graduate work in Special Education of the emotionally disturbed, an internship in crisis intervention and post graduate work in counseling.

Sarah Wright, M.S.

Sarah Wright is Executive Director of the Edge Foundation, President of the AD/HD Coaches Organization, and a coach specializing in working with people affected by AD/HD. She is also co-author of "Fidget to Focus," which advocates using sensory-motor activities or "fidgets" to assist in regulating AD/HD affect. Additionally, she is the parent of a college student with AD/HD and knows firsthand the joys and frustrations of living with these challenges. She lives near San Diego, California, where, in addition to her other activities, she is involved in her local CHADD chapter and speaks locally and nationally on coaching and on attention differences.



REGISTRATION FORM

REGIONAL CONFERENCE • Sheraton Park Hotel Anaheim

FOR PARENTS, CAREGIVERS, EDUCATORS, ADULTS, PSYCHOLOGISTS AND HEALTHCARE PROFESSIONALS

Ages and Stages of Learning and AD/HD August 22, 2009

OPENING KEYNOTE ADDRESS ON FRIDAY EVENING, AUGUST 21

Optional: Post-Conference Teacher to Teacher Training, August 23

Register Four Ways

ONLINE:
www.chadd.org

MAIL
Anaheim Conference
CHADD
8181 Professional Place
Suite 150
Landover, MD 20785

FAX
301-306-7091

PHONE
301-306-7070
800-233-4050

Space Is Limited—Register Today!

On-site registrations will be accepted on a space-available basis.

For space availability, please email conference@chadd.org

Please Check One:

- Early Bird (Postmarked by July 17)** \$ _____
 - Individual Member: \$99
 - Individual Non-Member: \$115
- Regular (Postmarked by August 17)** \$ _____
 - Individual Member: \$110
 - Individual Non-Member: \$135
- After August 17 and On Site** \$ _____
 - Individual Member: \$130
 - Individual Non-Member: \$155
- Continuing Education Credits** \$ _____
 - \$35 CE Credits for Mental Health Professionals and IACET CEUs for educators
- Disneyland Discounted Tickets**
 - 8/22/09 • Twilight Ticket: _____ @ \$42 = \$ _____
 - 8/23/09
 - Day Ticket (ages 10+): _____ @ \$65 = \$ _____
 - Day Ticket (ages 3-9): _____ @ \$55 = \$ _____
 - Park Hopper (ages 10+): _____ @ \$86 = \$ _____
 - Park Hopper (ages 3-9): _____ @ \$76 = \$ _____
- Please reserve a box lunch for me _____ @ \$15 = \$ _____
 - Veggie Ciabatta Sandwich Hoagie Sandwich
 - Roast Sirloin Sandwich
- TOTAL** \$ _____

Last Name _____ First Name _____
 Degree/s _____ Company _____
 Mailing Address _____
 City _____ State _____ Zip _____
 Daytime Phone _____ Evening Phone _____
 Email Address: _____ Fax: _____
 How did you hear about this conference? _____

Method of Payment (check one below)

- Check is enclosed in the amount of \$ _____
(Please make your check payable to CHADD)
- Bill my credit card in the amount of \$ _____
 - VISA MASTERCARD AMEX DISCOVER
 - Credit card number _____ Exp. Date _____
- Signature _____

Please make copies of this form and complete a form for each person attending.
NOTE: Registration includes morning coffee and danish.
 For information and to register for Teacher to Teacher Training:
http://www.chadd.org/Content/CHADD/Conferences_Training/TeachertoTeacher/default.htm

Cancellation Policy: Cancellations must be received in writing and must be postmarked by August 7, 2009 to qualify for a refund. A \$15 administrative fee will be deducted from the total registration fee. Substitutes are always welcome and no-shows will be billed. You may transfer your registration fee, minus the \$15 processing fee, to another individual by mailing or faxing a written request stating the person's name and address. All transfers must be postmarked by August 14, 2009.

For exhibiting and sponsorship opportunities, contact us at conference@chadd.org