1. Atlanta was originally named Terminus and Marthasville (the latter for Governor Wilson Lumpkin’s daughter.)

2. The city got its current name from railroad engineer J. Edgar Thompson. It’s thought to be a shortened version of “Atlantica-Pacifica.”

3. Your GPS might be confused if you punch in “Peachtree” as your destination. There are over 55 streets with the name.

4. And it’s possible none of them are named for an actual peach tree. Historians suggest they’re named after the Native American village of “Standing Pitch Tree.” The pronunciation corrupted over the years.

5. Atlanta was the only city in North America destroyed as an act of war. (General Sherman burnt it to the ground.)

6. Only 400 buildings survived.

7. That’s why the city’s symbol is a phoenix.

8. Lots of airports claim to be the world’s busiest. But Hartsfield-Jackson Atlanta International Airport truly is the world’s busiest airport.

9. Why? Because Atlanta is a perfect location. It’s just a three hour flight from many major American cities.

10. The terminal is as big as 45 football fields!

11. Atlanta is Georgia’s fifth capital. Savannah, Augusta, Louisville, and Milledgeville boasted the title earlier.

12. The Georgia State Capitol building is gilded with 43 ounces of locally mined gold.

13. The Continental Divide out west gets all the love, but Atlanta is home to the Eastern Continental Divide, which separates water draining into the Gulf of Mexico and the Atlantic.

14. One of the largest Hindu temples outside of India is located in the Atlanta metro area.

15. It was once illegal to put an ice cream cone in your back pocket in Atlanta.

16. Atlanta also outlawed tying a giraffe to a telephone pole.

17. Want to ride your bike to Alabama? The Silver Comet Trail starting in Smyrna will get you there.

18. In 1996, Terry Hitchcock ran from Minneapolis to Atlanta in just 75 days. He covered over 2100 miles!

19. Stone Mountain outside Atlanta is one of the largest blocks of exposed granite in the world.

20. Stone Mountain’s etching of Robert E. Lee, Stonewall Jackson, and Jefferson Davis is the largest bas relief in the world, too!

21. Atlanta had some tough competition when it nabbed the 1996 Olympics hosting duty. The city beat out Athens, Toronto, Melbourne, Manchester, and Belgrade for the spot.

22. The fastest baseball game in history happened in Atlanta, when the Mobile Sea Gulls beat the Atlanta Crackers 2-1 in just 32 minutes.

23. Atlanta also played host to the greatest rout in football history—a 1916 contest in which Georgia Tech blew out tiny Cumberland College 222-0.

24. When pro football moved to Atlanta, the owners considered over 500 names. A schoolteacher came up with the Falcons nickname, a bird she endorsed because it was “proud and dignified, with great courage and fight.”

25. Why did Atlanta resident Margaret Mitchell write *Gone with the Wind*? Because an ankle injury kept her from walking and she was really, really bored.
Welcome Letter From The Conference Chairs

Welcome to the 30th Annual International Conference on ADHD. We think you will love our theme, “Connect & Recharge.” This year, CHADD and ADDA have joined forces to provide you with an extraordinary experience. We’re bringing you all that you love about both the CHADD and ADDA conferences: inspiring keynote speeches, another hilarious and heartfelt Rick Green show for our Friday Fundraiser, continuing education presentations by top-notch researchers and clinicians, tips for parents and adults, and plenty of support. To that we add everything you may have wished to experience about ADDA: the talent show, the speakers, the camaraderie, the fun! This is part of the “Connect” theme.

And, it’s in Atlanta, home of unbelievable foodie experiences, including (no surprise) barbecue! …55 streets with “Peachtree” in the name! …the world’s busiest (and hopefully convenient) airport! …the Atlanta Braves! Take some time to connect with Atlanta.

As always, CHADD provides three days of exciting programs and events. But this year, there’s an extra half day on Sunday that is all ADDA. So you can sample among a tremendous array of topics presented by nationally and world-renowned experts, network with friends you see just once a year at the conference, and make new friends. Relax, connect, and recharge in an ADHD-friendly environment!

We listened to your suggestions for how to make our programming even more accessible. One that really registered with us was that adults with ADHD find it hard to sit and concentrate for 90 minutes. We heard you. This year, sessions are 75 minutes long. Not a big difference, but we hope it’s enough to make a difference without compromising programming. And it allowed us enough additional time in the schedule for one extra time slot on Friday and Saturday. So you’ll get shorter sessions and more good stuff to see.

Professionals who need continuing education will find that the Thursday schedule is unchanged, with two sessions daily, three hours each. You’ll have an opportunity to explore key topics in depth from true experts. And two Research Symposia, moderated by Dr. James Swanson on Friday and Saturday, give you the opportunity to hear researchers discussing their current work.

You will find exciting topics for medical and mental health professionals, educators, adults with ADHD, parents of children with ADHD, coaches, and everybody else interested in ADHD. Find out what is current in diagnosis and treatment of ADHD and co-occurring conditions. Explore topics such as legal issues affecting individuals with ADHD, slow cognitive tempo, time management, and motivation. Gain an understanding of educational supports for students with ADHD.

Sure, you can sit at your computer and download practically anything you want to know about ADHD, but here you will meet the authors of those articles, ask the questions that are on your mind, share insights with old and new friends, and laugh with people who share your journey.

Take advantage of all of the formal and informal opportunities to get to know other participants, organizers, and speakers. Have lunch with a new friend. Exchange concerns and experiences in a networking session. Have a few laughs at our evening events. Take home lots of new ideas and good memories.

It’s all here for you to absorb and enjoy, so Connect and Recharge with CHADD and ADDA!

Ari Tuckman & Linda Spencer
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WHY WE DO WHAT WE DO

Life for individuals with ADHD is riddled with difficulties in functions, interpersonal, social, academic, and professional skills. ADHD causes significant impairments in school, work and relationships. When not properly identified, diagnosed, and treated, it may have potentially devastating consequences including substance abuse, accidental injuries, and legal difficulties.

ADHD is highly manageable with an individualized multimodal treatment approach that can include behavioral interventions, parent/patient training, educational support and medication.

CHADD is dedicated to improving the lives of the 17 million children and adults in the United States living with ADHD every day, and all who support them. We invite you to lean more by visiting CHADD.ORG or contacting us at 301-306-7070.

ADDA provides information, resources and networking opportunities to help adults with ADHD lead better lives. We provide hope, empowerment, and connections worldwide by bringing together science and the human experience for both adults with ADHD and professionals who serve them. ADDA is constantly seeking new ways and introducing new programs to help adults with ADHD live better lives. If you’re an adult with ADHD (or you love one), learn more about what we can do to help make your (or their) life better by visiting https://add.org.
Attention Deficit Disorder Association (ADDA)

ADDA’s mission is reflected in our logo…

Adults with ADHD working together to reach for the stars, and it’s reflected in our new tagline…


And it’s clearly stated in…

ADDA’s Mission Statement

The Attention Deficit Disorder Association provides information, resources and networking opportunities to help adults with Attention Deficit Hyperactivity Disorder lead better lives.

We provide hope, empowerment and connections worldwide by bringing together science and the human experience for both adults with ADHD and professionals who serve them.

To learn more, visit www.add.org.
Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

CHADD was formed in 1987 by a small group of parents in Florida who felt frustrated, isolated, and unsupported in their quest to better understand their child’s ADHD diagnosis. At that time, there were very few places one could turn for ADHD support or information. Many misunderstood ADHD, including clinicians and educators. Individuals with ADHD were often mistakenly labeled as “a behavior problem” or “not intelligent enough.” It was at that time CHADD’s mission was established: To improve the lives of people affected by ADHD.

From a small parent support group in Florida, the organization grew dramatically, becoming the leading international nonprofit organization supporting children and adults with ADHD. Through public and private resources, CHADD is able to disseminate scientifically proven information on the disorder.

CHADD has been at the forefront in creating and implementing exceptional programs and services in response to the needs of the ADHD community through collaborative partnerships and advocacy, including:

- Training for parents and K-12 teachers
- Hosting educational webinars and workshops presented by leading ADHD experts
- Being an informational clearinghouse for the latest evidence-based ADHD information
- Employing health information specialists who provide immediate support to individuals who need a wide range of services from crisis intervention to referrals for healthcare or legal professionals.

CHADD is a success story, inspired by the desired of parents to see their children with ADHD succeed. With the help of more than 10,000 members, 175 affiliates, and countless volunteers, CHADD continues to provide support, increase awareness and dispel negative stigmas associated with ADHD on a local and national level.

To learn more, visit www.chadd.org or call 301-306-7070.

CHADD is building its image library. As a participant in our conference you may be photographed in group and/or individual shots. CHADD reserves the right to use these images in photographs, video, and electronic reproduction. In the event that we film or record your words, CHADD will seek your expressed permission.
Download Our Networking App

**Downloading the app**
Simply download the Bizzabo app by scanning the QR code or searching for it on the App Store/Google Play. Once downloaded, sign-up using the same email you used when registering for your event and search for the event name.

**Using the app**
- **Home** - Get an overview of the event details
- **Agenda** - Learn all about the sessions and speakers, add sessions to your calendar, share through social media and more!
- **Community** - Search for attendees you’re interested in talking to, mark them as leads and send one-on-one messages.
- **Tabs** - Scroll between the different tabs to learn more about the event
- **Settings** - Define your settings under “edit profile”

**When can I download the app?**
Now :) The event community is already live and will stay live forever! Keep the Bizzabo app to receive occasional updates and be the first to access future event information.
Thank You to Our Sponsors

We are proud to acknowledge the following organizations for their generous support of the 2017 Annual International Conference on ADHD

[Logos of akILI, Shire, and Supernus Pharmaceuticals]
NOW AVAILABLE

Visit us at Booth 313 to learn more about Mydayis for Attention Deficit Hyperactivity Disorder (ADHD), and talk to your healthcare provider.

What is MYDAYIS®?
Mydayis is a prescription medicine for ADHD in patients 13 years and older. Mydayis is not for children 12 years and younger.

IMPORTANT SAFETY INFORMATION

Abuse and dependence. Mydayis, other amphetamine containing medicines, and methylphenidate have a high chance for abuse and can cause physical and psychological dependence. Your healthcare provider should check you or your child for signs of abuse and dependence before and during treatment with Mydayis.

Tell your healthcare provider (HCP) if you or your child have ever abused or been dependent on alcohol, prescription medicines, or street drugs. Your HCP can tell you how physical and psychological dependence and drug addiction are different.

Mydayis is a federally controlled substance (CII) because it contains amphetamine that can be a target for people who abuse prescription medicines or street drugs. Keep Mydayis in a safe place to protect it from theft. Never give Mydayis to anyone else, because it may cause death or harm them. Selling or giving away Mydayis may cause death or harm others and is against the law.

Who should not take MYDAYIS?
Do not take Mydayis if you or your child is:

- allergic to amphetamine or any of the ingredients in Mydayis. See Medication Guide for a list of ingredients.
- taking or have taken a medicine for depression (monoamine oxidase inhibitor [MAOI]) within the past 14 days.

Serious problems can occur while taking Mydayis. Tell your HCP:

- if you or your child have heart problems, heart defects, high blood pressure, or a family history of these problems. Sudden death can occur in people with heart problems or defects taking stimulant medicines. Sudden death, stroke and heart attack have happened in adults taking stimulant medicines. Your HCP should check you or your child carefully for heart problems before starting Mydayis. Since increases in blood pressure and heart rate may occur, your HCP should regularly check these during treatment. Call your HCP or go to the ER right away if you or your child has any signs of heart problems such as chest pain, shortness of breath, or fainting while taking Mydayis.
- if you or your child have mental (psychiatric) problems, or a family history of suicide, bipolar illness, or depression. New or worse behavior and thought problems or new or worse bipolar illness may occur. New psychotic symptoms (such as hearing voices, or seeing or believing things that are not real) or new manic symptoms may occur. Call your HCP right away if you or your child have any new or worsening mental symptoms or problems during treatment, especially hearing voices, seeing or believing things that are not real, or new manic symptoms.
- if you or your child are or become pregnant or plan to become pregnant. It is not known if Mydayis may harm your unborn baby.
- if you or your child are breastfeeding or plan to breastfeed. You should not breastfeed while taking Mydayis. Mydayis passes into breast milk.

What are possible side effects of Mydayis?
The most common side effects of Mydayis include:

- trouble sleeping
- decreased appetite
- dry mouth
- increased heart rate
- anxiety
- nausea
- irritability
- weight loss

For additional safety information, see Medication Guide on following pages and discuss with your healthcare provider.

You are encouraged to report negative side effects of prescription drugs to the FDA. Visit www.fda.gov/medwatch, or call 1-800-FDA-1088.
What is MYDAYIS?
MYDAYIS is a central nervous system (CNS) stimulant prescription medicine used for the treatment of Attention Deficit Hyperactivity Disorder (ADHD) in people 13 years of age and older. MYDAYIS is not for use in children 12 years of age and younger.

MYDAYIS can cause serious side effects, including:
- **Abuse and dependence.** MYDAYIS, other amphetamine containing medicines, and methylphenidate have a high chance for abuse and can cause physical and psychological dependence. Your healthcare provider should check you or your child for signs of abuse and dependence before and during treatment with MYDAYIS.
- **Tell your healthcare provider if you or your child have ever abusedit or been dependent on alcohol, prescription medicines or street drugs.**
- **Your healthcare provider can tell you more about the differences between physical and psychological dependence and drug addiction.**
- **Heart-related problems, including:**
  - sudden death, stroke, and heart attack in adults
  - sudden death in people who have heart problems or heart defects
  - increased blood pressure and heart rate
  Your healthcare provider should check you or your child carefully for heart problems before starting MYDAYIS. Tell your healthcare provider if you or your child have any heart problems, heart defects, high blood pressure, or a family history of these problems.
  Your healthcare provider should check you or your child’s blood pressure and heart rate regularly during treatment with MYDAYIS.
- **Mental (psychiatric) problems, including:**
  - new or worse behavior and thought problems
  - new or worse bipolar illness
  - new psychotic symptoms (such as hearing voices, or seeing or believing things that are not real) or new manic symptoms
  Tell your healthcare provider about any mental problems you or your child have, or about a family history of suicide, bipolar illness, or depression.
- **Call your healthcare provider right away if you or your child have any new or worsening mental symptoms or problems while taking MYDAYIS, especially hearing voices, seeing or believing things that are not real, or new manic symptoms.**

MYDAYIS is a federally controlled substance (CII) because it contains amphetamine that can be a target for people who abuse prescription medicines or street drugs. Keep MYDAYIS in a safe place to protect it from theft. Never give MYDAYIS to anyone else, because it may cause death or harm them. Selling or giving away MYDAYIS may harm others and is against the law.

Do not take MYDAYIS if you or your child are:
- allergic to amphetamine or any of the ingredients in MYDAYIS.
- taking, or have taken within the past 14 days, a medicine used to treat depression called a monoamine oxidase inhibitor (MAOI).

Before taking MYDAYIS, tell your or your healthcare provider about all medical conditions, including if you or your child:
- have heart problems, heart defects or high blood pressure
- have mental problems including psychosis, mania, bipolar illness or depression, or have a family history of suicide
- have circulation problems in fingers and toes
- have or have had seizures
- have kidney problems. You should not take MYDAYIS if you have end stage renal disease (ESRD).
- are pregnant or plan to become pregnant. It is not known if MYDAYIS will harm your unborn baby. Tell your healthcare provider if you become pregnant during treatment with MYDAYIS.
- are breastfeeding or plan to breastfeed. MYDAYIS passes into breast milk. You should not breastfeed during treatment with MYDAYIS.

Tell your healthcare provider about all the medicines that you or your child takes, including prescription and over-the-counter medicines, vitamins, and herbal supplements.
MYDAYIS may affect the way other medicines work and other medicines may affect how MYDAYIS works. Taking MYDAYIS with other medicines can cause serious side effects.

Especially tell your healthcare provider if you or your child take medicines used to treat depression including MAOIs.
Know the medicines that you or your child takes. Keep a list of your medicines with you to show your or your child’s healthcare provider and pharmacist when you or your child get a new medicine.

Your healthcare provider will decide whether MYDAYIS can be taken with other medicines. Do not start any new medicine during treatment with MYDAYIS without talking to your or your child’s healthcare provider first.

How should I take MYDAYIS?
- Take MYDAYIS exactly as prescribed by your healthcare provider.
- Your healthcare provider may change the dose if needed.
• Take MYDAYIS 1 time each day in the morning right after you wake-up. MYDAYIS may last up to 16 hours and can cause difficulty sleeping.
• If you miss a dose of MYDAYIS, do not take your dose later in the day or double your dose to make up for a missed dose. Take your MYDAYIS dose the next morning at your regularly scheduled time.
• MYDAYIS can be taken with or without food but take it the same way each time.
• MYDAYIS capsules may be swallowed whole or if MYDAYIS capsules cannot be swallowed whole, the capsules may be opened and sprinkled over a spoonful of applesauce.
  o swallow all of the applesauce and medicine mixture right away
  o do not chew the applesauce and medicine mixture
  o do not store the sprinkled applesauce
• Your healthcare provider may sometimes stop MYDAYIS treatment for a while to check ADHD symptoms.
• If you or your child takes too much MYDAYIS, call your healthcare provider or go to the nearest hospital emergency room right away.

What should I avoid during treatment with MYDAYIS?
You should avoid drinking alcohol during treatment with MYDAYIS.

What are possible side effects of MYDAYIS?
MYDAYIS can cause serious side effects, including:
• See “What is the most important information I should know about MYDAYIS?”
• Slowing of growth (height and weight) in children. Children should have their height and weight checked often during treatment with MYDAYIS. Your healthcare provider may stop your child’s MYDAYIS treatment if they are not growing or gaining weight as expected.
• Circulation problems in fingers and toes (peripheral vasculopathy, including Raynaud’s phenomenon). Signs and symptoms may include:
  o fingers or toes may feel numb, cool, painful
  o fingers or toes may change color from pale, to blue, to red
Tell your healthcare provider if you have or your child has any numbness, pain, skin color change, or sensitivity to temperature in your fingers or toes.
• Seizures. Your healthcare provider will stop treatment with MYDAYIS if you have a seizure.
• Serotonin syndrome. This problem may happen when MYDAYIS is taken with certain other medicines and may be life-threatening. Call your healthcare provider or go to the nearest hospital emergency room if you get symptoms of serotonin syndrome which may include:
  o agitation, hallucinations, coma, or other changes in mental status
  o problems controlling your movements or muscle twitching
  o fast heartbeat
  o sweating or fever
  o nausea, vomiting, or diarrhea
  o muscle stiffness or tightness

The most common side effects of MYDAYIS include:
• trouble sleeping
• decreased appetite
• dry mouth
• increased heart rate
• anxiety
• nausea
• irritability
• weight loss
These are not all the possible side effects of MYDAYIS. Call your doctor for medical advice about side effects. You may report side effects to FDA at 1-800-FDA-1088.

How should I store MYDAYIS?
• Store MYDAYIS at room temperature between 68°F to 77°F (20°C to 25°C).
• Protect MYDAYIS from light.
• Store MYDAYIS in a safe place, like a locked cabinet.
• Dispose of remaining, unused, or expired MYDAYIS by a medicine take-back program at authorized collection sites such as retail pharmacies, hospital or clinic pharmacies, and law enforcement locations. If no take-back program or authorized collector is available, mix MYDAYIS with an undesirable, nontoxic substance such as dirt, cat litter, or used coffee grounds to make it less appealing to children and pets. Place the mixture in a container such as a sealed plastic bag and throw away MYDAYIS in the household trash.

Keep MYDAYIS and all medicines out of the reach of children.

General information about the safe and effective use of MYDAYIS
Medicines are sometimes prescribed for purposes other than those listed in a Medication Guide. Do not use MYDAYIS for a condition for which it was not prescribed. Do not give MYDAYIS to other people, even if they have the same condition. It may harm them and it is against the law. You can ask your healthcare provider or pharmacist for information about MYDAYIS that was written for healthcare professionals.

What are the ingredients in MYDAYIS?
Active ingredients: dextroamphetamine sulfate and amphetamine sulfate, dextroamphetamine saccharate and amphetamine aspartate monohydrate
Inactive ingredients: hard gelatin capsules, ethylcellulose, hydroxypropyl methylcellulose, methacrylic acid copolymer, methyl acrylate, methyl methacrylate, opadry beige, sugar spheres, t alc, and triethyl citrate. Gelatin capsules contain gelatin, titanium dioxide, yellow iron oxide and edible inks. The 12.5 mg and 25 mg capsules also contain FD&C Blue #2. The 37.5 mg also contains red iron oxide. The 50 mg capsule also contains D&C Red #28, D&C Red #33, and FD&C Blue #1.

Manufactured for: Shire US Inc., 300 Shire Way, Lexington, MA 02421. MYDAYIS is a trademark of Shire LLC., ©2017 Shire. All rights reserved.
For more information about MYDAYIS go to www.mydayis.com or call 1-800-828-2088.
This Medication Guide has been approved by the U.S. Food and Drug Administration
Issued: 06/2017
S30415
Conference Information

ADDAS
Attention Deficit Disorder Association

Connect & Recharge

CHADD
Children and Adults with Attention Deficit/Attention Deficit Hyperactivity Disorder
2017 Conference Highlights

CHADD Passport Game

Fill your passport by visiting participating exhibitors in the Exhibit Hall and enter the raffle to win prizes! Drawing will take place at 1:00 pm in the Exhibit Hall on Saturday.

First-Time Attendees Orientation | Thursday | 12:00 pm – 1:00 pm | Room 207

Get the most out of your first CHADD Conference

With so many offerings it can be difficult to choose! The first-timer orientation is designed to help orient you and help you meet other attendees. FREE. Make the most of your conference experience and get involved!

Yoga Exercises | Friday, Saturday, Sunday | 7:15 am – 8:00 am | TBA | (FREE)

Start your day the right way—enjoy a yoga practice to get you ready for whatever is coming. In this Vinyasa flow style class you will move with your breath and listen to your body as you explore the different poses. Modifications and variations of the poses will be offered making this class great for all levels and welcoming to beginners. Leave feeling connected with your mind and body and ready to start your day.

Morning Walk | Friday, Saturday, Sunday | 7:00 am – 7:45 am | Meet in hotel lobby | (FREE)

Does a morning walk help you to focus? Join Annette Tabor for a 30-45 minute walk on and around the hotel grounds. Bring your fresh coffee or a bottle of water and start the day off right with a brisk constitutional.

ADHD Mindfulness Techniques | Friday, Saturday, Sunday | 7:00 am – 8:00 am | TBA | (FREE)

Action Mindfulness designed for the ADHD brain. Clear the confusion about mindfulness and develop useful skills. Influenced by martial arts and sports psychology AMT actively deals with frustrations and challenges faced by people with ADHD.

Each session will begin with practical exercises and conclude with guided meditation to get the most out of the conference.

Women’s Unity Lunch – Spark connection! (Invitation Only) | Friday | 11:30 am – 1:30 pm

This is where it all starts! The Unity Lunch is the perfect opportunity to take that first leap to start up conversation and connections with other women at the conference. We know how easy it is to retreat back to your room in between sessions, wanting to connect but feeling like that first step is just so daunting. So, we’ve taken the awkwardness out of the equation for you. All you have to do is pick up a take-out lunch and show up! Let us do the rest!

Dr. Michelle Frank, a psychologist who specializes in women and ADHD, will open the lunch with a friendly welcome. You will have the opportunity to rub shoulders with some of the field’s best and brightest professionals and casually connect with other women who “get it.” You are sure to find a conference buddy to check in with at the touch point activities (art, journaling, and women’s circle!) and the closing Unity Wine Night.

“Live” Virtual Support Groups | Friday | 11:30 am – 1:00 pm | Galleria Exhibit Hall

Leader: Melissa Reskof (and leaders of the individual groups)

Would you like to meet with other adults with ADHD without leaving the comfort and privacy of your home? ADDA Virtual Peer Support offers ADDA members the opportunity to connect with peers for support in a safe non-judgmental
New to Adult ADHD, New to Virtual Support: The purpose of ADDA virtual peer support is to provide support to ADDA members who are adults with ADD/ADHD in a safe, non-judgmental environment. This is a forum for mutual acceptance, understanding and self-discovery with peers. Participants are encouraged to share their experience, strength and hope. This group is open all ADDA members we especially invite those who are new to ADDA, new support groups, or newly diagnosed. You don’t have to figure out ADD/ADHD on your own, talk to people just like you. Do you have trouble with procrastination? Losing your keys? Forgetting? So do we.

ADDA’s Easy Wellness Club, Healthy Habit Building: ADDA is offering a working group for members who are creating and refining healthy eating, exercising, and sleep habits. This is the club for you if you are trying to exercise regularly, eat better consistently, get a good night’s rest every night and want to share the journey with friends who are cheering you on. The best motivator for ADHDers is strong interest aka fun, that’s why this is a club. Starting a healthy habit doesn’t have to be hard.

Young Adults (18-30): The Young Adult Peer Support Group is for ADDA members between the ages of 18-28. The goal of this group is to provide encouragement and support while beginning an independent life with ADD/ADHD. Topics will include work-life balance, organization, relationship issues, emotional regulation, and procrastination, starting and keeping healthy life habits, and more.

Women: Women with ADD/ADHD are often diagnosed later in life. As adults we are at risk for divorce, single-parenting, unstable finances, not completing college, eating disorders, drug or alcohol abuse, and underemployment. That said, common ADD traits also include, above average intelligence, the gift of gab, an adventurous spirit, high-energy, and creativity. Join us as we share our experiences, fears, and hopes, explore our strengths, and draw inspiration from each other.

**Why Does No One Like Me?” Social Skills Lab | Friday | 5:30 pm- 6:30 pm | Room 215**

Leader: Caroline Maguire and Dana Maher

We’ll provide a safe place to practice social skills for adults with ADHD. We will teach adults with ADHD how to read the room followed by real-life “lab work.” We will explain some of the principles of reading the room in social situations in the breakout room after hours and then move to practice at the Ambassadors’ Get Together.

**RICK GREEN COMEDY HOUR – My Awarding Winning, Coast to Coast Mental Disorder | Friday | 7:00 pm – 9:30 pm | Salon East**

Comedian Rick Green’s hilarious one-man show takes us through his childhood struggles, lonely adolescence, and a chaotic show-biz career that unexpectedly turns into a life dedicated to ADHD. Rick takes us into the tornado of emotions that erupted after he was diagnosed in his 40s. What follows is a wild roller coaster of unexpected successes, unforeseen calamities, and surprising crusade to change how the world sees ADHD. (The event includes hors d’oeuvres.) Purchase tickets at the registration desk.

**Live” Virtual Support Groups | Saturday | 11:30 am – 1:00 pm**

Leader: Melissa Reskof (and leaders of the individual groups)

Would you like to meet with other adults with ADHD without leaving the comfort and privacy of your home? ADDA Virtual Peer Support offers ADDA members the opportunity to connect with peers for support in a safe non-judgmental environment. This is your opportunity to “try it on for size.” Of course, if you already participate in one of these groups, this is your chance to shake hands (oh, alright, HUG!) people in real life who you’ve connected with virtually.

**Parents with ADHD:** This group is for parents who have ADHD and are parents of children who have ADHD. Raising children is challenging… raising children with ADHD (yours and/or theirs) is even more so! We encourage parents through active sharing. During each session we offer relevant information on a multitude of parenting
topics. This is a safe, non-judgmental space for sharing tips, tools, strategies, and/or frustrations. We are committed to attendees feeling more understood, less alone in their parenting struggles, and more equipped and empowered to be the parent they would like to be.

- **Creativity in Action for Adults with ADHD:** Are you a frustrated artist, musician or author, unable, or unwilling, to pursue your art because your ADHD gets in the way? Whether you can’t get organized to create, can’t get caught up with everything else you need to do so you never have “spare” time, or if you can’t give yourself permission to create because you don’t feel you deserve it, this group is for you. Expressing your creativity is as essential as breathing. If you’re not letting “the real you” out, you’re making your ADHD worse! Together, we’ll support each other as we figure out how to live AND create!

- **Non-ADHD Spouse Peer Support Group:** Are you in a committed relationship with an ADHDer? Do you wish you could talk to other people who are ADHD adjacent? Then this is the group for you. At ADDA our mission is to help adults with Attention Deficit Hyperactivity Disorder lead better lives. We believe happier marriages would be an integral part to leading better lives.

**Coach Speed Dating | Saturday | 5:30 pm – 6:30 pm | TBA**

Leader: Christine Kotik

ADHD coaching is amazingly effective in helping adults with ADHD manage their ADHD and their lives! Many ADHDers work with ADHD coaches but struggle to find the right “fit.” Creating an effective partnership between an adult with ADHD and an ADHD coach is essential, and requires an investigation on both sides. No other event brings so many adults with ADHD together under one roof, so the ADHD Conference provides the ideal opportunity for clients and coaches to meet, greet and connect, or not. To make this process fun, we’ve created Coach “Speed Dating!”

**Talent Show | Saturday | 7:00 pm – 9:00 pm | Salon West**

Leader: Dean Solden

The Saturday evening entertainment will be the always entertaining ADHD Talent Show; emceed and organized by professional musician, Dean Solden, husband of author, speaker and therapist, Sari Solden. For those of you who have been to the ADDA Talent Shows in the past, you know this is a fantastic event which shows off the talents of so many ADHD conference attendees and speakers, in a fun, therapeutic, bare-your-soul way. This special event is for amateurs, semi-pro or professionals. We like a mix of all three. There is room for about 15 participants, so if you want to sing, dance, read poetry, do a reading, do a skit, do some comedy, show a video, or have some other talent which you can showcase in 2-7 minutes (average of 5), sign up quickly! You can bring a CD or MP3 to sing or play along with, so we’ll need your music in advance (see below) or Dean can accompany you on the piano, if pre-arranged. We are especially sensitive to those with performance anxiety, so if you want to do it, we’ll help you through it! This is a time to show off your creative side, make us laugh, make us cry, break through your fears, and create something special with the most supportive audience ever!
Conference Registration Hours And Registration Process

Registration is located on the second floor in the Pre-Function area in the Atlanta Hilton Hotel Atlanta, Georgia with the exception of Wednesday, November 8th *

Hours of operation:

Wednesday, November 8 | 2:00 pm– 6:00 pm | Lobby Level Registration A

Thursday, November 9 | 7:30 am–7:00 pm

Friday, November 10 | 7:30 am-7:00 pm

Saturday, November 11 | 7:30 am-12:00 pm

Sunday, November 12 | 8:00 am – 9:00 am

All credit card transactions are processed in US dollars.

A valid form of photo identification must be presented to claim registration materials. Conference materials may not be picked up for another person. Educational expenses are generally tax deductible as an ordinary and necessary business expense. Consult your tax advisor for additional information.

Registration Categories

General Conference Registration: Access to all conference activities as outlined in the program materials.

- Thursday: Exhibit Hall Grand Opening, Opening Reception, and Opening Keynote.
- Friday: Friday Keynote, Research Symposium, Breakout session, Exhibit Hall access and networking sessions, and Fundraiser
- Saturday: Saturday Keynote, Research Symposium, Breakout session, Exhibit Hall access and networking sessions, and Talent Show

Pre-Conference Sessions: Thursday workshops providing in-depth information and an opportunity to sharpen your ADHD knowledge.

One-Day Registration: One-day registrants may pick up registration materials on the morning of their valid one-day registration
Interest Group (Track) Definitions

**Adult:** Practical and science-based information for adults with ADHD.

**Coach:** Skills and practical strategies for working with teens, adults, and families with ADHD.

**Educator:** Practical information on curriculum, instruction, and classroom management strategies to assist students with ADHD.

**Parent/Caregiver:** Research-based information on ADHD including treatment issues and practical strategies for managing behavior at home and at school.

**Physician:** The latest research and information regarding the medical assessment and treatment of ADHD, of particular interest to psychiatrists and primary care providers including pediatricians, general and family practitioners, physicians’ assistants and nurse practitioners.

**Psychologists/Healthcare:** Most recent research and approaches to evaluation and behavioral treatment with information of interest to mental health professionals including psychologists, counselors, therapists, social workers, school nurses and counselors.

**Speech-Language Pathologists:** A focus on assessment and diagnostic challenges for related service professionals working with children and adults; research-supported treatment strategies; alternative or complimentary interventions; and models for collaborating with parents and other professionals to improve outcomes for individuals with ADHD and co-occurring conditions.
General Information

General Conference Registration: Access to all conference activities as outlined in the program

ACCESSIBILITY & SPECIAL ASSISTANCE: We are committed to providing access to all attendees and assist with any special needs. Please visit the Information Desk to make your requests.

ALCOHOL POLICY: CHADD’s and ADDA’s official policy regarding minimum age for alcohol consumption is the age applicable to the jurisdiction of the event venue. In Georgia, the minimum age for beer, wine and alcohol consumption is 21. CHADD and ADDA encourages you to act responsibly and not drink and drive.

ATTIRE: Business casual. Reminder: meeting room temperatures and personal comfort ranges vary widely. Because meeting rooms may seem cold, you may want to dress in layers or bring a sweater or a jacket. We recommend that you wear comfortable walking shoes.

BUSINESS SERVICES: For light printing FedEx Office is available onsite. Please contact their business center at 404-221-6940.

CHADD BOOKSTORE: Publications and selected books from other publishers are for sale at booth #200 in the Exhibit Hall.

BOOK SIGNINGS: Meet your favorite author on ADHD. A schedule of signings will be posted throughout the conference facility. Book signing are being held in booth# 102 in the Exhibit Hall.

Conference App: Access conference sessions, updates, speaker presentations, exhibitors, and sponsors from the convenience of your smartphone or tablet using the new conference app.

CHILDCARE: Those desiring in-room childcare should contact the hotel concierge.

CONFERENCE HANDOUTS: The 2017 Annual International Conference has gone green! No session handouts are provided on-site. All attendees may access handouts:

COURTESIES: As a courtesy, while attending sessions and Keynote addresses, please turn off cell phones, portable music players, and anything else that could disrupt speakers and fellow attendees.

FIRST AID AND EMERGENCIES: To request medical attention, please go to the hotel main desk, or dial 0 from any house phone.

GENERAL CONFERENCE SESSIONS: All sessions are first-come, first served. Seating begins 15 minutes prior to session start time. For safety, attendees are not permitted to sit or stand in the back of a session room and no chairs may be added.

LOST AND FOUND: The lost and found area is located at the CHADD Information Desk in the Exhibit Hall where you can bring found items or report lost items. Please note that neither CHADD nor the Hilton Atlanta is responsible for any lost items.

MESSAGE CENTER: A message center board is located in area near the registration desk. Use the board to post messages to other attendees. Do not post business promotions or solicitations as they will be removed immediately.

PRESENTER BIOGRAPHIES: Starting on page 119 is a complete listing of 2017 Annual International Conference on ADHD presenters and their bios.
PRIVATE SOCIAL FUNCTIONS POLICY: Social functions at which attendance is restricted to verbal or written invitations are not permitted during any official CHADD activity. Hospitality suites and hosted events must be approved in advance by CHADD. CHADD reserves the right to postpone or delay any function conflicting with an official CHADD activity. Anyone hosting such events must receive prior approval and register their function(s) at the exhibitor counter in the registration area.

SAFETY IN ATLANTA: The area around the hotel is safe for pedestrians and tourists, but you should exercise caution as you would in any metropolitan area. Pay close attention to the traffic signals and cross streets at designated intersections. It’s best to not carry large sums of money or allow others to see your money or other valuables. Don’t wear your CHADD name badge outside the hotel. After dark, do not walk alone. Check with the hotel concierge before visiting an unfamiliar neighborhood.

SMOKING POLICY: Hilton Atlanta is a smoke-free facility. For designated outside smoking areas, please inquire at the concierge desk.

SPECIAL ASSISTANCE: CHADD staff and conference volunteers will gladly help with any special needs (i.e., physical, dietary). Please stop by the registration desk to make your request.

GROUND TRANSPORTATION: Conveniently located 10.0 miles away from Hartsfield Jackson International Airport- Best way to the hotel is via the shuttle van service. This is a shared ride service and fares are charged per person. You can pre-book your shuttle with A&M Limousine Corporation (Tel: 770-955-4565). We have a discounted rate of $28.00 round trip or approximately $14.00 one way. Please book all reservations through the link provided. Should you decide to schedule your shuttle once you arrive in Atlanta you will have an increased fare.

WI-FI ACCESS: For the convenience of our guests, Hilton Atlanta complimentary Wi-Fi throughout the public spaces of the hotel as well as in guestrooms at the Executive level and above.
Nikolai’s Roof


Nikolai’s Roof is a AAA Four Diamond restaurant and a true Atlanta tradition. The famed restaurant recently debuted a modern new look and an updated menu. Enjoy intense flavors and tastes, fresh ingredients, and an elegant ambiance with a view overlooking Atlanta’s starlit skyline. The cocktail menu continues the Russianinspired tradition with infused vodkas and signature drinks like the Russian Coffee and Moscow Mule.

Located on the Top Floor of Hilton Atlanta.
www.nikolaisroof.com

Trader Vic’s

Taste the Tropics of Singapore, Samoa, Shanghai and other Exotic Islands.

With a motif complete with authentic palm trees, tiki torches and Polynesian wood carvings, Trader Vic’s guests experience the tropics. Appetizers and succulent BBQ Spare Ribs are cooked to tender perfection in the unique Chinese ovens. Trader Vic’s Mai Tai Bar features refreshing Polynesian potables, such as the signature Mai Tai and famous Peachtree Punch.

Located on the Lower Level of Hilton Atlanta.
www.tradervicsatl.com

Southern Elements

Celebrating current culinary trends from around the region for a tantalizing taste of the South.

Bask in chic and contemporary surroundings. Dine on traditional Southern cuisine with a modern twist. Southern Elements’ three semi-private spaces are ideal for small-scale dinners or intimate special occasions.

Located in the Hilton Atlanta Lobby.
## Schedule of Events

**THURSDAY, NOVEMBER 9, 2017**

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am – 7:00 pm</td>
<td>Registration</td>
<td>Second Floor, Pre-Function area</td>
</tr>
<tr>
<td>7:30 am – 12:00 pm</td>
<td>Exhibitor Registration</td>
<td></td>
</tr>
<tr>
<td>9:00 am – 12:00 pm</td>
<td>Morning Pre-Conference Sessions (6 sessions provided)</td>
<td>See Session Details</td>
</tr>
<tr>
<td>9:00 am-12:00 pm</td>
<td>Volunteer Leadership Training</td>
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<tr>
<td>12:00 pm– 1:30 pm</td>
<td>Lunch Break and Volunteer Leadership Appreciation and Awards Luncheon</td>
<td></td>
</tr>
<tr>
<td>12:00 pm – 1:00 pm</td>
<td>First-Time Attendees Orientation</td>
<td>Room 207</td>
</tr>
<tr>
<td>1:30 pm – 4:30 pm</td>
<td>Afternoon Pre-Conference Sessions (6 sessions provided)</td>
<td>See Session Details</td>
</tr>
<tr>
<td>5:30 pm</td>
<td>Exhibit Hall Open (Grand Opening Ribbon Cutting)</td>
<td>Galleria Exhibit Hall</td>
</tr>
<tr>
<td>5:00 pm – 6:30 pm</td>
<td>Research Posters and Innovative Programs</td>
<td>See Session Details</td>
</tr>
<tr>
<td>5:30 pm</td>
<td>Welcome Reception in Exhibit Hall</td>
<td>Galleria Exhibit Hall</td>
</tr>
<tr>
<td>7:00 pm – 8:30 pm</td>
<td>Opening Keynote Presenter – Dr. Georgina Peacock, CDC</td>
<td>Salon West</td>
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</tbody>
</table>
### FRIDAY, NOVEMBER 10, 2017

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am-7:00 pm</td>
<td>Registration</td>
<td>Second Floor, Pre-Function area</td>
</tr>
<tr>
<td>9:00 am-6:00 pm</td>
<td>Exhibit Hall Hours</td>
<td>Galleria Exhibit Hall</td>
</tr>
<tr>
<td>7:00 am - 8:00 am</td>
<td>Yoga Exercises <em>(Free for Attendees)</em></td>
<td>TBA</td>
</tr>
<tr>
<td>7:00 am - 8:00 am</td>
<td>ADHD Mindfulness Techniques <em>(Free for Attendees)</em></td>
<td>TBA</td>
</tr>
<tr>
<td>7:00 am - 8:00 am</td>
<td>Walking Tours <em>(Free for Attendees)</em></td>
<td>Meet in hotel lobby</td>
</tr>
<tr>
<td>8:30 am – 10:00 am</td>
<td>Friday Keynote - Dr. Adam Gazzaley</td>
<td>Salon East</td>
</tr>
<tr>
<td>10:15 am – 11:30 am</td>
<td>Morning Breakout Sessions <em>(9 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>10:15 am – 11:30 am</td>
<td>Research Symposium I</td>
<td></td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>Luncheon Round Table Networking by Interest Group</td>
<td></td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>Unity Lunch <em>(Invitation Only)</em></td>
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<tr>
<td>1:30 pm – 2:15 pm</td>
<td>Early Afternoon Breakout Sessions <em>(9 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>2:15 pm – 2:45 pm</td>
<td>Break</td>
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<tr>
<td>2:45 pm – 4:00 pm</td>
<td>Late Afternoon Breakout Sessions <em>(9 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>4:00 pm – 4:15 pm</td>
<td>Break</td>
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<tr>
<td>4:15 pm – 5:30 pm</td>
<td>Evening Breakout Sessions <em>(9 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>5:30 pm – 6:30 pm</td>
<td>Why Does No One Like Me? – Social Skills Lab <em>(Seating Limited)</em></td>
<td>Room 215</td>
</tr>
<tr>
<td>7:00 pm – 9:30 pm</td>
<td>Fundraiser – Rick Green Comedy Hour $75.00 <em>(Seating Limited)</em></td>
<td>Salon East</td>
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</table>
## Schedule of Events (continued)

<table>
<thead>
<tr>
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<tr>
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<td>Exhibit Hall Hours</td>
<td>Galleria Exhibit Hall</td>
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<td>Yoga Exercises <em>(Free for Attendees)</em></td>
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<td>ADHD Mindfulness Techniques <em>(Free for Attendees)</em></td>
<td>TBA</td>
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<td>Walking Tours <em>(Free for Attendees)</em></td>
<td>Meet in hotel lobby</td>
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<tr>
<td>8:30 am – 10:00 am</td>
<td>Saturday, Keynote - Matt Cohen and Paul Grossman</td>
<td>Salon East</td>
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<tr>
<td>10:00 am – 10:15 am</td>
<td>Break</td>
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<tr>
<td>10:15 am – 11:30 pm</td>
<td>Morning Breakout Sessions <em>(8 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>10:15 am – 11:30 pm</td>
<td>Research Symposium II</td>
<td></td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>FILM: Normal Isn’t Real: Succeeding With Learning Disabilities &amp; ADHD</td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>Lunch on your own</td>
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<tr>
<td>12:00 pm</td>
<td>Exhibit Hall Raffle <em>(Hall closes at 4:00 pm)</em></td>
<td>Galleria Exhibit Hall</td>
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<tr>
<td>6:00 pm – 7:00 pm</td>
<td>Coach Speed Dating</td>
<td>TBA</td>
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<tr>
<td>7:00 pm – 10:00 pm</td>
<td>Talent Show - You Must Sign Up in Advance <em>(Free to Attendees)</em></td>
<td>Salon West</td>
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<td>Continental Breakfast</td>
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<td>Morning Breakout Sessions <em>(6 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>10:00 am – 12:00 pm</td>
<td>Closing Keynote - Sari Solden</td>
<td>Galleria 5</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Conference Adjourned</td>
<td>Have a Safe Trip Home</td>
</tr>
</tbody>
</table>
INTEGRATIVE MEDICINE for ADHD
A Full-Day Online Course with 6 Hours of On-Demand Video Presentations

COURSE PRESENTATIONS
- Strength-Based Treatment: What I Have Learned About ADHD in 67 Years by Edward Hallowell MD
- Genetic Testing and Personalized Medications for ADHD by Jay Lombard DO
- Nutritional Solutions for ADHD by James Greenblatt MD
- Environmental Toxins, ADHD, and Behavioral Problems by William Shaw PhD

CEU's Available

REDEFINING PERSONALIZED TREATMENT OPTIONS

"Finally Focused is filled with a clear, effective, science-based program that gives you all the building blocks to treat ADD naturally and effectively."

-Daniel G. Amen MD
New York Times Bestselling author of Healing ADD and Change Your Brea, Change Your Life

"Finally Focused offers us a powerful... alternative to the current reality."

-David Perlmutter, MD
New York Times bestselling author of Grain Brain and The Grain Brain Whole Life Plan

LEARN MORE AT: FinallyFocusedBook.com
Certificate of Completion
is awarded to
for attending the 2017 Annual International Conference on ADHD
Hosted by
CHADD
Deficit/Hyperactivity Disorder
Children and Adults with Attention-
and
ADDAD
Attention Deficit Disorder Association
Atlanta, Georgia
November 9 – November 12, 2017

Michael MacKay
CHADD National President

Duane Gordon
ADDA, President
Thursday, November 9

adda
Attention Deficit Disorder Association

Connect
& Recharge

CHADD
Children and Adults with Attention Deficit/Hyperactivity Disorder
### Thursday, November 9, 2017

<table>
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</tbody>
</table>
Thursday, November 9 Highlights

First-Time Attendees Orientation | 12:00 pm – 1:00 pm | Room 207 | (FREE)

Welcome Newcomers! Grab your lunch and join the first-time attendees’ orientation is designed to provide newcomers to CHADD with practical tips, advice, and answers all your questions. Get suggestions on how to select sessions which will allow you to get the most out of the conference.

Linda Spencer, PhD, and Ari Tuckman, PsyD, MBA| Co-Chairs, CHADD2017

Expo Hall Grand Opening Ribbon Cutting | 4:30 pm | Exhibit Hall

Come meet the exhibitors and find the solutions you need. This is a great opportunity to ask questions and get in-depth information on the latest ADHD innovations. All conference registrants are welcome.

Welcome Reception | 5:30 pm | Exhibit Hall

Kick off the start of the 2016 Annual Conference at this free event open to all attendees. Come meet other attendees, exhibitors, browse the poster fair, and enjoy food and drink in the Exhibit Hall.

Research Posters & Innovative Programs | 5:30 pm – 6:30 pm | Exhibit Hall

Posters showcase innovations in ADHD on topics, including the Know/Go model for understanding and supporting those with ADHD, Behind the Wheel with ADHD, executive functioning, and much more. A complete list of individual posters and presenters is available online.

Connect & Recharge
Thursday Morning Session Details

Pre-Conference Institutes 120 mins: 9:00 AM – 12:00 PM

**TA01 - Understanding and Evaluating Executive Functioning in ADHD Across the Lifespan**

**TRACKS:** Adults | Mental Health Clinicians

**LEVEL:** Intermediate

**PRESENTER:** Sam Goldstein, PhD, ABPdN

**ROOM:** 206

This mid-level to advanced pre-conference session will focus on the understanding and evaluation of executive functioning within the context of ADHD across the lifespan. The presentation will include strategies for assessment and treatment.

**LEARNING OBJECTIVES:**

- This pre-conference session is designed to help you learn about the historical and theoretical history of executive functioning as a major force in the evolution of the human species.
- This pre-conference session is designed to help you learn about current theories of executive functioning and their relationship to Attention Deficit Hyperactivity Disorder (ADHD) in the clinical assessment of children and adults.
- This pre-conference session is designed to help you integrate information from a diagnostic questionnaire and test instruments to evaluate executive function in the context of a clinical evaluation focused upon diagnosing ADHD.
- This pre-conference session is designed to help you learn about current theories and strategies to modify and improve executive functioning in children and adults with ADHD and thereby reduce their daily functional impairment.
- This pre-conference session will help you develop strategies for effective assessment of EF within the context of ADHD as well as facilitate treatment planning.

**TA02 - Helping Students with ADHD SUCCEED in College: Applying Behavioral Activation and Motivational Techniques**

**TRACKS:** Educators | Mental Health Clinicians | Coaches/Organizers | Physicians/Psychiatrists

**LEVEL:** Intermediate

**PRESENTERS:** Andrea Chronis-Tuscano, PhD, and Michael Meinzer, PhD

**ROOM:** 208

College students with ADHD represent a population that is particularly vulnerable to problematic alcohol use, given the developmentally inappropriate levels of inattention, hyperactivity and impulsivity characteristic of the disorder, combined with the college lifestyle. Despite the clear indication from emerging research of the need for interventions for this population, there are few published randomized controlled studies of psychosocial interventions for college students with ADHD, and none specifically targeting problematic alcohol use in those with ADHD at any age. Moreover, brief motivation-based alcohol interventions that generally have been successful for college students show limited benefits among individuals with elevated impulsivity and poor self-regulation, both hallmarks of ADHD, calling for the need to modify BMI’s for this vulnerable group. Toward the goal of developing targeted interventions
for college students with ADHD, it is crucial to determine treatment approaches that target problematic alcohol use and that are developmentally appropriate for this high-risk group. Although originally developed to treat depression, behavioral activation has been shown to be efficacious for a range of clinically relevant presentations including college students with problematic drinking patterns. Based on its core components that focus on planning and accountability, BA has clear relevance for addressing ADHD-related executive functioning deficits, which may increase the propensity for engagement in risky behavior. With funding from NIH, we modified brief BA to increase relevance to college students with ADHD who are engaging in problematic alcohol use, and integrated this approach with BMI. We call this program SUCCEEDS (Students Understanding College Choices: Encouraging and Executing Decisions for Success).

**LEARNING OBJECTIVES:**
- To familiarize attendees with challenges faced by college students with ADHD, including risk for problematic alcohol/substance use.
- To familiarize attendees with our assessment procedures for identifying ADHD in college students, with an emphasis on academic and social impairments.
- To familiarize attendees with principles of Behavioral Activation (BA) targeting college students with ADHD.
- To familiarize participants with principles of Brief Motivational Interventions (BMI) developed for college students and adapted by our group for college students with ADHD
- To present common challenges encountered when working clinically with college students with ADHD

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**TA03 - ADHD and the Personality Disorders: Untangling and Understanding When It Is One or the Other or Both**

**TRACKS:** Mental Health Clinicians | Physicians/Psychiatrists | Adults | Parents/Caregivers

**LEVEL:** Intermediate

**PRESENTER:** Roberto Olivardia, PhD

**ROOM:** 215

There has been more empirical and clinical interest in the relationship between ADHD and Cluster B (borderline, narcissistic, antisocial, and histrionic) and Cluster C (avoidant, dependent, and obsessive-compulsive) personality disorders. Since both ADHD and personality disorders are widely misunderstood, there is much room for diagnostic confusion. This session will explore each of the Cluster B and C personality disorders and execute proper differential diagnosis with various case examples. Clinical anecdotes will include ADHD patients misdiagnosed with a personality disorder, patients with personality disorders misdiagnosed as ADHD, and cases where patients have both, but only one diagnosis or neither is diagnosed. ADHD can serve as a risk factor for the development of a personality disorder. Treatment implications will also be reviewed, especially focusing on patients with a combined presentation, as they are often at higher risk for dangerous, parasuicidal, or suicidal behaviors, less treatment compliant, and more clinically challenging.

**LEARNING OBJECTIVES:**
- Identify symptoms and traits of the Cluster B Personality Disorders
- Understand the symptoms and traits of the Cluster C personality disorders.
- Explain how having ADHD can serve as a risk factor for Personality Disorders.
- Cite the differential diagnostic features to more accurately diagnose whether someone has ADHD, a Personality Disorder or both
- Discuss the treatment interventions for the patient with ADHD and a Personality Disorder
TA04 - Mindfulness for Complex and Comorbid ADHD: From Research to Practice

**TRACKS:** Parents/Caregivers | Physicians/Psychiatrists

**LEVEL:** Intermediate

**PRESENTER:** Mark Bertin, MD

**ROOM:** 216

From sleep and nutrition to cognitive behavioral therapy and emotion, from parent training to navigating medication, mindfulness can be used directly to augment almost all of the rest of ADHD care. Beginning mindfulness practice often starts with attention, to sounds or breathing—but that barely scratches the surface of the larger intentions of mindfulness. Like ADHD itself, mindfulness impacts far more than attention, impacting executive function and also setting an intention of greater awareness and wisdom around anything we do in life. A concept called the “foundations of mindfulness” reflects the larger psychology of why it works, and can be integrated with research around the benefits of bringing awareness to habitual patterns around physical sensations, emotion, thought, self-perception, and showing how that all relates to resilience. Complex and comorbid ADHD never responds to only one intervention—and for someone living with ADHD, navigating and sustaining a plan is undermined by ADHD itself. The intention of this session is to expand the common view of mindfulness, integrating it into traditional, evidence-based care while providing practical tools around both mindfulness and ADHD to take into everyday life.

**LEARNING OBJECTIVES:**

- To define ADHD as a disorder of executive function, and the relationship of comorbid conditions to ADHD.
- To elucidate the impact of executive function on daily life, healthy habits, and ADHD care itself.
- To define mindfulness as a practice of awareness and habit change, and the impact of that perspective on daily living.
- To demonstrate the impact of mindfulness on stress, emotion, habitual thought, perception and resilience, and how those psychological concepts relate to ADHD care.
- To define a more expansive view of mindfulness practice, beyond the introductory practices of listening or following the breath, focusing on the four foundations of mindfulness practice in psychology.

TA05 - Advanced Medication Management of ADHD Plus Coexisting Conditions

**TRACKS:** Mental Health Clinicians | Physicians | Psychiatrists | Coaches | Organizers | Related Service Providers

**LEVEL:** Intermediate

**PRESENTER:** William Dodson, MD

**ROOM:** 209

ADHD occurs with other mental health and medical conditions with other mental health conditions (bipolar disorder, substance use disorders, depression, anxiety disorders, etc.) and medical conditions (pregnancy, cardiovascular disease, migraines, sleep disorders, etc.) in more than 70% of cases. This advanced course presents options for the medication management of ADHD when it co-occurs with other common ailments and explores the causes of medication treatment failures. Time will be reserved for participants to present their own case reports for group discussion.

**LEARNING OBJECTIVES:**

- The participant will be able to recognize and medically manage complex cases of ADHD plus one or more mental health coexisting conditions.
The participant will be able to recognize and manage complex cases of ADHD plus a medical coexisting condition.

The participant will be able to anticipate and prevent common causes of treatment noncompliance and lack of adherence to treatment.

The participant will be able to manage the medication trials of individuals who do not get benefits from or tolerate the standard stimulant medications.

The participant will be able to organize and prioritize the steps of medication treatment of complex cases of ADHD.

**TA06 - Customizing Growth: An Introduction to Using the Enneagram as a Catalyst in Coaching**

**TRACKS:** Coaches/Organizers| Related Service Providers

**LEVEL:** Intermediate

**PRESENTER:** Tamara Rosier, PhD

**ROOM:** 214

As coaches, we are passionate about helping our clients break through old limiting patterns to live healthy, energized lives. This session offers you an introduction to an approach that facilitates sustainable shifts in your clients’ personal, interpersonal, and work lives. The Enneagram framework is a highly effective tool that uses specific processes and strategies to assist and support changes in your clients. The Enneagram is rooted in universal elements from most major spiritual traditions without specific dogma. Cross-cultural and demonstrated to be effective, the Enneagram is the sound tool for helping your clients at a basic level, such as communicating clearly, identifying strengths, identifying opportunities for growth, and taking personal responsibility. With a deeper understanding of the Enneagram framework, you can go even beyond identifying nine dominant personality traits and patterns in your clients to help them stimulate real transformation as they identify the beliefs, behaviors and thoughts that are no longer useful.

**LEARNING OBJECTIVES:**

- Learn about the enneagram approach
- Identify personal enneagram style;
- Analyze approaches to integrating the enneagram into their professional work;
- Plan for future learning about enneagram applied to coaching
- Apply enneagram understanding to coaching
Thursday Afternoon Session Details

Pre-Conference Institutes 120 mins: 1:30 PM – 4:30 PM

TB01 - Redefining ADHD for Modern Life.

TRACKS: Educators | Mental Health Clinicians | Coaches/Organizers

LEVEL: Intermediate

PRESENTER: William Dodson, MD

ROOM: 206

The diagnostic criteria were written by and for researchers. The DSM criteria concern only visible behaviors that can be counted in studies and subjected to statistical analysis. They ignore the major areas of impairment that concern patients and clinicians such as emotional control and expression, cognitive and learning styles, sleep disturbances, relationships, and how ADHD changes through the life cycle. Indeed, the current DSM criteria have never once been research validated in person over the age of 16. The ICD-10 criteria used in the rest of the world match the DSM set from the 1980’s that still require hyperactivity.

Perhaps the most significant deficiency of our current definition of ADHD is that it has never led to a therapy that has been able to demonstrate “detectable, lasting benefits for the core symptoms of ADHD. To many people this means that we have been missing something both huge and fundamental about the very nature of ADHD. This presentation explains why everything that we expected to work has not and what might work instead.

LEARNING OBJECTIVES:

• The participant will understand why all of the non-medication-based treatment approaches have failed.
• The participant will understand the conditions under which people with an interest based nervous system can “get in the Zone” and function at a very high level.
• The participant will be able to understand the implications this has for success in school and in work which operate primarily on secondhand importance.
• The participant will be able to start the process of “writing a new owner’s manual” that works for an interest-based nervous system. The participant will be able to start the process of “writing a new owner’s manual” that works for an interest-based nervous system.
• The participant will be able to appreciate the hidden intensity and vulnerability of people with ADHD to rejection and criticism and be able to list ways in which to manage this extreme emotional vulnerability.

TB02 - Females with ADHD Across the Lifespan

TRACKS: Mental Health Clinicians | Physicians/Psychiatrists | Educators

LEVEL: Advanced

PRESENTER: Ellen Littman, PhD

ROOM: 208

This presentation will begin with an overview of ADHD neurobiology, emphasizing our current understanding of gender-based differences in brain structure and function. Then, we’ll explore the unique developmental trajectory of females with ADHD, and how it differs from that of males with ADHD. For a holistic view, we’ll examine how the manifestations of symptoms are influenced by a complex interplay of neurology, genetics, hormones, sociocultural...
expectations, environmental conditions, and comorbidities. This longitudinal perspective will highlight the risk factors for potentially dire outcomes, and underscore the necessity for earlier identification, more accurate diagnoses, and treatment alliances providing ongoing support.

**LEARNING OBJECTIVES:**

- Participants will be able to cite three gender-related factors that can affect the impact of ADHD in females.
- Participants will be able to discuss the interplay between executive dysfunction and gender role expectations for females with ADHD.
- Participants will be able to explain the effects of fluctuating hormone levels on females with ADHD.
- Participants will be able to identify two comorbid conditions that complicate the symptom picture for females with ADHD.
- Participants will be able to list three factors that can contribute to potentially negative outcomes for females with ADHD.

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**TB03 - Medication and Cognitive-Behavioral Therapy for Children with Coexisting ADHD, Autism and Anxiety: Finding the Golden Mean**

**TRACKS:** Mental Health Clinicians | Physicians/Psychiatrists | Educators | Related Service Providers

**LEVEL:** Intermediate

**PRESENTER:** Dan Shapiro, MD

**ROOM:** 215

On one end of a “Self-Control and Attention Dysregulation Spectrum,” ADHD can be thought of as a disorder of under-inhibition and distractibility. On the other end of this spectrum, Autism and Anxiety can be viewed as disorders of over-inhibition and perseveration. When these conditions coexist, effective treatment depends upon finding the right balance between opposing tendencies. Dr. Shapiro will present very specific strategies, using medication and cognitive behavioral therapy, to find this Golden Mean for children with coexisting ADHD, Autism, and Anxiety.

**LEARNING OBJECTIVES:**

- Participants will learn how to conceptualize coexisting ADHD, Autism and Anxiety as intertwined disorders along a “Self-Control and Attention Dysregulation Spectrum” (SCADS).
- Participants will learn how ADHD can be thought of as a disorder of under-inhibition and distractibility; Autism and Anxiety as disorders of over-inhibition and perseveration.
- Participants will learn how to apply the concepts of “therapeutic window” and “Golden Mean” to finding the right balance between under-inhibition and over-inhibition in children with these coexisting conditions.
- Participants will learn a specific approach to medication management of coexisting ADHD, Autism, and Anxiety; including case discussion.
- Participants will learn a specific approach to cognitive-behavioral therapy of coexisting ADHD, Autism, and Anxiety; including case discussion.
TB04 - ADHD in Older Adults: How Can You Tell and What Can You Do?

TRACKS: Mental Health Clinicians | Physicians/Psychiatrists | Adults | Coaches/Organizers

LEVEL: Intermediate

PRESENTER: David Goodman, MD

ROOM: 216

This presentation will review the developing concept of ADHD in older adults rarely recognized. I will discuss the identification and diagnosis highlighted by brief patient cases. These cases will illuminate consideration of other causes for cognitive complaints in older adults including medical illnesses, medications, and age-related decline. Effective treatment options such as medication and psychotherapies will be discussed.

LEARNING OBJECTIVES:

• Understand the concept and basis of ADHD in older adults
• Discuss the identification and diagnosis of ADHD in older adults with cognitive complaints
• Understand the potential confounding disorders when considering ADHD in this population
• Understand the treatment options both medication and psychotherapies
• Be able to apply new clinical skills for your older patients/clients/family members

TB05 - Treating Executive Functioning and Motivation Difficulties in Teens with ADHD: A Parent-Teen Approach

TRACKS: Mental Health Clinicians | Coaches/Organizers | Educators | Related Service Providers

LEVEL: Intermediate

PRESENTER: Margaret Sibley, PhD

ROOM: 209

The session is designed to introduce professionals to Supporting Teens’ Autonomy Daily (STAND), an empirically supported intervention for executive functioning and motivation deficits in teens with ADHD. This treatment engages parents and teens in treatment and utilizes a skills-based approach blended with Motivational Interviewing to help family members set realistic expectations and long-term goals, practice new skills at home, and figure out their best case scenario for navigating the challenges of adolescence.

LEARNING OBJECTIVES:

• Learn what skills parents and teens can practice to improve executive functioning and motivation problems in teens.
• Discuss and practice population-specific therapy delivery strategies that promote initial engagement and long-term practice of skills at home.
• Understand overinvolved and under involved parenting patterns that frequently emerge in these families, and how to help parents step away from practices that inhibit teen growth and autonomy.
• Learn the basics of parent-teen behavioral contracting—including how to deal with electronics use, barriers to monitoring teens, teens who resist limits, and helping families find and accept their best case scenario.
• Learn how Motivational Interviewing is integrated into treatment to engage families finding realistic solutions to everyday challenges.
TB06 - Rising Strong and Overcoming Shame Messages when Living with the Challenges of ADHD: Facilitating Shame Resilience through ADHD Coaching

TRACKS: Coaches/Organizers| Mental Health Clinicians| Adults| Parents/Caregivers

LEVEL: Intermediate

PRESENTER: Mary Ann Lowry, MEd

ROOM: 214

Individuals diagnosed with ADHD often have a lifetime of shame messages after dealing with undiagnosed ADHD. Even when ADHD is diagnosed earlier in life, ADHD is misunderstood. Many individuals, family members, teachers, supervisors, etc. see ADHD as a character disorder rather than a neurological disorder. By the time clients seek the help from mental health professionals or coaches, they’ve absorbed unintended hurtful messages and are often shackled by shame and the desire to override it by perfectionism. This presentation will introduce participants to the relationship between executive function deficits and shame messages. Participants will be introduced to user friendly methods to coach clients to develop shame resilience and embrace their vulnerability, as they offer strategies that are part of traditional ADHD coaching. Tools will be offered that lead clients to practice mindful self-compassion, understand when shame is leading to suffering and specific coaching techniques and powerful questions to inspire their clients to develop shame resilience. The presentation is based on the research of Dr. Brene Brown and Dr. Kristin Neff.

LEARNING OBJECTIVES:

• Participants will recognize the shame messages that clients tell themselves as the result of executive function deficits.
• Participants will be introduced to incorporating mindful self-compassion tools into their coaching practice.
• Participants will learn how they as individuals and their clients adopt protective armor, such as perfectionism and numbing, as a means to cope with life challenges.
• Participants will learn tools to help their clients understand their own coping mechanisms for dealing with shame and ways to drop shame shields.
• Participants will learn tools to coach clients to rewrite their former shame stories with a renewed attitude of self-compassion and the courage to connect.
Opening Keynote

Georgina Peacock

Dedicated to the health and development of children and adults across the lifespan, Dr. Georgina Peacock applies her personal passion and knowledge to a critical leadership position at the US Centers for Disease Control and Prevention. She is the director of the Division of Human Development and Disability at the National Center on Birth Defects and Developmental Disabilities. In her role at DHDD, she directs CDC’s public health approach, which helps children and adults with disabilities get the most out of life by supporting programs, surveillance, research and policies that facilitate better healthcare, increases in accessibility, and inclusion. DHDD also works to optimize child development for those at risk for high-impact conditions so children can reach their full potential in life.
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“If a student can’t learn the way we teach...we should teach the way a student can learn.”
Tweetie L. Moore, Founder

Open House
Wednesdays at 9:00 a.m.

January 17, 2018       March 14, 2018
February 14, 2018      April 11, 2018
                      May 9, 2018

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Mill Springs Academy maintains a non-discriminatory admissions policy in regard to race, creed, color, sex, religion, national or ethnic origin.
Friday, November 10
## Friday At A Glance

### FRIDAY, NOVEMBER 10, 2017

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>7:30 am-7:00 pm</td>
<td>Registration</td>
<td>Second Floor, Pre-Function area</td>
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<tr>
<td>9:00 am-6:00 pm</td>
<td>Exhibit Hall Hours</td>
<td>Galleria Exhibit Hall</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>Yoga Exercises <em>(Free for Attendees)</em></td>
<td>TBA</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>ADHD Mindfulness Techniques <em>(Free for Attendees)</em></td>
<td>TBA</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>Walking Tours <em>(Free for Attendees)</em></td>
<td>Meet in hotel lobby</td>
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<tr>
<td>8:30 am – 10:00 am</td>
<td>Friday Keynote - Dr. Adam Gazzaley</td>
<td>Salon East</td>
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<tr>
<td>10:15 am – 11:30 am</td>
<td>Morning Breakout Sessions <em>(9 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>10:15 am – 11:30 am</td>
<td>Research Symposium I</td>
<td></td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>Luncheon Round Table Networking by Interest Group</td>
<td></td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>Unity Lunch <em>(Invitation Only)</em></td>
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<tr>
<td>1:30 pm – 2:15 pm</td>
<td>Early Afternoon Breakout Sessions <em>(9 sessions provided)</em></td>
<td>See Session Details</td>
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<tr>
<td>2:15 pm – 2:45 pm</td>
<td>Break</td>
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<td>2:45 pm – 4:00 pm</td>
<td>Late Afternoon Breakout Sessions <em>(9 sessions provided)</em></td>
<td>See Session Details</td>
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<tr>
<td>4:00 pm – 4:15 pm</td>
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<td>4:15 pm – 5:30 pm</td>
<td>Evening Breakout Sessions <em>(9 sessions provided)</em></td>
<td>See Session Details</td>
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<tr>
<td>5:30 pm – 6:30 pm</td>
<td>Why Does No One Like Me? – Social Skills Lab <em>(Seating Limited)</em></td>
<td>Room 215</td>
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<tr>
<td>7:00 pm – 9:30 pm</td>
<td>Fundraiser – Rick Green Comedy Hour $75.00 <em>(Seating Limited)</em></td>
<td>Salon East</td>
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Friday, November 10 Highlights

Yoga Exercises | Friday, Saturday, Sunday | 7:15 am – 8:00 am | TBA | (FREE)

Start your day the right way—enjoy a yoga practice to get you ready for whatever is coming. In this Vinyasa flow style class you will move with your breath and listen to your body as you explore the different poses. Modifications and variations of the poses will be offered making this class great for all levels and welcoming to beginners. Leave feeling connected with your mind and body and ready to start your day.

Morning Walk | Friday, Saturday, Sunday | 7:00 am – 7:45 | Meet in hotel lobby | (FREE)

Does a morning walk help you to focus? Join Annette Tabor for a 30-45 minute walk on and around the hotel grounds. Bring your fresh coffee or a bottle of water and start the day off right with a brisk constitutional.

ADHD Mindfulness Techniques (AMT) | Friday, Saturday, Sunday | 7:00 am – 8:00 am | TBA | (FREE)

Action Mindfulness designed for the ADHD brain. Clear the confusion about mindfulness and develop useful skills. Influenced by martial arts and sports psychology AMT actively deals with frustrations and challenges faced by people with ADHD.

Each session will begin with practical exercises and conclude with guided meditation to get the most out of the conference.

Why Does No One Like Me?” Social Skills Lab | Friday | 5:30 pm- 6:30 pm | Room 215

Leader: Caroline Maguire and Dana Maher

We’ll provide a safe place to practice social skills for adults with ADHD. We will teach adults with ADHD how to read the room followed by real-life “lab work.” We will explain some of the principles of reading the room in social situations in the breakout room after hours and then move to practice at the Ambassadors’ Get Together.

RICK GREEN COMEDY HOUR – My Awarding Winning, Coast-to-Coast Mental Disorder | Friday | 7:00 pm – 9:30 pm | Salon East | $ 70.00

Comedian Rick Green’s hilarious one-man show takes us through his childhood struggles, lonely adolescence, and a chaotic show-biz career that unexpectedly turns into a life dedicated to ADHD. Rick takes us into the tornado of emotions that erupted after he was diagnosed in his 40s. What follows is a wild roller coaster of unexpected successes, unforeseen calamities, and surprising crusade to change how the world sees ADHD. (The event includes hors d’oeuvres. Purchase tickets at the registration desk.)
Adam Gazzaley

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

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

**Research Symposium I**  
75 mins: - 10:15 AM -11:30 AM

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

**Breakout Sessions**  
75 mins: - 10:15 AM -11:30 AM

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

**TRACKS:** Adults| Parents/Caregiver  
**LEVEL:** Beginner  
**PRESENTER:** Linda Roggli, PCC  
**ROOM:** 202

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

**LEARNING OBJECTIVES:**

- Participants will identify three contributing factors to the ADHD masquerade effect
- Participants will compare peer-reviewed research on the public stigma of ADHD across the lifespan
- Participants will identify six distinct manifestations of “masks” adopted to shield the ADHD individual from shame and humiliation
- Participants will discuss the advantages and disadvantages of maintaining a protective facade for their public ADHD symptoms
- Participants will apply concepts demonstrated in the session to create an action plan that effectively and safely discards protective personae that can inhibit growth and success

**FA02 - Memory Magic: Learning How to Remember**

**TRACKS:** Coaches/Organizers | Parents/Caregivers| Educators  
**LEVEL:** Beginner  
**PRESENTER:** Joan Teach, PhD
Making your mind a marvelous memory machine takes patience, concentration, focus, and willful effort. Shifting short-term memory into long-term memory requires learning strategies. Come explore the facts around memory’s unique properties, and through experiential learning exercises enable yourself to develop a set of skills to enhance your own memory.

**LEARNING OBJECTIVES:**

- To retain thoughts and facts from short-term memory into long-term memory requires learning strategies and mastering skills to be successful.
- To understand the difference between Sensory Memory, Short-Term and Long-Term Memory.
- To understand the difference between the ADHD memory processes and those functioning more neurotypically.
- To learn strategies for making short-term memory function more efficiently.
- To understand the impact one’s emotions have on memory and retrieval.

### FA03 - Making the Virtual Virtuous: Cultivating New Relationships with Our Digital Technology through Mindfulness

**TRACKS:** Mental Health Clinicians | Educators| Adults | Parents/Caregivers

**LEVEL:** Beginner

**PRESENTER:** Christopher Willard, PsyD

**ROOM:** 204

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

**LEARNING OBJECTIVES:**

- To describe the potential risks of unregulated media use on children.
- To distinguish the unique risks of media within the ADHD population.
- To review the potential impact of media on attention and executive function.
- To review potential benefits and pitfalls specifically around social media usage in the adolescent population.
- To understand how to implement practical and child-friendly limits that provide children the tools to manage media themselves over time.

### FA04 - From Shame to Compassion: Internal Family Systems and ADHD

**TRACKS:** Mental Health Clinicians | Coaches/Organizers| Adults | Related Service Providers

**LEVEL:** Advanced

**PRESENTER:** Michel Fitos

**ROOM:** 206
Internal Family Systems and its focus on bringing balance and harmony to clients’ inner system of parts through the development of self-leadership opens up enormous possibilities in working with people with ADHD. Our clients are often burdened with enormous amounts of shame and helplessness around their ADHD symptoms, and enormous amounts of energy are tied up in struggles between different motivations. Giving clients the tools to identify these parts of themselves and learn to work with them frees up enormous amounts of inner space and energy, and transforms clients’ relationships to their selves from shame to compassion. This workshop will include an opportunity to make parts maps, and there will be a short demo session with an audience member.

**LEARNING OBJECTIVES:**

- Enumerate the three types of parts in the IFS model
- Explain the effects of shame on ADHD symptoms
- Identify benefits of self-compassion
- Describe common constellations of parts in a person with ADHD
- Observe a demonstration of IFS techniques

**FA05 - The Impact of ADHD in Cultural Diversity**

**TRACKS:** Mental Health Clinicians | Parents/Caregivers | Educators

**LEVEL:** Beginner

**PRESENTERS:** Cheryl Hamilton, LPC and Mechell Guy

**ROOM:** 208

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

**LEARNING OBJECTIVES:**

- Study the effects of race on assessment and treatment of ADHD to reduce the misdiagnosis of minority clients
- Examine and understand multicultural issues in the treatment of children diagnosed with ADHD
- Identify and implement a multimodal plan of interventions to meet the needs of African-American children and the family
- Identify and implement a multimodal plan of interventions to meet the needs of Hispanic/Latino children and the family
- Be equipped to apply therapeutic strategies from a multicultural clinical framework for ADHD behaviors

**FA06 - What Are the Symptoms that Might Change the Diagnosis from ADHD to Asperger Syndrome**

**TRACKS:** Physicians/Psychiatrists | Related Service Providers | Mental Health Clinicians | Parents/Caregivers

**LEVEL:** Intermediate

**PRESENTER:** Edward Aull, MD

**ROOM:** 209
Edward Aull, MD, will discuss the symptoms that help a clinician determine whether a patient simply has ADHD, or if they might have mild autism. Some symptoms attributed to ADHD are really more often related to autism issues. Patients with significant autism are usually readily diagnosed, but when the number and severity of symptoms are less prominent, the diagnosis of Asperger syndrome is often missed, especially in females. It is not uncommon for mild social deficits not to show up until the patient reaches high school and tries to maintain a “steady dating” relationship. Other issues, such as making and keeping friends, anxiety, eye contact, sensory issues, language-based learning disability, and incorrect reading of nonverbal cues will be discussed.

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

**LEARNING OBJECTIVES:**
- Learn how ADHD and Asperger’s syndrome differ.
- Learn what symptoms may amend an ADHD diagnosis.
- Learn how the severity of a symptom may amend the diagnosis.
- Learn why treatment differs between ADHD and Asperger’s syndrome
- Learn how medication treatment may differ in ADHD and Asperger’s syndrome.

**FA07 - Impulsivity: Understanding the Causes and Reducing the Consequences:**
**TRACKS:** Adults | Coaches/Organizers

**LEVEL:** Intermediate

**PRESENTER:** Sandy Maynard, MS

**ROOM:** 211

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

**LEARNING OBJECTIVES:**
- Participants will be able to identify three factors that contribute to impulsivity
- Participants will be able to identify a specific situation, feeling or thought that often ‘triggers’ an impulsive behavior
- Participants will be able to list three criteria for healthier, less impulsive decision making
- Participants will be able to describe one strategy/exercise to improve patience and/or tolerance level in stressful circumstances
- Participants will be able to identify and implement a motivational technique that will support healthier, less impulsive coping skills

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

**TRACKS:** Mental health Clinicians | Physicians/Psychiatrists | Coaches/Organizers | Related Service Providers

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**NOVEMBER 9 – 12, 2017 | ATLANTA, GEORGIA**
Since 1798, the medical literature on attention disorders has distinguished between at least two kinds, one a disorder of distractibility, lack of sustained attention, and poor inhibition and the other a disorder of low power, arousal, or focus. This second disorder has been largely ignored for nearly two centuries until the mid-1980s when studies of children having ADD without Hyperactivity suggested that an important subset had a relatively distinct pattern of symptoms not central to ADHD. These symptoms included daydreaming, mental fogginess and confusion, staring, slow processing of information, hypoactivity, slow movement, and lethargy, among others. The new pattern was called sluggish cognitive tempo (SCT). Controversy has continued over the past 25 years on the nature of SCT and whether it is a subtype of ADHD or a distinct disorder from it.

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

**LEARNING OBJECTIVES:**

- Familiarize participants with the history and symptoms of sluggish cognitive tempo
- Inform participants about the most recent findings concerning demographic factors, cognitive deficits, comorbid disorder, and domains of impairment in SCT and how they differ from ADHD
- Educate participants about the current theories concerning the nature of SCT, especially pathological mind-wandering
- Acquaint participants with the limited literature on management of SCT and hypothesize about future treatments that require exploration
- Inform attendees about the controversy involved in the naming of this new condition and the need to revise it to a less offensive title

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

**TRACKS:** Mental Health Clinicians| Parents/Caregivers| Related Service Providers

**LEVEL:** Beginner

**PRESENTER:** John Willson, MS

**ROOM:** 205

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

**LEARNING OBJECTIVES:**

- To present the concept of Response-Ability as it relates to encouraging self-governance, decision-making, and promoting pro social behaviors
• To review how to set and establish goals and objectives with the input of children, parents, and other caregivers
• To provide participants with an understanding about what motivates children and learn to utilize that information when creating specific goals for children
• To present a healthy communication model utilizing reflective listening and discussing agreed outcomes
• To provide strategies to help parents and professionals encourage responsibility in children diagnosed with ADHD

Expo Theater (By Invitation ONLY) 11:30 AM – 1:00 PM

A Clinical Research Symposium on Novel Treatments in Development for Attention Deficit/Hyperactivity Disorder (ADHD) and Impulsive Aggression (IA) Observed in ADHD

MODERATOR: Shawn Candler, MD, MPH
PRESENTERS: Toyin Adewole, MD, MPH, Birgit Amann, MD, and Gianpiera C. Borroni, PhD
ROOM: 406

Using a patient-tailored approach for treatment is crucial in the management of both attention-deficit/hyperactivity disorder (ADHD) and impulsive aggression (IA) that is observed in children being optimally treated for ADHD. The choice of pharmacotherapy is an important consideration. There are various treatments available for ADHD with differing risk-benefit profiles. In contrast, there is currently no FDA-approved drug for the treatment of IA, and limited data available on current treatments being utilized for this disorder.

This educational symposium will include 3 sessions. The first session will highlight current results and ongoing clinical research with SPN-812 (extended-release viloxazine), a novel non-stimulant under investigation for the treatment of ADHD in children. The second session will discuss various aspects of IA, a comorbidity observed in some ADHD patients, including definition, unmet medical need, pathophysiology, epidemiology, burden, and current treatment paradigm. The third session will present current results and ongoing clinical research with SPN-810 (extended-release molindone), currently in development for the treatment of IA in children being optimally treated for ADHD.

This event is not conducted or endorsed by CHADD.

Friday Early Afternoon Session Details

Breakout Sessions 75 mins: - 1:00 PM – 2:15 PM

FB01 - Exercise and ADHD: Enhancing Performance Through Physical Activity

TRACKS: Adults | Parents/Caregivers| Coaches/Organizers | Educators
LEVEL: Beginner
PRESENTER: Zara Harris, MS, OT
ROOM: 202

Two experienced therapists (physical and occupational) provide an overview of the science behind improving focus, learning, and quality of life for individuals with ADHD through physical activity. They will explain the importance of recognizing the (clumsy) child with delayed gross motor skills and ADHD. They will emphasize the importance of the

NOVEMBER 9 – 12, 2017 | ATLANTA, GEORGIA
family and community in these days of decreased school funding for physical exercise and suggest ways to match the individual with the right sport or activity for him or her.

**LEARNING OBJECTIVES:**

- Participants will be able to describe the evidence behind improved focus, learning and quality of life for individuals with ADHD through physical activity.
- Participants will be able to identify a child who might have Developmental Coordination Disorder (DCD) co-morbid with ADHD.
- Participants will be able to list 5 sports or activities that are often popular and successful with people with ADHD.
- Participants will explore ways to motivate the screen dependent individual to get up and get outdoors.
- Participants will be able to access 5 resources to assist in developing strategies for physical activity in the home, classroom and community.

### FB02 - How Do I Get My Kid to Talk TO Me Instead of AT Me or NOT At All?

**TRACKS:** Coaches/Organizers | Parents/Caregivers | Mental Health Clinicians | Educators

**LEVEL:** Beginner

**PRESENTER:** Jill Linkoff

**ROOM:** 203

One of the greatest challenges parents of children with ADHD face is that they have a difficult time helping their children manage their frustration and anger. Before very long, the children become upset and struggle to communicate why they are troubled. Additionally, they often have a difficult time understanding how their behavior and position may be impacting another person or situation. This workshop will address effective communication on three levels: why communication is more challenging for children with ADHD, why actively teaching communication skills can vastly improve relationships and self-regulation, and how to help parents teach the art of a productive conversation. Games and techniques will be introduced to demonstrate methods of teaching children the steps involved in being heard, communicating that they truly understood what is being said, and expressing empathy for another person’s perspective.

**LEARNING OBJECTIVES:**

- Learn how self-regulation skill development directly impacts communication skills
- Explore the impact of ineffective communication skills of both children and adults
- Demonstrate the value and effective of active listening, reflecting and empathizing using live conversation
- Teach games building conversation skills for both parents and children
- Explore techniques for insuring that effective communication skills are both taught and utilize in a home setting

### FB03 - Assessment of ADHD in Children with Comorbid Disorders

**TRACKS:** Mental Health Clinicians

**LEVEL:** Intermediate

**PRESENTER:** Sam Goldstein, PhD, ABPdN

**ROOM:** 204
This general conference session, designed for diagnosticians will focus on methods to evaluate ADHD in the presence of comorbid disorders. This will include assessment strategies and diagnostic process.

**LEARNING OBJECTIVES:**

- This general session is designed to help you learn about the presence of co-occurring conditions in children with ADHD.
- This general session is designed to help you learn about the overlap and relationship of symptoms of ADHD with other childhood conditions.
- This general session is designed to help you evaluate ADHD in the presence of other comorbid problems, avoiding both over and under-diagnosis of ADHD in light of conditions such as Autism, Oppositional Defiance, Learning Disability, Depression and Anxiety.
- This general session is designed to help you learn a method to integrate assessment data in developing treatment goals in the community and school.
- This general session is designed to help you evaluate future risk over time for youth with ADHD and comorbid problems.

**FB04 - ADHD and Eating Disorders**

**TRACKS:** Parents/Caregivers | Physicians/Psychiatrists | Adults | Educators

**LEVEL:** Beginner

**PRESENTER:** James Greenblatt, MD

**ROOM:** 206

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

**LEARNING OBJECTIVES:**

- Following the presentation, participants will be able to summarize the available evidence linking ADHD to increased incidences of bulimia nervosa and binge eating disorder in adults and children.
- Following the presentation, participants will be able to describe the underlying neurobiochemical imbalances observed in ADHD and eating disorders.
- Following the presentation, participants will be able to identify the early warning signs of disordered eating behavior among ADHD clients requiring intervention.
- Following the presentation, participants will be able to differentiate between ADHD and eating disorder symptomology.
- Following the presentation, participants will be able to engage in an informed discussion about the dangers of untreated ADHD in adolescents and its potential role in eating disorder pathology.
**FB05 - Bridge Over Troubled Water: Navigating the ADHD-Affected Relationship**

**TRACKS:** Adults | Mental Health Clinicians | Adults

**LEVEL:** Beginner

**PRESENTER:** Susan Tschudi, LMFT

**ROOM:** 208

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

**LEARNING OBJECTIVES:**

- Articulate the diagnostic components of adult ADHD.
- Identify the symptoms of ADHD that impact and interfere with a healthy partner relationship.
- Define conflictual issues that are present in the relationship due to ADHD symptoms.
- Help couples develop adaptive coping strategies to handle unhealthy emotions, responses and reactions.
- Assist couples in resolving interpersonal conflicts with more clarity and purpose.

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

**TRACKS:** Mental Health Clinicians | Parents/Caregivers | Coaches/Organizers | Adults

**LEVEL:** Intermediate

**PRESENTER:** Sharyn Rhodes, PhD

**ROOM:** 209

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

**LEARNING OBJECTIVES:**

- Attendees will identify 5 issues of the financially dependent adult with ADHD.
- Attendees will identify 5 issues that affect the happiness of the parents of financially dependent adults beyond the financial strain.
- Attendees will distinguish The Keys to Happiness (Rhodes, 2016) from traditional 12 step programs
- Attendees will describe how the CHADD of Greater Baltimore’s meeting is different than traditional support group meetings.
- Attendees will enumerate the ways in which parents in the group have changed their behavior and regained some of their happiness.

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

**TRACKS:** Educators | Parents/Caregivers | Coaches/Organizers
LEVEL: Beginner
PRESENTER: Margaret Sibley, PhD
ROOM: 211

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

LEARNING OBJECTIVES:

- Understand what parents can do to help teens find their own reasons for working hard and developing positive relationships with others.
- Learn what type of home environment and parental involvement style promotes self-starting, self-directedness, and self-control.
- Discuss what teachers can do to promote an engaging learning environment that elicits self-motivation from students.
- Understand what the science says about self-motivation: where does it come from, how is it fostered, and what dampens its development?
- Learn about teen brain development and how this influences motivational processes in youth with ADHD.

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

TRACKS: Adults | Coaches/Organizers | Educators | Parents/Caregivers

LEVEL: Beginner

PRESENTER: David Giwerc, MCAC, MCC

ROOM: 214

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

**A PAUSE**

A pause is a possibility
It can inspire
It can open a window to the present moment
It can interrupt an old habit
It can prevent a violent word or a violent action
It can create anticipation
It allows thoughts to come and to go
It can remind us of who we are and who that person is right in front of us
It can stop the action
It can allow everyone else to catch up
It can change the direction of a day and of a lifetime
It can restore sanity
A pause is a possibility
Participants will then read the poem to each other and share their experiences related to the pause with their partners. Participants will then be encouraged to share their experiences with the whole group. This will open a conversation about how studies and coaching experience provide supporting scientific evidence of how and why the pause is a critical coaching tool that encourages our clients’ best-brain performance. We will then provide a brief, live coaching example of how the pause can be artfully employed. Then participants will be given the opportunity to try these techniques in brief sessions with each other. Finally, participants will be given an opportunity to share their experience of the session and the most important things they will be taking away. Our hope is that the combination of personal experience in the exercises and the supporting science that backs up the critical importance of the pause will inspire participants to pay more attention to the benefits of employing this strategy with their clients with ADHD and in their own lives.

**LEARNING OBJECTIVES:**

- To educate participants about the neuroscience of how the discipline of the “Pause” can significantly enhance executive function performance, reduce anxiety and provide greater clarity.
- To teach participants when and how to use the Pause to improve their ability to focus on what the situation is calling for and respond appropriately.
- Demonstrate how to use the Pause to Interrupt dominant negative thought patterns and stories and shift into positive thoughts which activate the brain and inspire adults with ADHD to create forward momentum.
- Introduce and Integrate the wisdom of Positive Psychology and Coaching to empower the client’s best self, brain performance, igniting positive neurochemicals.
- To explain the distinction between “paying attention” and “paying attention to what you are paying attention to.” and provide examples of how it can improve present mind awareness.

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

**TRACKS:** Adults | Parents/Caregivers

**LEVEL:** Beginner

**PRESENTER:** Jeremy Didier, PCAC, ACC

**ROOM:** 205

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

**LEARNING OBJECTIVES:**

- Recognize and identify common and unusual signs and symptoms of ADHD in women and girls.
- Learn the risks of misdiagnosis and the challenges associated with untreated ADHD in girls and women.
- Learn how to ask for an ADHD evaluation and what tests/scales should be used in a thorough evaluation.
- Identify what an accurate diagnosis and treatment plan means to young women with ADHD (as discussed by our teen panel).
- Discussion on how to heal after the diagnosis.
FC01 - Distracted! Impulsive! and. Hungry! Understanding Obesity Risk Factors While Promoting Healthy Eating and Weight When You Have ADHD

**TRACKS:** Adults | Parents/Caregivers | Physicians/Psychiatrists | Related Service Providers

**LEVEL:** Beginner

**PRESENTER:** Roberto Olivardia, PhD

**ROOM:** 202

People with ADHD report difficulty maintaining healthy eating and proper weight management. Studies demonstrate a strong association between ADHD and obesity, as well as patients with binge eating disorder. The cognitive, regulating, emotional, and neurobiological factors that predispose children and adults with ADHD to be overweight will be reviewed. In addition, much of the presentation will be devoted to ADHD-friendly strategies for promoting healthy eating and weight. Brief discussion will also be paid to research on additives, preservatives, omega-3 fatty acids, sugar, and protein.

**LEARNING OBJECTIVES:**
- Describe research that assesses the relationship between ADHD and obesity
- Understand the cognitive and regulating factors that predispose children and adults with ADHD to be overweight.
- Identify the emotional and neurobiological factors that predispose children and adults with ADHD to be overweight.
- Explain cognitive, behavioral strategies for promoting healthy eating and weight regulation.
- Describe mindful dining and supermarket tips for healthy eating

FC02 - ADHDers, Profit from Your Entrepreneurial Superpowers, No Matter Who You Work For!

**TRACKS:** Adult

**LEVEL:** Intermediate

**PRESENTER:** Linda Walker, PCC

**ROOM:** 203

ADHD symptom or entrepreneurial trait? The answer is, yes! Recent studies show successful entrepreneurs often have ADHD. Many ADHDers struggle at work. Why do these entrepreneurs say their ADHD contributes to their success? Join us as we explore the ADHD symptoms most people struggle with. We’ll explore why they are success factors for entrepreneurs, and they can help you, too. Discover how you can use those traits to help you succeed at work as an employee, as a self-employed professional, or, of course, as an entrepreneur.

**LEARNING OBJECTIVES:**
- Recognize the positive impact some ADHD traits can have when applied in your career.
- Identify career alternatives to entrepreneurship that take advantage of ADHD traits.
- List some specific ADHD traits you can use to your advantage in your current career.
- Describe some opportunities for career advancement made possible by taking advantage of ADHD traits identified as useful for entrepreneurs.

- Identify at least 2 strategies for improving performance at work.

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

**TRACKS:** Coaches/Organizers | Parents/Caregivers | Mental Health Clinicians | Physicians/Psychiatrists

**LEVEL:** Intermediate

**PRESENTER:** Pierre Seguin

**ROOM:** 204

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

**LEARNING OBJECTIVES:**

- Understand the daily activity patterns that are most associated with successful outcomes
- The process for planning an optimal daily routine with kids
- How rewards affect motivation
- Typical bedtimes and sleep durations for children of different ages
- What to expect from kids of different ages for the time they need to complete routine activities

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

**TRACKS:** Mental Health Clinicians | Parents/Caregivers | Educators | Physicians/Psychiatrists

**LEVEL:** Intermediate

**PRESENTER:** Alyson Gerdes, PhD

**ROOM:** 206

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

**LEARNING OBJECTIVES:**

- Increase knowledge of current empirical findings regarding culturally-adapted treatments for Latino youth with ADHD
- Increase knowledge of existing mental health disparities for Latino youth and their families
- Understand the importance of culturally adapted psychosocial treatments
- Understand the process and challenges of integrating cultural adaptations into existing evidence-based treatments
- Apply the above knowledge to your own clinical research or practice

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

**TRACKS:** Parents/Caregivers
LEVEL: Beginner

PRESENTER: Cathi Cohen, LCSW

ROOM: 208

There are no perfect parents. Parenting is an ongoing process, and parenting competencies are learned, practiced, and improved upon like any other set of skills. Parenting the ADHD child has its own unique set of challenges. F.O.S.T.E.R. is a simple tool for the parent of the ADHD child that harnesses your empathy and understanding while bolstering your child’s interpersonal and emotional resilience.

LEARNING OBJECTIVES:

• Develop increased understanding of the specific social and behavioral hurdles of your ADHD child
• Learn and practice the F.O.S.T.E.R. parenting tool
• Avoid the classic parent traps
• Develop your ability to anticipate sticky challenges with your child
• Learn ways to become a more intentional parent

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

TRACKS: Parents/Caregivers | Mental Health Clinicians

LEVEL: Intermediate

PRESENTER: Ari Tuckman, PsyD, MBA

ROOM: 209

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

LEARNING OBJECTIVES:

Attendees will be able to identify the skills necessary for success on a college campus.
• Attendees will be able to assess their teen or young adult’s readiness to go to or return to college.
• Attendees will have a plan for how to talk to their teen or young adult about what they need to see from them in order to feel that they are ready for college.
• Attendees will be able to list options if the teen or young adult is not ready for college right now.
• Attendees will have a plan for how to use the time off from college productively in a way that supports their return.

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

TRACKS: Educators | Parents/Caregivers | Coaches/Organizers | Related Service Providers

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

**LEARNING OBJECTIVES:**

- Explain how and why lagging skills associated with ADHD overlap and interact with anxiety to create barriers for learning and relationship.
- Utilize a model for understanding the neurobiological mechanisms of anxiety.
- Recognize when and how to shift learning goals to the process of regulation.
- Utilize a practical, skill-based process for managing anxiety and increasing self-regulation.
- Recognize and explain the importance of investing in relationship to the process of regulation, skill building and learning.

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

**TRACK:** Adults | Mental Health Clinicians | Coaches/Organizers

**LEVEL:** Intermediate

**PRESENTER:** Maelisa Hall, PsyD

**ROOM:** 214

Women with ADHD often feel overwhelmed and misunderstood. Professional competition, entrepreneurial isolation, and lack of support for female business owners can also create a sense of loneliness. This presentation will help you identify how to create your professional support network (your tribe) and share your ADHD in a professional context. Attendees will have the opportunity to evaluate their personality and ADHD traits, needs for support, and then connect with other attendees to create their tribe.

**LEARNING OBJECTIVES:**

- Identify how your personality type impacts your ADHD traits
- Describe the benefits and drawbacks of professionally focused tribes
- Distinguish the red flags in a negatively impactful social group or friendship
- Create a potential plan for sharing your ADHD in a professional context
- Identify your goals and plan for finding an ADHD tribe

**FC09 - Use of Accountability Systems in the Management of Adult ADHD**

**TRACKS:** Mental Health Clinicians | Coaches/Organizers | Adults | Parents/Caregivers

**LEVEL:** Intermediate

**PRESENTER:** Timothy Neary, PsyD

**ROOM:** 205
Individuals with ADHD may be able to successfully work with a family member, friend, or coach to develop an initial plan for change, yet may struggle with implementing the plan without adequate accountability-based supports. We will discuss the elements of empirically supported behavioral interventions for individuals with adult ADHD, as well as areas of these behavioral plans that stand a greater chance for success through the development of firm accountability systems. Different types of interpersonal accountability and how they can contribute to varying degrees of increased motivation will be explored, and personality factors in choosing a successful accountability partner will be discussed. We will review strategies to help an individual with ADHD successfully initiate an accountability plan and integrate that plan as part of a larger behavioral intervention plan. Other techniques of external motivational enhancement, such as reminder systems and currently available apps, may also be discussed.

LEARNING OBJECTIVES:

- Discuss major empirically supported intervention strategies for adaptive behavior change as they relate to the treatment of ADHD, and identify how such strategies may be limited in success without the use of accountability strategies.
- Describe the various levels of accountability that can be used to support and encourage use of an adaptive behavior plan
- Describe how consideration of who a person is accountable toward can be a significant factor in a person’s success in making a planned adaptive change, and able to identify the social and personal factors that could contribute to success
- Identify how to help an individual develop and initiate an accountability plan
- Explain how to use different systems of personal accountability, such as temporal and spatial reminder systems and creating financial accountability to one’s self

**Friday Evening Session Details**

**Expo Theater | CPAMM**

90 mins: - 4:00 pm – 5:30 pm

The Coalition to Prevent ADHD Medication Misuse (CPAMM) presentation

Moderated by: Ari, Tuckman, PhD

ROOM: 209

This event is not conducted or endorsed by CHADD.

**Breakout Sessions**

FD01 - ADD AND DIGITAL DISORGANIZATION

TRACKS: Adults | Coaches/Organizers

LEVEL: Intermediate

PRESENTER: Judith Kolberg

ROOM: 202

We live in a digital society, rich in technology, with advances in communication, collaboration and productivity. And it’s great, except when it isn’t. The features of digital society including endless information, information turn-on, and an increase in distractions and interruptions impacts adult with ADD right where it hurts—in your weakened...
executive function. The result: digital disorganization. Digital disorganization is characterized by an attack on your working memory, the extraordinary challenge of getting things done (with an emphasis on ‘done’) and more difficulty planning than ever before. There’s no putting the genie back in the bottle. Digital society is here to stay, but digital disorganization is not inevitable. You’ll learn great ways to handle endless information; get to that elusive ‘done’, and plan no matter how your executive function functions or fails to.

LEARNING OBJECTIVES:
- Learn how specific features of digital society impact adults with ADD
- Gain insight into ‘digital disorganization’, the clash between executive function weakness and digital society
- Be able to implement organizing strategies and solutions to circumvent digital disorganization as soon as you leave the workshop session
- Learn how specific features of digital society impact adults with ADD
- Gain insight into ‘digital disorganization’, the clash between executive function weakness and digital society
- Be able to implement organizing strategies and solutions to circumvent digital disorganization as soon as you leave the workshop session

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

TRACKS: Educators | Parents/Caregivers | Adults | Related Service Providers

LEVEL: Beginner

PRESENTER: Zara Harris, MS, OT

ROOM: 203

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

LEARNING OBJECTIVES:
- Participants will demonstrate a basic understanding of the scientific evidence behind optimal arousal as key in managing ADHD symptoms.
- Participants will be able to describe how movement, the visual, auditory, tactile and olfactory sensations affect an individual’s ability to stay on task.
- Participants will examine their own sensory-motor preferences using a checklist and how to select strategies to achieve and maintain an appropriate state of alertness for various tasks and situations.
- Participants will explore at least 5 different materials that provide specific sensory input to see what strategies might be useful for themselves and/or their students.
- Participants will be given specific examples of how sensory-motor strategies have been incorporated into the academic setting by educators

FD03 - Strategies for Twice-Exceptional Children Who Are Gifted and Have ADHD

TRACKS: Educators | Related Service Providers

LEVEL: Intermediate

PRESENTER: Lori Henderson
All too often the gifted child with ADHD is misdiagnosed, overlooked, or misunderstood. Learn how characteristics can be similar to yet different from the typical ADHD or gifted child. Walk away with strategies, program ideas, and tools to use in elementary and middle school classrooms to help gifted children with ADHD blossom.

LEARNING OBJECTIVES:
• To describe the unique problems faced by students who are gifted and ADHD (four areas discussed: overlooked/misdiagnosed, social & emotional difficulties, poor self-image, difficulties at school and home).
• To identify characteristics and key differences in three types of students: ADHD, gifted, and gifted with ADHD.
• To recognize appropriate strategies for students who are gifted and ADHD.
• To discuss programming options to enhance organizational and social skills.
• To assess tools teachers and students can use to maximize cognitive growth and minimize obstacles.

FD04 - Parent Child Journey: An Individualized (and Affordable) Approach to Helping Parents of Challenging Children

TRACKS: Mental Health Clinicians | Parents/Caregivers
LEVEL: Intermediate
PRESENTER: Dan Shapiro, MD
ROOM: 206

The Parent Child Journey program represents a unique approach to providing support for parents of children with developmental differences and behavioral challenges. The Parent Child Journey program, developed over decades and recently published, represents a systematic, evidence-based and individualized method for parent behavior management training and support. By using a large parent group format and “pay-what-you-can” model, Parent Child Journey is always available and affordable.

LEARNING OBJECTIVES:
• Participants will receive an overview of a unique parent group behavior management training program, Parent Child Journey: An Individualized Approach to Raising Your Challenging Child.
• Participants will learn and complete:
  • the Gander, a comprehensive neurodevelopmental assessment tool, and
  • the Behavioral Topography Survey, a baseline and follow-up inventory of problem behaviors and situations.
• Participants will learn how the Gander helps parents understand the source of problem behaviors.
• Participants will learn how the Gander helps parents individualize their approach to a broad range of behavior management strategies.
• Participants will learn how to apply their understanding of individual developmental differences to one specific behavior management strategy.

FD05 - Cracking the Code: Converting Assessment Data into Results

TRACKS: Mental Health Clinicians | Educators| Coaches/Organizers | Parents/Caregivers
LEVEL: Intermediate
PRESENTER: Rebecca Resnik, PsyD
ROOM: 208
Psychological test data can have a profound impact both on how we understand students with ADHD and intervene to make their lives better—in theory. The reality is that psychologists, educators, parents, and related service providers often speak a different language, which sometimes leads to communication breakdowns instead of sparking collaboration. As both a former consumer of psychological assessment reports, and now a producer of assessment reports, Dr. Resnik addresses practical strategies for how to use test data to foster productive collaboration from both professionals and parents. This presentation is designed to present a novel strategy for presenting and interpreting psychological test data to inform evidence-based interventions for students.

LEARNING OBJECTIVES:

Participants will describe the essential features of a comprehensive psychological evaluation
• Participants will identify common areas of confusion in technical language and special education law/policy.
• Participants will describe how to avoid common problems with psychological reports (the ‘cardinal sins’).
• Participants will analyze test data to create a profile of strengths and weaknesses.
• Participants will apply the SWEETS strategy to data from report samples.

FD06 – ADHD for One: Thriving When Single and/or Living Alone

TRACKS: Adults | Mental Health Clinicians | Coaches, Organizers | Parents | Caregivers

LEVEL: Intermediate

PRESENTER: Kim Kensington, PsyD

ROOM: 406

When you can’t divide the labor or share some expenses, handling ADHD on your own provides challenges. However, it can also make sense and come with a plethora of benefits. Both will be discussed.

Benefits can include the freedom to work from 2-5am, the ability to tidy on your own time, and the space to honor your energy cycles. Some challenges may include increased cost of living and not having someone present to help you sort through a decision, care that you close cupboard doors, eat non-processed food, or remember your yearly physical.

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

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

LEARNING OBJECTIVES:
• Discuss the stigma, social pressure and shame that can accompany not having/living with a partner.
• Acknowledge the contribution of ADHD to increasing the demands of living alone.
• Appreciate the benefits of the higher degree of independence.
• Identify ADHD specific traits which may increase the odds of winding up single.
• Identify strategies to help with some of the practical ADHD obstacles that can be harder on your own.

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

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

LEARNING OBJECTIVES:
• Participants will learn how to research the university’s accommodation process.
• Attendees will learn how the college process works: how to get through all the paperwork and necessary requirements to secure accommodations.
• Once accommodations are established, attendees will learn what the college student has to do, and when, to advocate for themselves and utilize their accommodations.
• We will also discuss how to make sure your accommodations are being honored.
• Participants will learn about potential, non-accommodation resources that might be available to help ADHD college students succeed.

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

TRACKS: Mental Health Clinicians | Parents/Caregivers | Coaches/Organizers | Educators

LEVEL: Intermediate

PRESENTER: Sharon Saline, PsyD

ROOM: 214

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

LEARNING OBJECTIVES:
• Identify the major concerns of kids with ADHD
• Describe the 5C’s of ADHD Parenting approach
• Explain how to collaborate more effectively with ADHD children and teens
• Identify tools to manage emotional upsets for you and your child
• Describe how to take a strength-based approach to ADHD parenting

FD09 - Navigating the Emotional Storms of ADHD

TRACKS: Adults | Mental Health Clinicians | Coaches/Organizers | Physicians/Psychiatrists
Participants will witness firsthand how the emotional distress syndrome of ADHD develops and the best ways to learn to navigate EDS throughout life. Participants will understand the science and vital nature of learning mindful meditation. Participants will explore mindfulness exercises and learn how to create new neural nets to manage the EDS of ADHD. Ochoa will discuss the intersections of neuroscience, psychology, spirituality, and imagination in successfully treating ADHD.

**LEARNING OBJECTIVES:**

- Participants will understand how the genetic makeup of ADHD sets up an environment that can lead to the Emotional Distress Syndrome (EDS) if not treated effectively.
- This session will focus on and validate the significance of the mental and emotional distress that comes with the diagnosis of ADHD and outline ways to navigate through the storms that are created as a result.
- Participants will learn how and why the skills of mindful meditation are vital to the successful treatment of the diagnosis of ADHD.
- Participants will learn how to use the science of the mind, imagination, and their relationship with themselves to treat the EDS of ADHD.
- Participants will learn the best treatment practices to create more successful outcomes for their clients diagnosed with ADHD—with an emphasis on navigating the storms—the EDS of ADHD.
Rick Green Comedy Hour

My Award-Winning, Coast-to-Coast Mental Disorder | Friday | 7:00 pm – 9:30 pm | Salon East | Ticket holders | $70.00

Rick Green

Comedian Rick Green’s hilarious one-man show takes us through his childhood struggles, lonely adolescence, and a chaotic showbiz career that unexpectedly turns into a life dedicated to ADHD. Rick takes us into the tornado of emotions that erupted after he was diagnosed in his 40s. What follows is a wild roller coaster of unexpected successes, unforeseen calamities, and surprising crusade to change how the world sees ADHD.

This event includes hors d’oeuvres.

_Tickets can be purchased at the registration desk while they last._

_Proceeds from this event supports CHADD’s mission to continue providing education, advocacy and resources for people living with ADHD._
Saturday, November 11
### Saturday, November 11, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am-7:00 pm</td>
<td>Registration</td>
<td>Second Floor, Pre-Function area</td>
</tr>
<tr>
<td>9:00 am-4:00 pm</td>
<td>Exhibit Hall Hours</td>
<td>Galleria Exhibit Hall</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>Yoga Exercises <em>(Free for Attendees)</em></td>
<td>TBA</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>ADHD Mindfulness Techniques <em>(Free for Attendees)</em></td>
<td>TBA</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>Walking Tours <em>(Free for Attendees)</em></td>
<td>Meet in hotel lobby</td>
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<tr>
<td>8:30 am – 10:00 am</td>
<td>Saturday, Keynote - Matt Cohen and Paul Grossman</td>
<td>Salon East</td>
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<tr>
<td>10:00 am – 10:15 am</td>
<td>Break</td>
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<tr>
<td>10:15 am – 11:30 pm</td>
<td>Morning Breakout Sessions <em>(8 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>10:15 am – 11:30 pm</td>
<td>Research Symposium II</td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>FILM: Normal Isn’t Real: Succeeding With Learning Disabilities &amp; ADHD</td>
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<tr>
<td>11:30 am – 1:00 pm</td>
<td>Lunch on your own</td>
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<tr>
<td>12:00 pm</td>
<td>Exhibit Hall Raffle <em>(Hall closes at 4:00 pm)</em></td>
<td>Galleria Exhibit Hall</td>
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<tr>
<td>1:00 pm – 2:15 pm</td>
<td>Early Afternoon Breakout Sessions <em>(8 sessions provided)</em></td>
<td>See Session Details</td>
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<tr>
<td>2:15 pm – 2:45 pm</td>
<td>Break</td>
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<tr>
<td>2:45 pm – 4:00 pm</td>
<td>Late Afternoon Breakout Sessions <em>(8 sessions provided)</em></td>
<td>See Session Details</td>
</tr>
<tr>
<td>4:00 pm – 4:15 pm</td>
<td>Break</td>
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<tr>
<td>4:15 pm – 5:30 pm</td>
<td>Evening Breakout Sessions <em>(8 sessions provided)</em></td>
<td>See Session Details</td>
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<tr>
<td>5:30 pm – 6:00 pm</td>
<td>Break</td>
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<tr>
<td>6:00 pm – 7:00 pm</td>
<td>Coach Speed Dating</td>
<td>TBA</td>
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<tr>
<td>7:00 pm – 10:00 pm</td>
<td>Talent Show - You Must Sign Up in Advance <em>(Free to Attendees)</em></td>
<td>Salon West</td>
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*Note: All times are in the format of 12-hour military time.*
Saturday, November 11 Highlights

Yoga Exercises | Friday, Saturday, Sunday | 7:15 am – 8:00 am | TBA | (FREE)

Start your day the right way—enjoy a yoga practice to get you ready for whatever is coming. In this Vinyasa flow style class you will move with your breath and listen to your body as you explore the different poses. Modifications and variations of the poses will be offered making this class great for all levels and welcoming to beginners. Leave feeling connected with your mind and body and ready to start your day.

Morning Walk | Friday, Saturday, Sunday | 7:00 am – 7:45 am | Meet in hotel lobby | (FREE)

Does a morning walk help you to focus? Join Annette Tabor for a 30-45 minute walk on and around the hotel grounds. Bring your fresh coffee or a bottle of water and start the day off right with a brisk constitutional.

ADHD Mindfulness Techniques | Friday, Saturday, Sunday | 7:00 am – 8:00 am | TBA | (FREE)

Action Mindfulness designed for the ADHD brain. Clear the confusion about mindfulness and develop useful skills. Influenced by martial arts and sports psychology AMT actively deals with frustrations and challenges faced by people with ADHD.

Each session will begin with practical exercises and conclude with guided meditation to get the most out of the conference.

Live” Virtual Support Groups | Saturday | 11:30 am – 1:00 pm | Galleria Exhibit Hall
Leader: Melissa Reskof (and leaders of the individual groups.)

Would you like to meet with other adults with ADHD without leaving the comfort and privacy of your home? ADDA Virtual Peer Support offers ADDA members the opportunity to connect with peers for support in a safe non-judgmental environment. This is your opportunity to “try it on for size”. Of course, if you already participate in one of these groups, this is your chance to shake hands (oh, alright, HUG!) people in real life who you’ve connected with virtually.

- **Parents with ADHD**: This group is for parents who have ADHD and are parents of children who have ADHD. Raising children is challenging… raising children with ADHD (yours and/or theirs) is even more so! We encourage parents through active sharing. During each session we offer relevant information on a multitude of parenting topics. This is a safe, non-judgmental space for sharing tips, tools, strategies, and/or frustrations. We are committed to attendees feeling more understood, less alone in their parenting struggles, and more equipped and empowered to be the parent they would like to be.

- **Creativity in Action for Adults with ADHD**: Are you a frustrated artist, musician or author, unable, or unwilling, to pursue your art because your ADHD gets in the way? Whether you can’t get organized to create, can’t get caught up with everything else you need to do so you never have “spare” time, or if you can’t give yourself permission to create because you don’t feel you deserve it, this group is for you. Expressing your creativity is as essential as breathing. If you’re not letting “the real you” out, you’re making your ADHD worse! Together, we’ll support each other as we figure out how to live AND create!

- **Non-ADHD Spouse Peer Support Group**: Are you in a committed relationship with an ADHDer? Do you wish you could talk to other people who are ADHD adjacent? Then this is the group for you. At ADDA our mission is to help adults with Attention Deficit Hyperactivity Disorder lead better lives. We believe happier marriages would be an integral part to leading better lives.
Coach Speed Dating | Saturday | 5:30 pm – 6:30 pm | TBA
Leader: Christine Kotik

ADHD coaching is amazingly effective in helping adults with ADHD manage their ADHD and their lives! Many ADHDers work with ADHD coaches but struggle to find the right “fit.” Creating an effective partnership between an adult with ADHD and an ADHD coach is essential, and requires an investigation on both sides. No other event brings so many adults with ADHD together under one roof, so the ADHD Conference provides the ideal opportunity for clients and coaches to meet, greet and connect, or not. To make this process fun, we’ve created Coach “Speed Dating!”

Talent Show | Saturday | 7:00 pm – 9:00 pm | Salon West
Leader: Dean Solden

The Saturday evening entertainment will be the always entertaining ADHD Talent Show; emceed and organized by professional musician, Dean Solden, husband of author, speaker and therapist, Sari Solden. For those of you who have been to the ADDA Talent Shows in the past, you know this is a fantastic event which shows off the talents of so many ADHD conference attendees and speakers, in a fun, therapeutic, bear-your-soul way. This special event is for amateurs, semi-pro or professionals. We like a mix of all three. There is room for about 15 participants, so if you want to sing, dance, read poetry, do a reading, do a skit, do some comedy, show a video, or have some other talent which you can showcase in 2-7 minutes (average of 5), sign up quickly! You can bring a CD or MP3 to sing or play along with, so we’ll need your music in advance (see below) or Dean can accompany you on the piano, if pre-arranged. We are especially sensitive to those with performance anxiety, so if you want to do it, we’ll help you through it! This is a time to show off your creative side, make us laugh, make us cry, break through your fears, and create something special with the most supportive audience ever!
Saturday, Keynote

Important Changes in Disability Law for Children, Students, and Adults with ADHD | Saturday | 8:30 am - 10:00 am | Salon East

Matt Cohen, JD, has been the principal litigator in a number of important special education cases and is the primary or collaborating author of several amendments to the mental health and special education laws of Illinois, as well as working on legislation at the federal level. He was CHADD’s president from 1999-2000, and served on the board from 1995-2002 and the public policy committee until recently. He is the author of *A Guide to Special Education Advocacy: What Parents, Clinicians and Advocates Need to Know*. Cohen will provide practical information on ways to use the DCL to advocate for children with ADHD, and an overview of the importance of the Endrew F. Supreme Court decision in relation to the right to a free appropriate public education for kids that are receiving special education and how to advocate for services that meet the higher Endrew F. standard.

Paul Grossman, JD, served for over 40 years as a civil rights attorney for the US Department of Education’s Office for Civil Rights, and in that capacity he worked on every type of education discrimination matter. Toward the end of his career, while reviewing his caseload, he concluded that few students suffer more from stereotyping, low expectations, misperception, and impatient hostility than do students with ADHD. Hear the story of how these concerns eventually led to OCR’s issuance of the Dear Colleague Letter concerning the rights of students with ADHD on July 26, 2016. Grossman will describe the history, key provisions, and significance of the DCL, including its relationship to key elements of disability rights law that are significant for adults.
Saturday Morning Session Details

Research Symposium II  
75 mins: 10:15 AM - 11:30 AM

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

Breakout Sessions  
75 mins: 10:15 AM - 11:30 AM

SA01 – Advocacy Issues for Children and Adults with ADHD—New Developments Under 504 and the IDEA

- **TRACKS**: Educators | Parents/Caregivers | Adults | Mental Health Clinicians
- **LEVEL**: Beginner
- **PRESENTERS**: Matthew Cohen and Paul Grossman
- **ROOM**: 202

Session will address the 2016 OCR Policy Letter clarifying the rights of children with ADHD, rights of adults under Title II and III of the ADA, and impact of the new Supreme Court standard for FAPE and strategies for advocating for people with ADHD.

**LEARNING OBJECTIVES:**
- Learn the importance of the new OCR Dear Colleague Letter and how to use it
- Learn the impact of the Dear Colleague Letter and how to use Title II and III of the ADA to advocate for accommodations in higher ed and beyond
- Understand the new standard for a free appropriate public education based on the Endrew F Supreme Court decision and how to advocate for better services for kids with disabilities in school
- Learn general advocacy strategies
- Identify threats to the rights of people with ADHD

SA02 - Diminishing Anger in Relationships Impacted by ADHD

- **TRACKS**: Adults | Mental Health Clinicians | Coaches/Organizers | Physicians/Psychiatrists
- **LEVEL**: Intermediate
- **PRESENTER**: Melissa Orlov
- **ROOM**: 203

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

**LEARNING OBJECTIVES:**

- Review 3 areas of conflict in ADHD-impacted relationships that lead to chronic anger between partners
- Identify 3 types of anger interactions
- Discuss specific strategies for reducing each type of anger
- Describe the 5 steps to moving away from chronic anger
- List 4 issues specific to ADHD partners when it comes to dealing with anger

**SA03 - How to Get Your Child Off Technology Without Threatening, Yelling, or Pulling Your Hair Out**

**TRACKS:** Educators | Parents/Caregivers | Physicians/Psychiatrists | Related Service Providers

**LEVEL:** Intermediate

**PRESENTERS:** Elaine Taylor-Klaus, PCC, CPCC, and Diane Dempster, MHSA, PCC, CPC

**ROOM:** 204

With homework and school assignments online, and a computer in every pocket, managing technology—for kids (and spouses) of all ages—is potentially the biggest challenge facing parents today. Developing a healthy relationship with technology isn’t easy, especially when we spend so much time there, ourselves. This interactive workshop will help you understand what’s going on for you and your kids, and how executive function and motivation are contributing to the struggle. And it will offer practical, hands-on strategies that you can use right away to begin to shift the control technology have in your home.

**LEARNING OBJECTIVES:**

- Understand the key executive function challenges that connect in with misuse of technology.
- Describe the role that motivation plays in helping the ADHD brain accommodate executive function issues
- Discuss what gets in the way in terms of effectively managing screen use when one or more family members have ADHD
- Identify clear boundaries and limits for screen use for participant’s family
- Create a realistic action plan to start immediately after the conference

**SA04 - Assistive Technology 101: Begin With the End in Mind**

**TRACKS:** Related Service Providers | Adults | Educators

**LEVEL:** Beginner

**PRESENTER:** Sam Peters and Maria Kelley, OTR/L, ATP

**ROOM:** 205

Welcome to the assistive technology revolution! Assistive technology developments have been a catalyst for producing life-changing results for individuals with ADHD. In this session, presenters will share helpful advocacy tips, AT solutions/strategies, and information on AT trends to watch.

**LEARNING OBJECTIVES:**

- Attendees will learn at least 3 apps that are beneficial for individuals with ADHD.
• Attendees will be able to implement at least 2 pieces of technology shown into the life of an individual with ADHD.
• Attendees will be learn at least 3 advocacy tips to increase their independence.
• Attendees will learn how to locate and utilize their assistive technology act program.
• Attendees will learn about alternative funding available in their state as well as other resources for acquisition of technology.

SA05 - Guy Stuff—A Puberty Education Program for Boys Diagnosed with ADHD and Their Parents

TRACKS: Parents/Caregivers | Physicians/Psychiatrists | Related Service Providers | Adults | Educators

LEVEL: Intermediate

PRESENTER: Ryan Wexelblatt, LSW

ROOM: 206

Many boys diagnosed with ADHD also struggle with navigating the social world around them. Given that social expectations increase with age, many boys struggle with understanding the increased social expectations during puberty. Guy Stuff is a hygiene and puberty education program taught from a social learning perspective and designed for boys and their parents. Designed for the YouTube generation, Guy Stuff provides boys with the education they need, and their parents with the information they need, to communicate about these topics effectively.

LEARNING OBJECTIVES:
• Describe 3 ways in which early adolescence is more challenging for boys diagnosed with ADHD.
• Explain how social learning challenges increase one’s ability to understand the increased social expectations during adolescence.
• Describe 2 strategies to teach this information from a social learning perspective.
• Describe how delayed social and emotional development impacts puberty and adolescence.
• Identify 5 topics that need to be covered in puberty education.

SA06 - The Earlier The Better: Diagnosis and Treatment of ADHD and Comorbid Disorders in Preschool-Age Children

TRACKS: Mental Health Clinicians | Physicians/Psychiatrists | Educators | Parents/Caregiver

LEVEL: Intermediate

PRESENTER: Vera Joffe, PhD, ABPP

ROOM: 211

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

LEARNING OBJECTIVES:
• To describe early signs of ADHD and of other mental health disorders in young children
• To present tools for early screening and assessment of ADHD in young children, including comorbid disorders such as anxiety, depression, pediatric bipolar disorder, and neurodevelopmental disorders.
• To present empirically based treatment protocols to treat young children with ADHD and comorbidity disorders.
• To discuss the importance of early screening, diagnosis, and empirically based treatment for young children with ADHD and comorbid disorders to help.
• Implications for later diagnosis and treatment will be discussed, such as the higher likelihood of more severity, chronicity, and the higher presence of comorbidity when children are diagnosed and treated later in life for mental health disorders.

SA07 - The Fundamental Power of Anticipation

TRACKS: Coaches/Organizers | Educators | Adults | Parents/Caregivers

LEVEL: Intermediate

PRESENTER: William Flynn, MSEd

ROOM: 214

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

LEARNING OBJECTIVES:

This session will demonstrate the importance of helping students anticipate emotional connections to their academic work.

• This session will demonstrate how to expand task management skills by helping students not only set and organize a task list, but also to recognize the space between tasks in terms of time and the student’s own recognition of their response to time.

• This session will explain the need to help students recognize their emotional relationship between the academic needs that students are expected to fulfill, along with their own personal wants, and productive “shoulds” they need to do in order to make themselves more confident, present, and productive learners.

• This session will demonstrate the effective nature of mindful recognition practices have on students building positive anticipation towards success.

• This session will give specific examples of how academic coaches have helped students with ADHD create positive anticipation within their academic work and assignments as a means of productive and independent motivation towards success.

SA08 - An Investigation of the Enrollment Patterns and Graduation Rates of College Students with ADHD and/or LD

TRACK: Mental Health Clinician | Educators | Coaches/Organizer | Parents/Caregivers

LEVEL: Intermediate

PRESENTER: Theresa Maitland, MEd, PhD

ROOM: 406
More students with ADHD and/or LD are now attending college. However, there is limited research detailing how their experiences differ from the general student body. This session will share the results of a study comparing enrollment and graduation data from 2000 students diagnosed with ADHD and/or LD with 9000 of their nondisabled peers.

**LEARNING OBJECTIVES:**

- Increase awareness of issues regarding the college transition and enrollment experiences of students diagnosed with ADHD and/or LD
- Learn about a model for investigating the enrollment and graduation patterns of students; that could be generalized to other settings
- Be informed of the results of this specific study, as well as the limitations and implications for future research.
- Discuss the implications of study results for their work with high school and college students with ADHD/LD
- Discuss the implications of the study results for their work with parents of college bound teens with ADHD/LD.

**Expo Theater | Parent Focus Group (By Invitation ONLY) 11:30 AM – 1:00 PM**

A Clinical Research Symposium on Novel Treatments in Development for Attention Deficit/Hyperactivity Disorder (ADHD) and Impulsive Aggression (IA) Observed in ADHD

**PRESENTERS:** Akili Interactive

**ROOM:** 406

*Sponsored by Akili*

By Invitation Only! Akili Interactive is looking for your input about a digital therapeutic approach to the treatment of ADHD.

*This event is not conducted or endorsed by CHADD.*

**Saturday Early Afternoon Session Details**

**Breakout Sessions**

<table>
<thead>
<tr>
<th>SB01 - Aging with ADHD</th>
<th>75 mins: - 1:00 PM – 2:15 PM</th>
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</table>

**TRACKS:** Adults | Mental Health Clinicians

**LEVEL:** Advanced

**PRESENTER:** Kathleen Nadeau, PhD

**ROOM:** 202

This presentation will highlight information drawn from the personal interviews of numerous men and women with ADHD over the age of 60. They have chosen to share their stories in order to further our understanding of ADHD in later years. Adult ADHD burst forth upon the scene in the mid-1990s. Those with ADHD that were in their mid-40s at the time are now in their mid-60s. The boomer generation is heading toward retirement and many are already in retirement, yet so little research has been done on their issues and needs. What little research has been done so far
will be discussed, but the bulk of this presentation will focus on the information that is being gathered in an ongoing project to document the process of aging with ADHD.

**LEARNING OBJECTIVES:**

Participants will be able to describe research focusing on the relationship between ADHD and dementia in older adults.

- Participants will be able to discuss the parallels between leaving home as a young adult with ADHD and leaving the workplace as an older adults with ADHD.
- Participants will be able to describe the different challenges experienced by adults with ADHD as they enter their retirement years.
- Participants will be able to describe the treatment plans, especially those related to medication, that are described by adults with ADHD in this exploratory study.
- Participants will be able to explain how ADHD may become either much more or much less challenging in retirement years depending upon individual circumstances.

**SB02 - ADHD Coaching: Using an Appreciative Approach and Process**

**TRACKS:** Coaches/Organizers | Adults | Educators

**LEVEL:** Intermediate

**PRESENTERS:** Alan Graham, PhD, PCC, MCAC, Nora Misiolek, Naomi, Zemont

**ROOM:** 203

Appreciative inquiry is an organizational development process that can be readily adapted to ADHD coaching. Appreciative inquiry coaching focuses on exploring and amplifying a client’s strengths to help motivate behavior change. In this presentation, the AI model will be explained along with its adaptation to ADHD coaching. Participants will then have an opportunity to learn appreciative coaching techniques and practice them.

**LEARNING OBJECTIVES:**

- Participants will be able to identify concepts associated with Appreciate Inquiry.
- Participants will be able to demonstrate knowledge of the Appreciative Inquiry process.
- Participants will be able to explain how Appreciative Inquiry applies to ADHD coaching.
- Participants will observe and be able to demonstrate at least one Appreciative Inquiry skill.
- Participants will be able to understand how Appreciate Inquiry applies to different age ranges.

**SB03 - Reduce the Battle of Homework Time: Strategies for Parents and Teachers**

**TRACKS:** Educators | Parents/Caregivers | Mental Health Clinicians | Coaches/Organizers

**LEVEL:** Beginner

**PRESENTER:** Jill Linkoff

**ROOM:** 204

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

LEARNING OBJECTIVES:
• Discern how to distinguish between student vs. parent roles in the homework process
• Address how to manage supporting vs. enabling practices
• Learn specific time management techniques for homework that will improve concentration and reduce the impact of distractions
• Confront issues involving motivation, independence, and work ethic
• Provide tools and strategies to create a work environment that is conducive to productivity

SB04 - College Transition: Correcting the Myths and Misunderstandings to Help Students Be Successful in the Postsecondary Environment

TRACKS: Educators | Parents/Caregivers | Physicians/Psychiatrists | Related Service Providers

LEVEL: Beginner

PRESENTER: Elizabeth Hamblet, MS, MAT

ROOM: 205

Myths about college disability services and accommodations can leave students without the critical knowledge they need. Thinking that colleges don’t offer anything may discourage students from attending college, and believing that they provide every service that students had in high school might not properly prepare students for the transition. Laws and expectations at the college level are different, but with the proper preparation and understanding, students can be successful. Learn what really happens at college and what skills students need to do well in this exciting new environment.

LEARNING OBJECTIVES:
• Attendees will learn how the disability accommodation system works at college.
• Attendees will learn what accommodations may/may not be available at college.
• Attendees will learn what the research says are the skills students need to be successful at college.
• Attendees will learn students’ responsibilities in the college disability services system.
• Attendees will learn how to research services at students’ target schools.

SB05 – What Works in Assistive Technology: Student Perspectives

TRACK: Educators | Parents/Caregivers | Mental Health Clinicians | Related Service Providers

LEVEL: Beginner

PRESENTER: Carolyn P. Phillips, MEd

ROOM: 206

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

**LEARNING OBJECTIVES:**
- Participants will be able to describe 3 AT solutions.
- Participants will be able to describe 3 AT strategies.
- Participants will be able to describe 2 emerging technology trends.
- Participants will be able to identify their AT Act Program.
- Participants will be able to explain 2 research studies related to AT and students.

**SB06 - Takes One to Know... How to Teach One!**

**TRACKS:** Educators | Parents/Caregivers | Coaches/Organizers | Related Service Providers

**LEVEL:** Beginner

**PRESENTER:** Billie Abney, DC, CCSP, EdS

**ROOM:** 211

As a student who struggled terribly in elementary school, the speaker, now a veteran teacher and retired chiropractor, will share tips that make her a highly effective teacher.

**LEARNING OBJECTIVES:**
- List components of the teacher’s “failure is not an option” philosophy.
- Describe how she divides her class into segments and uses different teaching strategies to create a high interest environment plus maximize students’ attention.
- Give a tip for teaching basic academic skills that were not mastered during earlier school years such as, enhancing study or memorization skills.
- Describe an assertive strategy for ensuring that even high school students complete and submit all school and homework.
- Describe one innovative teaching strategy and explain how you might adapt it at home or in the classroom.

**SB07 - Contemporary Adult Treatment of ADHD: The New ADHD Lifestyle**

**TRACKS:** Adults | Coaches/Organizers | Mental Health Clinicians | Parents/Caregivers

**LEVEL:** Beginner

**PRESENTER:** Jodi Klugman-Rabb, LMFT, LPC

**ROOM:** 214

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

**LEARNING OBJECTIVES:**
• Identifying and understanding underlying subtleties of the diagnosis, beyond the DSM
• Accepting challenges and limitation of symptoms through CBT, reframing and family of origin work
• Practical, multimodal tools for healthy coping with symptoms
• Identifying and embracing strengths using CBT and EMDR
• Developing self-advocacy to improve communication in relationships and at work

SB08 - More Than Just Medication: Proven Non-Medication Treatments for ADHD

TRACKS: Mental Health Clinicians | Physicians/Psychiatrists| Adults | Parents/Caregivers

LEVEL: Beginner

PRESENTER: Stephanie Moulton Sarkis, PhD, NCC, DCMHS, LMHC

ROOM: 406

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

LEARNING OBJECTIVES:
• Recognize the benefits and drawbacks of non-medication treatments for ADHD versus medication treatment.
• Determine the most effective non-medication treatments for ADHD.
• Identify the reasons why many patients/clients request non-medication treatments.
• Describe the safety and efficacy of non-medication treatments for ADHD.
• Determine whether the benefits of alternative treatments outweigh the costs to the patient/client.

Saturday Late Afternoon Session Details

Breakout Sessions 75 mins: - 2:45 PM – 4:00 PM

SC01 - Distracted and Disorganized: Sure-Fire Strategies to Empower Women with ADHD

TRACKS: Adults | Mental Health Clinicians| Coaches/Organizers

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

**LEARNING OBJECTIVES:**

- Understand the specific challenges that women with ADHD face in day to day activities due to their neurobiology.
- Discuss how to forgive oneself in the context of a new understanding of how the ADHD brain works. Identify old patterns and learn how to change expectations of oneself, letting go of the idealized/perfect woman, mother, partner.
- Learn specific strategies for coping in the areas of: time management, organizing/clutter, parenting, relationships, work settings.
- Identify old patterns and learn how to change expectations of oneself, letting go of the idealized/perfect woman, mother, partner.
- Identify sources of finding needed support.

**SC02 - Self-Determination Pathway for Young Adults with Learning and Social Differences**

**TRACKS:** Coaches/Organizers | Educators | Mental Health Clinicians | Related Service Providers

**LEVEL:** Intermediate

**PRESENTER:** Michele Bauman Joseph

**ROOM:** 203

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

**LEARNING OBJECTIVES:**

- Gain research findings on young adults with learning and social differences
- Develop an understanding of the key elements for programming for young adults with learning and social differences.
- Receive a framework for use in any educational environment
- Establish professional connections for further development of systems for supporting adolescents and young adults.
- Self-Determination Aspects of Success
What does the future hold? Join Chris Zeigler Dendy, veteran parent, CHADD advocate, and prolific author, for this reassuring session regarding long-term ADHD outcomes she has personally observed over a 50-year time span. Additionally, an overview of research on outcomes plus common challenges and intervention strategies will be reviewed.

LEARNING OBJECTIVES:
• Participants will describe realistic expectations for a child’s future based upon the information learned in this workshop.
• Participants will identify two EFD challenges that make it more difficult for children with ADHD to succeed in school and life and describe strategies to address them.
• Participants will identify two characteristics of ADHD-friendly jobs.
• Participants will describe the long-term outcomes of youth with ADHD based upon research shared in this session.
• Participants will describe the most effective treatment interventions strategies as identified by Russell Barkley and John Ratey.

SC04 - Couples with ADHD: Creating Caring Connection amid the Chaos

TRACKS: Adults | Mental health Clinicians | Physicians/Psychiatrists

LEVEL: Beginner

PRESENTER: Carol Robbins, PhD

ROOM: 205

This session will review the common pitfalls couples with ADHD experience and present solutions and strategies to overcome them. Learn the three golden rules to repair and retain connection in relationship and manage reactivity. Experience the benefits of using the Couple’s Dialogue to deepen communication and create safety. Useful apps will be recommended to coordinate tasks, lists, and routines.

LEARNING OBJECTIVES:
• Delineate the most common marital pitfalls for couples with ADHD and the solutions for them.
• Learn the three golden rules to retain and repair connection, and manage reactivity.
• Understand the Couple’s Dialogue and how to use it to enhance communication, understanding and emotional safety.
• Learn specific behavioral strategies for enhancing couple relationships.
• Discover useful apps to coordinate tasking and manage daily routines.

SC05 - Perfectly Imperfect: Reclaiming and Reframing the ADHD Label. We Are Attention Differ-ent, Not Deficit!

TRACKS: Adults | Parents/Caregivers | Coaches/Organizers | Mental Health Clinicians

LEVEL: Intermediate

PRESENTERS: Stephen Tonti and Aaron Smith
ROOM: 206

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

LEARNING OBJECTIVES:

- Learning to internalize your ADHD in a positive way and “reframe” the condition.
- Critically questioning how you choose to identify: “I am ADHD” vs. “I have ADHD.”
- Adopting strategies that help you become more self-aware and confident.
- Discovering the powerful link between your emotions and motivation.
- Exploring the qualities that people who are successful employ: Mirror Traits, Cultivating Confidence/Self-esteem, Creativity, Humor, Empathy and Acceptance.

SC06 - Harnessing the Power of the Emotional Brain: “Game Changers” from Affective Neuroscience

TRACKS: Educators | Parents/Caregivers | Coaches/Organizers | Related Service Providers

LEVEL: Intermediate

PRESENTER: Rebecca Resnik, PsyD

ROOM: 211

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

LEARNING OBJECTIVES:

- Describe the emotional underpinnings of learning and goal setting in the human brain
- Explain why focusing exclusively on cognitive symptoms of ADHD is not adequate for many everyday challenges
- Connect understanding of emotional foundations to current challenges of individuals with ADHD
- Apply understanding of emotional foundations to intervention strategies for individuals with ADHD
- Strategize specific emotionally informed responses to everyday challenges

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

TRACKS: Educators | Related Service Providers | Coaches/Organizers | Parents/Caregivers

LEVEL: Intermediate

PRESENTERS: Doris Bowman, MSEd

ROOM: 214
Traditional approaches to making behavioral change through the use of functional behavioral assessments and behavior support plans have long fallen short, and school discipline systems continue to fail those children to whom their “consequence systems” are applied most. With our conclusions about the “why” of behavior being based in something kids want to “get” or “avoid,” we are left with little to do but attempt to externally motivate through rewards and consequences. Come learn how the collaborative problem solving model and the pediatric neuroscience research of Dr. Bruce Perry of the Child Trauma Academy, can inform the creation and use of FBAs, BSPs, and overall discipline systems that are brain-based and skill-focused. Learn what these two evidence-based approaches tell us about how you can stop chasing temporary compliance and start building skills.

LEARNING OBJECTIVES:

- Participants will be able to explain why traditional behavioral approaches for understanding and helping children with ADD/ADHD who have social, emotional and behavioral challenges may not be well-suited to address their needs.
- Participants will be able to describe the philosophy that underlies the collaborative problem solving (CPS) approach and how it applies to children with ADD/ADHD who demonstrate social, emotional and behavioral challenges.
- Participants will be able to name the five areas of skill in which children with ADD/ADHD and other coexisting conditions may frequently be lagging.
- Participants will be able to name the “3 R’s of Brain Engagement”—the three steps necessary to engage the brain for effective behavioral change.
- Participants will be able to state why a Behavior Support Plan that’s based upon principles of brain engagement and focused on building skills is more effective than a traditional cognitive/behavioral approach.

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

TRACKS: Mental Health Clinicians | Related Service Providers | Physicians/Psychiatrists | Parents/Caregivers

LEVEL: Advanced

PRESENTER: James Li, PhD

ROOM: 406

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

LEARNING OBJECTIVES:

- Identify the current state of the art in psychosocial interventions for ADHD
- Describe limitations of the state-of-art treatments for ADHD
- Discuss a novel tool to assess and potentially improve the state-of-the art treatments for ADHD
- Demonstrate the validity of the novel assessment tool through the current study
- Analyze the strengths and weakness for smartphone-based clinical assessments in the context of ADHD, and future directions for this work
Saturday Evening Session Details

Breakout Sessions 75 mins: - 4:15 PM – 5:30 PM

SD01 - “Why Are You Yelling at Me?” Tame the Triggers & Turn the Family Volume Way Down

TRACKS: Adults | Parents/Caregivers| Educators | Related Service Providers

LEVEL: Beginner

PRESENTER: Elaine Taylor-Klaus, PCC, CPCC and Diane Dempster, MHSA, PCC, CPC

ROOM: 202

Yelling is one of the side effects of ADHD that the textbooks may not mention, but which can be positively crazy-making. As parents, no matter how hard we try, sometimes we end up yelling—because we don’t know what else to do, or because it works (and we hate that), or because we can’t help ourselves. Our kids end up yelling for similar reasons. Based on a coach-approach to parent management, this interactive workshop will help you understand the nuances behind the “yelling” in your home, and offer strategies for calming everyone down. If you came to this conference because you want to shift the tone of your home from a hot mess to a calm, peaceful family life, then this is the workshop for you.

LEARNING OBJECTIVES:
• Understand the underlying causes of stress for parents and kids living with ADHD.
• Identify individual stressors and their impact on the family dynamic.
• Learn how to escape the threat cycle and take action while managing emotional intensity.
• Clarify how the ADHD brain responds differently in situations of stress and emotional intensity.
• Explore alternative problem-solving approaches once the brain is calm.

SD02 - The Latest Procrastination Science: Your Ambassador from the July 11 & 12, 2017, Tenth Biennial Conference on Procrastination Research

TRACKS: Coaches/Organizers | Educators| Adults | Related Service Providers

LEVEL: Intermediate

PRESENTER: Kim Kensington, PsyD

ROOM: 203

What does the latest science on procrastination teach us, and how can we use it to help folks with ADHD get more done? While much delay starting, continuing, and finishing tasks results from executive function issues, not all of it does. Generally procrastination researchers don’t mention ADHD, and they think about delay differently. Dr. Kim Kensington will bring the latest research from that world and add it to the information and strategies we currently have so that attendees can get be more effective at starting and finishing projects.

LEARNING OBJECTIVES:
• Learn the most current empirical explanations about procrastination
• Connect the procrastination research with information on executive function challenges where appropriate
• Learn a 3-pronged approach to uncover the motivation/cause for delay
• Take away 3 practical strategies for getting into action regardless of the cause.
• Understand how avoidance can become a habit and how to break it.

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

**TRACKS:** Educators | Parents/Caregivers| Coaches/Organizers | Related Service Providers

**LEVEL:** Intermediate

**PRESENTERS:** Sandra Mislow

**ROOM:** 204

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

**LEARNING OBJECTIVES:**

• Discuss the roots of conflict which often occurs between parents and schools.
• Describe how collaboration positively impacts parents, teachers and students.
• Create one-page profiles for students.
• List at least 5 strategies to promote communication and collaboration.
• Explain the 4 tenets of Principled Negotiation.

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

**TRACKS:** Adults | Parents/Caregivers| Educators | Coaches/Organizers

**LEVEL:** Beginner

**PRESENTER:** Cris Sgrott-Wheedleton

**ROOM:** 205

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

**LEARNING OBJECTIVES:**

• Discuss ways time blocking is destroying your productivity
• Distinguish ways you are using reminders that are not working for you
• Identify 3 ways time blocking can help you be more productive with your day
• Explain 3 ways reminders can change your productivity
• Discuss your most productive schedule

**SD05 - It’s All About The Delivery System—How Different “Systems” Get Medication to Your Brain at Different Rates**

**TRACKS:** Adults | Parents/Caregivers| Mental Health Clinicians | Physicians/Psychiatrists

**LEVEL:** Intermediate
PRESENTER: Cathi Zillmann, NPP, CPNP
ROOM: 206

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

LEARNING OBJECTIVES:
• Attendees will be made familiar with the wide range of delivery systems available related to medications used to treat ADHD.
• Attendees will be able to describe several different medication delivery systems for drugs used to treat ADHD.
• Attendees will be able to describe why delivery systems are important, and how the system itself, not only the active ingredient, can provide unique benefits to a patient.
• Attendees will have an understanding how a pill can be engineered to deliver their medication to their brains.
• Attendees will be able to apply these principles to the treatment of ADHD in their own lives.

SD06 – Who’s the Adult in this Relationship? Using Organization to Help Neurologically Diverse Couples Reconnect and Recharge

TRACKS: Adults | Coaches/Organizers | Related Service Providers | Mental Health Clinicians
LEVEL: Intermediate

PRESENTER: Nathalie Pedicelli
ROOM: 211

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

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

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

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

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

In addition to using her client experiences as examples, Pedicelli will share her own experience in having ADHD and being in a relationship with the same spouse for over 20 years.
LEARNING OBJECTIVES:
• Recognize the core issues that contribute to marital strife when ADHD is present and how these issues present in neurologically diverse couples.
• Explain the differences in organizing styles required for ADHD versus neurotypical people.
• Utilize ADHD-friendly communication techniques to help your clients function better as a couple and you be a more effective service provider.
• Select solutions to organize an ADHD-friendly home or office that neurotypical people can live with.
• Apply strategies that aid the ADHD spouse with task accomplishment and time management.

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

TRACKS: Parents/Caregivers | Coaches/Organizers

LEVEL: Beginner

PRESENTER: Caroline Maguire, ACCG, PCC, MEd

ROOM: 214

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

LEARNING OBJECTIVES:
• Discuss the importance of interpreting another person’s state of mind and adapting behavior depending on the social rules of the situation on social success.
• Explain key ADHD challenges with self-evaluation and self-awareness and how to promote those skills.
• Demonstrate how to develop the child’s ability to interpret and understand another person’s mental state.
• Demonstrate appropriate role-play for real world scenarios the child may face to help parents use the coaching communication technique to help the child develop perspective taking.
• Identify key strategies that can be practiced and tracked to gauge improvement.

SD08 - Finding Quiet in a Noisy Place: Going In and Out of Your Mind

 Adults | Coaches/Organizers | Mental Health Clinicians | Parents/Caregivers

LEVEL: Intermediate

PRESENTER: Jane Massengill

ROOM: 406

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

**LEARNING OBJECTIVES:**

- Describe three zones where you place your attention. Practice shifting your attention from zone to zone.
- Describe the Zen Theory of Change and why it’s important in making deep-seated change.
- Understand how to go into and out of the world of your mind.
- Practice recognizing limiting beliefs and learn how to shift them.
- Recognize the most common types of internal chatter and how they get in the way of personal success.
2017 Talent Show

Saturday | 7:00 pm – 9:00 pm | Salon West | (Free to Attendees)

Emcee: Dean Solden

The Saturday evening entertainment will be the always entertaining ADHD Talent Show; emceed and organized by professional musician, Dean Solden, husband of author, speaker and therapist, Sari Solden. For those of you who have been to the ADDA Talent Shows in the past, you know this is a fantastic event which shows off the talents of so many ADHD conference attendees and speakers, in a fun, therapeutic, bear-your-soul way. This special event is for amateurs, semi-pro or professionals. We like a mix of all three. There is room for about 15 participants, so if you want to sing, dance, read poetry, do a reading, do a skit, do some comedy, show a video, or have some other talent which you can showcase in 2 - 7 minutes (average of 5), sign up quickly! You can bring a CD or MP3 to sing or play along with, so we’ll need your music in advance (see below) or Dean can accompany you on the piano, if pre-arranged. We are especially sensitive to those with performance anxiety, so if you want to do it, we’ll help you through it! This is a time to show off your creative side, make us laugh, make us cry, break through your fears, and create something special with the most supportive audience ever! 
Sunday, November 12
### Sunday, November 12, 2017

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 am – 9:00 am</td>
<td>Registration</td>
<td>Second Floor, Pre-Function area</td>
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<tr>
<td>7:00 am - 8:00 am</td>
<td>Yoga Exercises <em>(Free for Attendees)</em></td>
<td>TBA</td>
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<td>7:00 am - 8:00 am</td>
<td>ADHD Mindfulness Techniques <em>(Free for Attendees)</em></td>
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<td>7:00 am - 8:00 am</td>
<td>Walking Tours <em>(Free for Attendees)</em></td>
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<td>7:30 am – 8:30 am</td>
<td>Continental Breakfast</td>
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<td>8:30 am – 9:45</td>
<td>Morning Breakout Sessions <em>(6 sessions provided)</em></td>
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<td>10:00 am – 12:00 pm</td>
<td>Closing Keynote - Sari Solden</td>
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<td>12:00 pm</td>
<td>Conference Adjourned</td>
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Sunday, November 10 Highlights

Yoga Exercises | Friday, Saturday, Sunday | 7:15 am – 8:00 am | TBA | (FREE)

Start your day the right way—enjoy a yoga practice to get you ready for whatever is coming. In this Vinyasa flow style class you will move with your breath and listen to your body as you explore the different poses. Modifications and variations of the poses will be offered making this class great for all levels and welcoming to beginners. Leave feeling connected with your mind and body and ready to start your day.

Morning Walk | Friday, Saturday, Sunday | 7:00 am – 7:45 | Meet in hotel lobby | (FREE)

Does a morning walk help you to focus? Join Annette Tabor for a 30-45 minute walk on and around the hotel grounds. Bring your fresh coffee or a bottle of water and start the day off right with a brisk constitutional.

ADHD Mindfulness Techniques (AMT) | Friday, Saturday, Sunday | 7:00 am – 8:00 am | TBA | (FREE)

Action Mindfulness designed for the ADHD brain. Clear the confusion about mindfulness and develop useful skills. Influenced by martial arts and sports psychology AMT actively deals with frustrations and challenges faced by people with ADHD.

Each session will begin with practical exercises and conclude with guided meditation to get the most out of the conference.
Sunday Session Details

Breakout Sessions 75 mins: 8:30 AM – 9:45 AM

- **SU01 - Coaching Adults with ADHD from Pathology to Possibility**
  - **TRACK:** Adults
  - **LEVEL:** Intermediate
  - **PRESENTER:** David Giwerc, MCAC, MCC
  - **ROOM:** 213
  
  With an adult volunteer client with ADHD, David Giwerc will demonstrate how the coaching process integrated with an individual’s VIA Character Strengths can naturally shift the brain’s negative bias tendency and refocus on positive emotions to provide immediate access to one’s best qualities, attributes, and capacities. After a debriefing of the client session, and if time permits, there will be a final discussion of the strategies and rationale for the use of specific coaching competencies and strategies. To get the most out of this life-changing session every attendee needs to go to www.viacharacter.org and take the free fifteen-minute character strength survey. Upon completion, you will receive an email with your own personalized profile which you can bring to the session. Prior to the live demonstration, Giwerc will describe what your profile means and how you can use it in productive ways.

- **SU02 - Panel – Impacted Roots and Broken Wings: A Panel Discussion on the Joys and Challenges of Launching Young Adults with ADHD into the Real World**
  - **TRACK:** Adults
  - **LEVEL:** Intermediate
  - **PRESENTERS:** Evelyn Polk Green, Michelle Frank, MD, Marie Paxson, Linda Walker
  - **ROOM:** Galleria 4
  
  Parents are often told that their major responsibility is to give their children “roots and wings”… a strong foundation and the knowledge, skills and ability to fly into adulthood with ease. But parents of children with ADHD know that can be much more difficult than it sounds. It is well known that many young (and not so young) adults with ADHD have a difficult time launching successfully into adulthood. Whether it’s attending college, getting—and keeping—a job and/or establishing a career or just paying their own phone bills, the developmental and behavioral challenges of ADHD can sometimes turn what is a natural adjustment for most young people into a nightmare for parents, families and the young adults themselves. This panel presentation, moderated by Dr. Michelle Frank, will address many of the issues with this “failure to launch” syndrome, providing perspectives from parents, experts in the field and young adults themselves. The session will include challenges, strategies and time for audience questions.

- **SU03 - Later-Life Diagnosis: Clearing the Confusion for Midlife and Senior ADHD Adults**
  - **TRACK:** Adults
  - **LEVEL:** Intermediate
  - **PRESENTER:** Linda Roggli, PPC
  - **ROOM:** Galleria 1
  
  Most adults diagnosed with ADHD in later life are stunned, then relieved: at least it’s not the dreaded, early-onset dementia. But is there a correlation between dementia and ADHD? Does ADHD “get worse” with age? There is a
sense of urgency among ADHD seniors: their life clock is ticking and they need to make up for the decades without
ADHD treatment. This session turns its bifocals on the special challenges of ADHD adults diagnosed at age 45,
55, 65, and beyond. It explores the connection between menopause and ADHD for midlife women and examines
peer-reviewed studies on the intersection of aging, ADHD, and memory. This lively session offers research-based
education plus practical strategies specifically designed for older ADHD adults.

**SU04 – Successful Job Accommodations for ADHD**

**TRACK:** Adults  
**LEVEL:** Intermediate  
**PRESENTER:** Melanie Whetzel, MA, CBIS  
**ROOM:** Galleria 2

Job accommodations can be vital for the successful employment of individuals with ADHD. Knowing how, when,
and why it might be necessary to disclose a disability is the first and often most difficult part of the accommodation
process. This session will provide useful and practical information on the disclosure of ADHD in the workplace, the
limitations associated with this impairment, and accommodations on the job that might be needed. Real-life
accommodation situations and solutions will be interspersed throughout the session. A question-and-answer ses-

tion will be included at the end. The information presented here will be helpful to working individuals, those looking
for employment, parents, service providers, and employers.

**SU05 - Why Does No One Like Me? Learn how to Read the Room to Create a More Positive Social
Approach**

**TRACK:** Adults  
**LEVEL:** Intermediate  
**PRESENTER:** Caroline Maguire, ACCG, PCC, MEd  
**ROOM:** Galleria 3

Is walking into a business party stressful? Is it an effort to start a conversation and fit in with the group? Stop strug-
gling with social interactions. Learn how to interpret the hidden rules and social cues in any situation or environment.

Many adults with ADHD struggle with social skills but do not know what to do. This presentation will focus on how
adults with ADHD can learn to self-evaluate and improve their self-awareness to create an appealing social ap-
proach for any situation. Attendees will learn how to improve their ability to read the room and interpret social cues
to create socially expected and appealing behaviors.

**SU06 - ADHD Meds—Use Your Brain All Day!**

**TRACK:** Adults  
**LEVEL:** Intermediate  
**PRESENTER:** John Bailey, MD  
**ROOM:** 6&7

This session is an up-to-date review of the available ADHD treatment medications, presented in practical terms by
a physician with ADHD himself, experienced in treating nearly 4,000 ADHD patients.
Closing Keynote Speaker

Now I Just Have To Learn To Do It Without The Cancer! | Friday | 10:30 am – 12:30 pm | Galleria 5 | ALL

Sari Solden
Clinical Director and Best Selling Author
Solden, Frank & Associates

A psychotherapist in Ann Arbor, Michigan, Sari Solden has counseled adults with ADHD for close to 30 years. She is the author of the pioneering books *Women with Attention Deficit Disorder* and *Journeys Through ADDulthood*. She serves on the professional advisory board of ADDA and was a past recipient of their award for outstanding service by a helping professional. Her areas of specialization include women’s issues, inattentive ADHD, and the emotional consequences and healing process for adults who grew up with undiagnosed ADHD.
Awards Recognition
2017 Lifetime Achievement Award

Mark A. Stein

Dr. Stein is a clinical psychologist and professor of psychiatry and behavioral sciences and adjunct professor of pediatrics at University of Washington, and director of the Program to Enhance Attention, Regulation, and Learning (PEARL Clinic) at Seattle Children’s Hospital. Previously, he developed the Hyperactivity, Attention, and Learning Problems (HALP) Clinics in Washington, DC, Fairfax, Va, and Chicago, and has helped train hundreds of psychologists and physicians in multidisciplinary assessment and treatment. He is a fellow of the American Psychological Association and president of the American Professional Group for ADHD and Related Disorders (APSARD). Dr. Stein has written over 120 peer-reviewed articles, including numerous clinical trials of children, adolescents, and parents with ADHD, sleep, and pharmacogenetics. He is currently associate editor of Journal of Attention Disorders and Journal of Child and Adolescent Psychopharmacology.

2017 CHADD Educator of the Year

Matt Novielli

Love, Passion, and Creativity to Reach All Students

Matt Novielli doesn’t come to school each day just to teach. He comes to build relationships and teach life lessons that students will carry with them forever.

He has a passion for those students who need additional love and support to be academically successful. Some teachers become upset with students who have ADHD and give consequences for what they consider inappropriate behaviors, never thinking to alter their instructional techniques. Mr. Novielli makes all students feel successful by accepting their differences, finding their strengths, altering how he provides instruction to meet their needs. That is why he gets such success, particularly when students have ADHD or behavior issues. Students quickly realize he isn’t going to call them out or remind them for the one hundredth time to not do something. He will instead remind them that they can make choices. They can choose what they want to accomplish, what they want to get out of school and life. When a student makes a poor choice, Mr. Novielli uses it as a teaching moment, explaining how and why they receive a consequence, and discussing what they could have done differently.

Every child in his class feels loved and appreciated, wanting to do their best. Mr. Novielli encourages students to self-monitor and learn when they need a break so they can get back on task. He creates charts to help them monitor, always making sure they find success with one behavior every day. His compassion for the needs of all his students allows him to do what is best for everyone in his classroom. He understands that some students sit at a desk in a chair, some may need to stand, some may need to be by themselves and not in a group, some may need a wobble stool or a yoga ball, and some may need to physically walk in the back of the room. He strategically places these students around the room so they don’t distract others. Proactive rather than reactive in his thinking about the needs of students with ADHD or behavior challenges, his instruction includes group work, discussion, movement, technology, drawing, presentation, etc., to ensure that all learning styles are met and all students have their moment to shine. He also communicates each student’s qualities to their parents and bonds with parents as well as students. When students know that teachers and parents believe in them, the possibilities of academic and behavior improvements are unlimited.
2017 Young Scientist Award

CHADD is pleased to announce the recipients of the 2017 Young Scientist Research Awards: Matthew J. Gormley, Ph.D. and Jaclyn Kamradt, MA. Selected from a pool of well-qualified applicants by renowned experts in the field, these young researchers are making contributions to our understanding of ADHD. The awards are currently being supported by a number of individual donations.

Matthew J. Gormley

Matthew Gormley is an assistant professor of school psychology in the department of educational psychology at the University of Nebraska-Lincoln. He earned his PhD in school psychology from Lehigh University in 2016 where he received the Elizabeth V. Stout Dissertation Award. Dr. Gormley completed his pre-doctoral internship at the Munroe-Meyer Institute in the Nebraska Internship Consortium in Professional Psychology in Omaha, Nebraska and his post-doctoral fellowship was completed at Geisinger Health System in Lock Haven, Pennsylvania. Dr. Gormley’s research interests focus on the development and evaluation of individual interventions, intervention packages, and service delivery models for individuals at-risk for and diagnosed with ADHD. He is particularly interested in the development and application of individualized and continuous supports across major (e.g., secondary to post-secondary) and minor transitions (e.g., second to third grade) within, to, and from academic settings. Additionally, Dr. Gormley is interested in the intersections and collaborations between families, schools, and healthcare settings, and aims to develop interventions that support individuals with ADHD as they move between and through these settings. His research submission was titled, “Consistency in Transition: Supporting Students with ADHD Through Their Academic Carriers.” Collectively, his work seeks to develop a comprehensive evidence-based service delivery system grounded in the chronic care model to enhance outcomes for individuals with ADHD.

Jaclyn Kamradt

Jaclyn Kamradt is a doctoral candidate in the clinical psychology program at the University of Iowa’s Department of Psychological and Brain Sciences. After receiving her bachelor’s degree in sociology from Iowa in 2012, she continued to seek out opportunities to further enhance her research skills, especially in the area of clinical science. Currently, Jaclyn is in her fourth year of graduate training, working under the mentorship of Dr. Molly Nikolas in the Iowa ADHD and Development Lab. Additionally, in collaboration with Dr. Nikolas and Dr. Stephen Becker, a leader in the emerging field of sluggish cognitive tempo, Jaclyn recently resubmitted an F31 NRSA grant, which serves as the basis of both her CHADD research submission and dissertation prospectus. Ms. Kamradt’s research program focuses on understanding and treating ADHD, with an emphasis on understanding the role of transdiagnostic constructs in the etiology and treatment of this complex psychiatric disorder. Her work aims to expand on the current knowledge regarding ADHD and comorbid conditions, (e.g., overlapping internalizing disorders), by evaluating potential links that contribute to such overlap, particularly sluggish cognitive tempo (SCT). Her research submission was titled, “Sluggish Cognitive Tempo as a Transdiagnostic Link Between Adult ADHD and Internalizing Symptoms.” To date, her research in this area suggests that SCT may play a contributory role in adults with ADHD and comorbid anxiety and depression symptoms, explaining some of the heterogeneity in ADHD, and her current line of work aims to investigate this more thoroughly. Ultimately, she aims for this research to translate into innovative prevention and treatment target strategies for individuals with ADHD.
Lenard Adler

Dr. Lenard Adler is a Board Certified Psychiatrist and an Associate Professor of Clinical Psychiatry and Neurology at the New York University School of Medicine. He was born in Brooklyn and was raised on Long Island. Dr. Adler attended Cornell University and graduated with a Bachelors of Arts in Economics in 1978. He attended Emory University School of Medicine, graduating in 1982.

Dr. Adler’s association with NYU School of Medicine began that same year when he started his residency in psychiatry. He received several honors during his residency, including the APA Burroughs Wellcome (Formerly Falk) Fellowship. Dr. Adler was Chief Resident in his final year of residency; after graduation he became an Attending at the Department of Veterans Affairs, New York Division of the Harbor Healthcare System (NY VAMC), an association that continues to the present time.

Throughout this time he has had an active role in education of the NYU psychiatry residents at the New York VAMC, supervising residents and coordinating lectures. He has been unit chief on the resident inpatient teaching unit since 1997.

Dr. Adler has had an active role in clinical research in Neuro-Psychiatry since his residency. As a recent graduate from residency, he received a five year travel award from the American College of Neuropsychopharmacology (ACNP). Dr. Adler’s areas of interest include movement disorders, such as tardive dyskinesia and states of pathological restlessness (akathisia). He was co-author of the section on akathisia in the diagnostic manual for psychiatrists (DSM-IV and IV-TR).

Since 1995, he has extended his interest in states of restlessness through research and clinical work in Attention Deficit Hyperactivity Disorder (ADHD). He has been director of the Department of Neurology ADHD Program of the NYU School of Medicine, originally at the Hospital for Joint Diseases, now located at NYU Medical Center. This program provides comprehensive diagnostic and treatment services for patients with ADHD and its specialization for treating adults with the condition, is unique in the NYC metropolitan area. Dr. Adler has conducted numerous research projects on new diagnostic tools and medications (both stimulant and non-stimulant) for ADHD. He has spoken extensively to both scientific and lay audiences on ADHD, serves on several scientific boards and is considered to be a thought leader in the field.

Steven R. Pliszka

Steven R. Pliszka, M.D. is Dielmann Distinguish Professor and Chair of the Department of Psychiatry of the University of Texas Health Science Center at San Antonio. He has been a faculty member at UT Health San Antonio since 1986, joining the Department of Psychiatry after completing his general and child adolescent psychiatry residencies at UTHSCSA. Throughout his career he has been involved in a wide range of administrative, research, clinical and educational activities. Prior to being Chair he served as Chief of the Division of Child and Adolescent Psychiatry from 1995-2015. His research has focused on Attention Deficit Hyperactivity Disorder (ADHD) and related disorders. He has been involved with clinical trials of the most medications used for ADHD. He currently uses functional magnetic imaging to try to understand the mechanisms of action of treatments for ADHD. He has been involved in several projects to integrate mental health services into pediatric primary care. Dr. Pliszka is the author of “Neuroscience for the Mental Health Clinician, 2nd ed.” and “Treating ADHD and Comorbid Disorders” ( Guilford Press). He has been very active in the American Academy of Child and Adolescent Psychiatry, authoring the academy’s practice parameters for the diagnosis and treatment of ADHD in 2007. Dr. Pliszka has an active clinical practice, caring for many children and adolescents with ADHD and other psychiatric disorders; he also serves as the attending psychiatrist for two residential facilities for children with severe behavioral and emotional disorders.
# Hall of Fame Past Award Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipients</th>
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<tbody>
<tr>
<td>2016</td>
<td>David Giwerc &lt;br&gt; Anthony L. Rostain, MD &lt;br&gt; Jodi Sleeper-Triplett</td>
</tr>
<tr>
<td>2015</td>
<td>Russell Ramsay, PhD</td>
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<tr>
<td>2014</td>
<td>Eugene Arnold, MD &lt;br&gt; Jeffery Newcorn, MD</td>
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<td>2013</td>
<td>Sharon K. Weiss, MEd &lt;br&gt; Nora Volkow, MD</td>
</tr>
<tr>
<td>2012</td>
<td>Joel Nigg, PhD &lt;br&gt; Linda Pfiffner, PhD &lt;br&gt; Russell Schachar, MD &lt;br&gt; Mary Durheim, BS</td>
</tr>
<tr>
<td>2011</td>
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<tr>
<td>2010</td>
<td>Phyllis Anne Teeter &lt;br&gt; Ellison, EdD</td>
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<td>2009</td>
<td>Larry Greenhill, MD &lt;br&gt; Maria Teresa Hill, BEd &lt;br&gt; Rosemary Tannock, PhD</td>
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<td>2008</td>
<td>George DuPaul &lt;br&gt; Jeff Epstein</td>
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<td>2007</td>
<td>Rahn Bailey, MD &lt;br&gt; Jay Giedd, MD &lt;br&gt; Stephen Hinshaw, PhD</td>
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<td>2006</td>
<td>José Bauermeister, PhD &lt;br&gt; Chris Zeigler Dendy, MS &lt;br&gt; Mark Katz, PhD</td>
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<td>2005</td>
<td>JoLeta Reynolds, EdS, EdD</td>
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<td>2004</td>
<td>Howard Abikoff, PhD &lt;br&gt; Rachel G. Klein, PhD &lt;br&gt; Andrew Klingenestein, JD &lt;br&gt; Lily Hechtman, MD</td>
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<td>2003</td>
<td>Michael Gordon, PhD &lt;br&gt; Ellen Kingsley, Editor of ADDitude &lt;br&gt; Mark Wolraich, MD</td>
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<td>2002</td>
<td>Stephen Faraone, PhD &lt;br&gt; William Pelham, PhD &lt;br&gt; Arthur Robin, PhD</td>
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<td>2001</td>
<td>Clare Jones, PhD &lt;br&gt; Kevin Murphy, PhD &lt;br&gt; Marina Peña, PhD</td>
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<td>2000</td>
<td>F. Xavier Castellanos, MD &lt;br&gt; Kathleen Nadeau, PhD &lt;br&gt; Patricia Quinn, MD</td>
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<td>1999</td>
<td>Thomas E. Brown, PhD &lt;br&gt; Peter Jensen, MD &lt;br&gt; Thomas J. Spencer, MD</td>
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<td>1998</td>
<td>Sam Goldstein, PhD &lt;br&gt; Edward Hallowell, MD &lt;br&gt; Timothy E. Wilens, MD</td>
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<td>1997</td>
<td>Robert Brooks, PhD &lt;br&gt; Dennis Cantwell, MD &lt;br&gt; Barbara Ingersoll, PhD &lt;br&gt; Thomas W. Phelan, PhD</td>
</tr>
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<td>1996</td>
<td>Virginia I. Douglas, PhD &lt;br&gt; Melvin D. Levine, MD &lt;br&gt; Judith L. Rapoport, MD &lt;br&gt; James M. Swanson, PhD</td>
</tr>
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<td>1995</td>
<td>Joseph Biederman, MD &lt;br&gt; C. Keith Conners, PhD &lt;br&gt; Paul Wender, MD &lt;br&gt; Sydney Zentall, PhD &lt;br&gt; Senator Tom Harkin, D-IA</td>
</tr>
<tr>
<td>1994</td>
<td>Russell A. Barkley, PhD &lt;br&gt; Harvey C. Parker, PhD &lt;br&gt; Alan Zametkin, MD</td>
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2017 Volunteer Leader of the Year

Kelly Montes
Coordinator, CHADD of Northern California

Kelly is the chapter coordinator and president for CHADD of Northern California and has served in that role since 2011. CHADD of Northern California is the largest chapter in the US with 19 branches and 30 active volunteers. Kelly’s greatest strength is her organizational ability. She facilitates chapter board meetings, annual meetings, and volunteer appreciation luncheons. Kelly also maintains the web meeting calendar, answers web inquiries from the public for ADHD resources, and is the glue that helps this large chapter run smoothly.

Kelly is known as someone who can be depended on. Her pragmatic approach and passion for helping others has led to her being a thoughtful sounding board for CHADD colleagues. She has served on committees at the National level and played an integral role in the formation of the CHADD Affiliate Advisory Board. She helped update CHADD’s Volunteer Leader Center, and she worked closely with CHADD’s president Mike MacKay on an ad hoc committee to help improve the relationship between CHADD and its affiliates.

Kelly is married, has two adult children with ADHD, two grandchildren, and a career as an executive assistant to a CEO. Her spare time is devoted to family, volunteering for CHADD, and vacationing in Lake Tahoe every summer.

Previous CHADD Volunteer Leadership Award Winners

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Role</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Stephanie Kautzman</td>
<td>Co-Coordinator</td>
<td>Red River CHADD, Fargo, ND</td>
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<tr>
<td>2012</td>
<td>Claire Noyes</td>
<td>Coordinator</td>
<td>Elkins Park, PA Satellite</td>
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<td>2011</td>
<td>Karen A Cruise</td>
<td>Coordinator</td>
<td>Greater Baltimore MD</td>
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<td>2010</td>
<td>Diana Fertsch</td>
<td>Coordinator</td>
<td>Dudalk, Maryland Chapter</td>
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<td></td>
<td>Jean Gavin</td>
<td>Coordinator</td>
<td>Fort Myers, Florida Chapter</td>
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<td></td>
<td>Holy Graff</td>
<td>Coordinator</td>
<td>Sacramento California Chapter</td>
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<td>2009</td>
<td>Lisa Bardaran</td>
<td>Coordinator</td>
<td>Bluegrass Kentucky Chapter</td>
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<tr>
<td></td>
<td>Jamileh Mikati</td>
<td>Coordinator</td>
<td>Leon Chapter, Florida</td>
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<td></td>
<td>Lynne Lampila</td>
<td>Coordinator</td>
<td>Lee County Chapter, Florida</td>
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<td>2008</td>
<td>Pamper G. Crangle</td>
<td>Coordinator</td>
<td>Chattanooga Chapter</td>
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<td></td>
<td>Natalie Knochenuhauer</td>
<td>Coordinator</td>
<td>Metro Philly Chapter</td>
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<td>2007</td>
<td>Susan Coppel</td>
<td>Volunteer</td>
<td>Columbus Ohio Satellite</td>
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<td></td>
<td>Melanie Hatch</td>
<td>Coordinator</td>
<td>Utah Chapter</td>
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<td>Joan Helbing</td>
<td>Coordinator</td>
<td>Appleton Chapter, Wisconsin</td>
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<tr>
<td>2006</td>
<td>Judy Marshall</td>
<td>Treasurer, Membership Chair, Secretary, Parent To Parent Training Chair</td>
<td>Northern California Chapter</td>
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<tr>
<td></td>
<td>Beverlee Kell</td>
<td>Coordinator</td>
<td>Marin County CHADD, California</td>
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<td></td>
<td>Gina Pera</td>
<td>Coordinator</td>
<td>Silicon Valley CHADD, California</td>
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<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>2005</td>
<td>Cindy Chapman</td>
<td>Kern County California</td>
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<td></td>
<td>Alexis Norin</td>
<td>Fort Smith Arkansas</td>
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<td></td>
<td>Vicki Rogers</td>
<td>Nassau County, NY</td>
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<tr>
<td>2004</td>
<td>Pam Glidden</td>
<td>South King County Chapter of CHADD</td>
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<td></td>
<td>Barbara Hawkins and Linda Spencer</td>
<td>Co-Coordinators</td>
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<td>Baltimore Area Chapter of CHADD</td>
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<td>2003</td>
<td>Catherine Adams</td>
<td>Northern Virginia CHADD</td>
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<td></td>
<td>Lea Burnside</td>
<td>West Virginia Chapter of CHADD</td>
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<td>2002</td>
<td>Lew Mills, Ph.D., MFT</td>
<td>CHADD of Northern California</td>
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<td></td>
<td>Barbara Hawkins</td>
<td>Greater Baltimore CHADD</td>
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<td>Belynda Gauthier</td>
<td>Louisiana Capital Area CHADD</td>
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<td>2001</td>
<td>Catherine Salva</td>
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<td></td>
<td>Carol Watkins, MD</td>
<td>Greater Baltimore CHADD</td>
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<td>2000</td>
<td>Linda Brauer</td>
<td>Grand Rapids CHADD</td>
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<td>Barbara O’Donnell</td>
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<td>Michael Straughan</td>
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<td>Betty Barfield</td>
<td>Mid-Missouri CHADD</td>
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<td></td>
<td>Kathleen Nadeau, Ph.D.</td>
<td>Montgomery County CHADD, Maryland</td>
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<td></td>
<td>Julia Rivera</td>
<td>Dorado, PR CHADD, Puerto Rico</td>
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<td>1999</td>
<td>Roseanne Egan</td>
<td>East Aurora/Southtowns CHADD, New York</td>
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<tr>
<td></td>
<td>Kay M. Gilmore</td>
<td>Conejo Valley CHADD, California</td>
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<td></td>
<td>Belynda L. Gauthier</td>
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<td>1998</td>
<td>Rae Hemphill</td>
<td>CHADD of Northern Virginia</td>
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<td></td>
<td>Beth Kaplanek</td>
<td>CHADD of Suffolk County, New York</td>
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<td></td>
<td>Linda Smith</td>
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<td>1997</td>
<td>Jeanne Hughes</td>
<td>CHADD of Contra Costa County, California</td>
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<td>Sharron Rossi</td>
<td>CHADD of Nassau County, New York</td>
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<td>Ellen Kosh</td>
<td>CHADD of Upper Bux-Mont, Pennsylvania</td>
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<td>1996</td>
<td>Betty Mollenkamp</td>
<td>CHADD of Greater St. Louis, Missouri</td>
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<td></td>
<td>Marie Maran &amp; Barbara DuPont</td>
<td>CHADD of Westchester County, New York</td>
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<td>Catherine Adams</td>
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<td>Shari Bohnet</td>
<td>CHADD of Wayne &amp; Oakland Counties, Michigan</td>
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<td>Shirley Colby</td>
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<td>Maureen Gill</td>
<td>CHADD of Northern Virginia</td>
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Northern Virginia and DC CHADD Chapter

In Recognition of Excellence in Programming, Outreach and Support

Previous CHADD Affiliate Of The Year Award Recipients

2016
CHADD of Rhode Island

2015
North Shore Satellite of CHADD, Wilmette, IL

2012
North Shore Satellite of CHADD

2011
Denver Metro Chapter

2010
Monmouth/Ocean County and North Texas Chapter

2009
Greater Baltimore Chapter and Mercer County NJ Chapter

2008
Metropolitan Philadelphia Satellite (Metro Philly)

2007
Caguas, Puerto Rico Chapter
Suffolk County CHADD Chapter, New York
2017 President’s Council Leadership In Giving Circle

The President’s Council honors individual donors who give passionately to support CHADD’s programs.

Chris A. Z. Dendy
Anne Ellison
Zara Harris

Michael MacKay
Michael Skoien

Above and Beyond Award

Sharyn Rhodes
Greater Baltimore CHADD

Sharyn Rhodes, PhD, is a retired university professor in special education. She has been involved with CHADD for over 20 years and has always been on the local board. She has taught P2P numerous times and has received a $1,000 annual grant to support this program at the local level. She started and has continued to run the support group for parents of adults with ADHD who still live at home and/or are dependent for support. She has also been coordinator of Greater Baltimore several times and served on the National BOD and the fundraising committee. While on the National Board, Sharyn headed numerous fundraisers, auctions, and organized the luminaries lunches at the annual conference and for several years after her term.

Sharyn Rhodes, PhD
Innovative Programs Serving the Needs of Children, Youth, Families and Adults with ADHD

Mark Katz, Ph.D., Facilitator

Partial List of Innovative Programs

August, 2017

STAND (Supporting Teens Autonomy Daily)
Treating Executive Functioning and Motivation Difficulties In Teens With ADHD: A Parent-Teen Approach
Margaret Sibley, PhD
Parent Child Journey: An Individualized (and Affordable) Approach To Helping Parents of Challenging Children
Dan Shapiro, MD
Sanity School for Parents
Elaine Taylor-Klaus and Diane Dempster
ImpactADHD
F.O.S.T.E.R. – Pro-Actively Parenting Your ADHD Child
Cathi Cohen, LCSW, CGP
Tacking the Mess: The Playful Approach to Organization
Kirsten Milliken, PhD

Changing the ADHD Learner’s Perspective to Build Purpose, Improve Focus, & Develop More Effective Learning Skills at School and Work
John Fleming, BCET, Developmental Learning Solutions
Evidence-Based Plan of Instruction for Students with ADHD
Nora Altaweel, Doctoral Student, Old Dominion University
Mindy Gumpert, Doctoral Student, Old Dominion University
Life Sherpa: An Innovative Technology for Helping Children, Adolescents, and Young Adults with Executive Function Challenges
Doug Meeker, CEO
Implementation of Family Psychoeducation as an Intervention in the Treatment of ADHD
Jane E. Indergaard, MS, RN, Doctoral Student
Doctorate of Nursing Practice (DNP) Program
Capella University, Minneapolis, MN
ADHD
Exploring the Horizons
A CME Cruise
Celebrity Equinox
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Hermoine Wellman, Director of Meetings and Events

Trish White, Manager, Parent Training on ADHD (Parent to Parent) and Teacher Training on ADHD (Teacher to Teacher)

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**2017 Annual Conference Committee**

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Eva O’Malley

Melissa Reskoff

James Swanson

Hermoine Wellman, CHADD, Director Meetings & Events

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**Thank you to the 2017 annual conference committee for a great conference!**
Billie A. Abney, DC, CCSP, Eds

Billie A. Abney, DC, CCSP, EdS, is an award winning science teacher who instructs high school classes in anatomy, biology, physics, chemistry, and forensics. As an adult with ADHD, she developed creative teaching strategies to engage her students and as a result was the recipient of the Georgia Teacher of Promise Award in 2009, CHADD Educator of the Year in 2013, and 2016 Georgia Biology Teacher of the Year. Dr. Abney was a chiropractor for 20 years before she decided to return to the classroom. She presents nationally and internationally on effective teaching strategies for students with ADHD and executive function deficits.

Session: SB06

Nora A. Altaweel

Nora A. Altaweel is a lecturer at King Saud University (KSU) in Riyadh/Saudi Arabia. She has 8 years of experience teaching undergraduate students to be prepared for working in special education programs, as well as teaching children with learning disabilities in some Saudi elementary schools. She got her master’s degree in special education in 2011. She also has volunteered to train some special education teachers and students in the Special Education Department in KSU. For the time being, she is on scholarship to get her PhD degree from Old Dominion University, Department of Communication Disorders & Special Education, Norfolk, VA

Session: Innovative Program

Edward Aull, MD

Edward Aull, MD, is a behavioral pediatrician who practices near Indianapolis, Indiana. He started treating ADHD in the mid-1970s and autism spectrum disorders in the mid-1980s. Since 1996, he has had a practice limited to treatment of ADHD, autism, and comorbidities. He has published a book, The Parents Guide to the Medical World of Autism. He has written three articles for Attention magazine and has spoken at ADDIS, CHADD, MAAP, and ASA conferences.

Session: FA06

John Bailey, MD

John Bailey, MD, is the founder of the first ADHD clinic in Alabama, the Center for Attention & Learning in Mobile. He primarily treats ADHD but he also deals with related conditions such as autism, behavioral issues, learning disabilities, processing disorders, and bipolar and other mood disorders. After 20 years in family practice, in 1995, he restricted his practice to psychiatry with a focus on ADHD. Since then, he has treated about 4,000 ADHD patients, approximately half of whom are children and half are adults, ranging in age from 4 to 78. Since 2003, Dr. Bailey has been on ADDA’s professional advisory board, the only member of that board in the southern United States. With his prior family practice experience, Dr. Bailey is well equipped to deal with the impact of medical conditions on ADHD. He specializes in precise medication adjustments for ADHD and in detection and management of other conditions that complicate its treatment.

Session: SU06

Russell A. Barkley, PhD

Russell A. Barkley, PhD, is a Clinical Professor of Psychiatry at the Virginia Treatment Center for Children and Virginia Commonwealth University Medical Center, Richmond, VA. He is a Diplomate (board certified) in three specialties, Clinical Psychology (ABPP), Clinical Child and Adolescent Psychology, and Clinical Neuropsychology (ABCN, ABPP). Dr. Barkley is a clinical scientist, educator, and practitioner who has published 23 books, rating scales, and clinical manuals numbering 41 editions. He has also published more than 270 scientific articles and book chapters related to the nature, assessment, and treatment of ADHD and related disorders. He is the founder and Editor of the bimonthly clinical newsletter, The ADHD Report, now in its 25th year of publication. Dr. Barkley has presented more than 800 invited addresses internationally and appeared on nationally televised programs such as 60 Minutes and many other programs on behalf of those with ADHD. He has received awards from the American Psychological Association, American Academy of Pediatrics, American Board of Professional Psychology, Association for the Advancement of Applied and Preventive Psychology, American Professional Society for ADHD and Related Disorders, New England Educational Institute, the Wisconsin Psychological Association, and Children and Adults with ADHD (CHADD) for his career accomplishments, contributions to research in ADHD, to clinical practice, and for the dissemination of science. His websites are www.russellbarkley.org and ADHDLectures.com.

Session: FA05

Susan Bauerfeld, PhD

Susan Bauerfeld, PhD, is a licensed clinical psychologist, speaker, parenting consultant/coach, and ADHD coach. Her passion is promoting understanding and teaching skills for success-especially self-regulation, anxiety management, and effective communication-to parents, teachers, and their kids. She strives to help them be more curious and less fearful, nurturing of their relationships, and engaged in lifelong learning. Through speaking engagements, workshops, and private practice, Dr. Bauerfeld offers compassion, humor, support, and information as she teaches the skills required to manage worries, challenges, and technology in ways that lead to more calm, capable
Dorothy Bowman, MSEd

Dorothy Bowman, MSEd, is a licensed administrator and preK-21 special educator in the state of Oregon. She is a Think-Kids Certified Collaborative Problem Solving Trainer (Massachusetts General Hospital, Harvard), and a Parent Coaching Institute Certified Parent Coach®. She has also coauthored the first two in the Easy Now series of children’s books designed to support children with challenging behavior (www.easynowbooks.com). She has over 19 years of experience working with and supporting children and families who are impacted by ADHD and other diagnoses that present challenging behaviors.

Session: SC07
William Dodson, MD

William Dodson, MD, is a board-certified adult psychiatrist who has specialized in adults with ADHD for the last 22 years. He was named a Life Fellow of the American Psychiatric Association in recognition of his clinical contributions to the field of ADHD in 2012 and received the Maxwell Schleifer Award for Distinguished Service to Persons with Disabilities in 2006. Dr. Dodson has a private practice in Greenwood Village, Colorado.

Sessions: TA05; TB01

Kathleen A. Duryea, DO

Kathleen A. Duryea, DO, is a board certified osteopathic family physician currently practicing in Cherokee County for the past 19 years. She served 4 years with the United States Navy as a Lieutenant Commander General Medical Officer and received the Navy Achievement Medal for service. She graduated from The Pennsylvania State University with a major in Biology and a minor in Psychology. She is married to Kurt J. Duryea for the past 29 years and have 2 daughters, Carlyle-age 20 and Kendal-age 18.

Session: FB09

Michel Fitos, AAC

Michel Fitos is an ADHD coach and Internal Family Systems practitioner, based in Somerville, Massachusetts. She spends a lot of time on the cushion, walking her dog, growing things, and laughs as often as possible.

Session: FA04

John R. Fleming, MEd, BCET

John R. Fleming, M.Ed., BCET (Board Certified Educational Therapist), is founder and director of Developmental Learning Solutions, Inc., three integrated learning centers promoting a transitional, multidisciplinary model for integrating educational therapy with learning specialties, speech pathology, occupational therapy, and clinical psychology.

Session: Innovative Programs

William Flynn

William Flynn graduated from Providence College with a BA in English before working at Landmark School in Beverly Massachusetts where he received his M.S. Ed. from Simmons College in 2006. He is currently the Director of the Academic Guidance Center at Hebron Academy in Maine. The Academic Guidance Center is a learning facility for students with ADHD, Dyslexia and executive function needs. The programs developed in the Academic Guidance Center focus on creating proactive independent learners. Mr. Flynn lives with his wife Janet and his three children on campus.

Session: SA07

Michelle Frank, PhD

Michelle Frank is a licensed clinical psychologist specializing in providing diagnostic and treatment services to individuals with ADHD. She works alongside Sari Selden at Selden, Frank, & Associates in Ann Arbor, MI. She has extensive experience working with college students, adults, and families both therapeutically and diagnostically. When not working directly with clients, Dr. Frank is committed to writing and speaking on issues of ADHD, neurodiversity, and women’s empowerment. She is a graduate of the Chicago School of Professional Psychology and Marquette University.

Sessions: SU02

Alyson Gerdes, PhD

Alyson Gerdes, PhD, is an associate professor in the department of psychology at Marquette University. Her clinical and research interests center around childhood ADHD and Latino mental health disparities. To date, her research has involved both basic and applied work that serves to inform and guide clinicians when treating childhood ADHD. Primary research interests include examining evidence-based assessment and treatment of childhood ADHD, culturally appropriate clinical practices and Latino mental health disparities, and parent-child and peer relationships of youth with ADHD.

Session: FC04

David Giwerc, MCAC, MCC

David Giwerc, MCAC, MCC, is the president of the ADD Coach Academy, the only comprehensive ADHD coach training program accredited by the International Coach Federation and the Professional Association of ADHD Coaches, the governing bodies of the life coaching and ADHD coaching professions. His internationally recognized coaching practice is dedicated to empowering ADHD entrepreneurs and executives. Giwerc was recently inducted into the International CHADD Hall of Fame, and received the coveted ADHD Coaches Organization Founder’s Award for his many contributions in the field of ADHD coaching and research.

Sessions: FB08; SU01

Sam Goldstein, PhD, ABPdN

Sam Goldstein, PhD, ABPdN, is an adjunct assistant professor at the University of Utah School of Medicine. He is clinical director of the Neurology Learning and Behavior Center. Dr. Goldstein has authored fifty books as well as over three dozen book chapters and thirty research articles. He has also coauthored six psychological tests. He currently serves as editor in chief of the Journal of Attention Disorders and sits on the editorial boards of six peer reviewed journals. Currently he has three books and four psychological tests in development.

Session: TA01; FB03
David W. Goodman, MD
David W. Goodman, MD, is assistant professor of psychiatry and behavioral sciences at the Johns Hopkins University School of Medicine, director of the Adult Attention Deficit Disorder Center of Maryland in Lutherville, and director of Suburban Psychiatric Associates, LLC. Dr. Goodman has presented over 600 lectures on ADHD. His psychiatric commentary has been featured on national and regional television around the country, PBS and other national affiliate stations, in national magazines, and in newspapers. Formerly an ADHD consultant to Major League Baseball, he is now a consultant to the National Football League. Dr. Goodman is a member of the board of directors of CHADD and the American Professional Society for ADHD and Related Disorders (APSARD).

Session: TB04

Alan R. Graham, PhD., PCC, MCAC
Alan R. Graham, PhD. PCC, MCAC is Dean of ADD Coach Training for MentorCoach. He served on the editorial board of The Journal of Attention Disorders and is on the board of the Professional Association of ADHD Coaches (PAAC). Dr. Graham coaches executives with business and organizational challenges and adults, teens, children and parents impacted by ADHD. His website, ADDvisor.com, offers practical information about ADHD. He has helped many individuals benefit from Cognmed Working Memory Training. Dr. Graham is the lead author of Lemonade: The Leader’s Guide to Resilience at Work(2012) and the Resilience at Work Assessment (RAW-A).

Session: SB02

James Greenblatt, MD
James Greenblatt, MD, is dually board-certified in adult and child and adolescent psychiatry with almost three decades of experience treating clients with ADHD and other mental illnesses. Known for his expertise in treating complex patient populations, Dr. Greenblatt is a highly sought-after speaker who has also published multiple books on how to employ a comprehensive approach toward mental health treatment. Dr. Greenblatt currently serves as the chief medical officer and vice president of medical services at Walden Behavioral Care and is an assistant clinical professor of psychiatry at Tufts University School of Medicine and Dartmouth College Geisel School of Medicine.

Session FB04

Mindy Gumpert
Mindy Gumpert, has over 18 years of teaching experience in the field of special education. She is currently a doctoral student at Old Dominion University. Mindy’s research interests are motivational strategies to improve the writing performance of students with learning disabilities as well as scientific argumentation in the inclusion classroom. One of Mindy’s future goals is to teach at the college level

Session: Innovative Program

Mechell Guy
Mechell Guy is the Licensed Professional Counselor and the Executive Director and Private Partnership at the Hamilton-Guy Counseling and Training Group, PLLC which is HUB certified. Hamilton-Guy was founded in 2014, it provides a comprehensive approach to mental health counseling services and professional training. Their passion is to strengthen and support healthy children, families and communities. Mrs. Guy is a talented and accomplished Masters-level Trainer with over 20 years training experience. Moreover, her proven leadership skills in managing, training, developing and coaching is an extraordinary experience for successful learners. Her professional clientele includes organizations, schools, and churches.

Session FA05

Maelisa Hall, PsyD
Maelisa Hall, PsyD is a licensed psychologist, entrepreneur, documentation diva and ENFP. She helps corporate professionals manage their work stress and find clarity in their career goals, while also managing their ADHD symptoms and using them to benefit their career.

Session: FC08

Elizabeth C. Hamblet
Elizabeth C. Hamblet, a learning consultant who works with students in Columbia University’s disability services office, has worked at the college level for two decades after working for several years as a high school special education teacher and case manager. She is a nationally requested speaker who educates professionals, parents, and students about how to prepare students with disabilities for success at college. Hamblet is the author of 7 Steps for Success: High School to College Transition Strategies for Students with Disabilities, and her work has appeared in numerous journals and online platforms, including Understood.org.

Session: SB04

Cheryl Hamilton, MA, LPC, CAMS-II
Cheryl Hamilton, MA, LPC, CAMS-II, is a Licensed Professional Counselor (LPC) with over 20 years of experience providing therapy to meet the unique needs of children (ages 0-12 years) diagnosed with attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), Autism and learning disability. Her eclectic approach offers Cognitive Behavioral Therapy, Infant Massage Therapy, Play Therapy, Early Childhood Intervention/Prevention, Assessments addressing behavioral problems and school issues related to mental health. She is known for her therapeutic ability to connect with children applying play, sand tray, art and games. Children instinctively feel a safe, warm and nurturing environment to express feelings, thoughts and troubles.

Session: FA05

Zara Harris, MS, OT
Zara Harris, MS, OT, is an Anglo-American occupational therapist with more than thirty years of experience working with chil-
Theresa Kapke is a clinical psychology doctoral student in the Department of Psychology at Marquette University. Her clinical and research interests include contextual influences on the development and treatment of childhood psychopathology, mental health disparities, and psychosocial outcomes for Latino youth. Her master’s thesis examined the effects of acculturation and acculturation risk factors on self-worth among Latino adolescents, and her dissertation explores factors that predict Latino family participation in treatment for childhood ADHD. She plans to complete her pre-doctoral internship at the University of Wisconsin Madison next year.

Session: FC04

Amber Hawley

Amber Hawley, LMFT is a licensed therapist, mom of three, entrepreneur, and expert networker. She helps overwhelmed overachievers find productivity and peace through humor and 15 years of business savvy.

Session: FC08

Lori Henderson

Lori Henderson is the learning resource specialist at Sycamore School in Indianapolis, Indiana, a private school for academically gifted children in preschool through grade 8. Earning her master’s in special education from Ball State University in 2011, she is licensed to work with children with mild to severe disabilities. Recently, she completed her gifted and talented certificate and the CHADD Teacher to Teacher program. Henderson has both personal and professional experience working with gifted and special needs children. She is mother of three twice-exceptional children; ages 17, 24, and 26, one diagnosed with AOHO and two on the autism spectrum.

Session: FS03

Vera Joffe, PhD, ABPP

Vera Joffe, PhD, ABPP, is board certified in clinical child and adolescent psychology and licensed in Florida and in New York. She is also certified as a therapist in parent-child interaction therapy. Originally from Brazil, Dr. Joffe provides consultation for families who are immigrating from Brazil and other countries. She is located in Coral Springs (Broward County) and in Aventura (Dade County). She serves the South Florida community including Ft. Lauderdale, Boca Raton, Miami, and West Palm Beach. Dr. Joffe provides groups, parenting meetings, and consultation in English and in Portuguese.

Session: SA06

Theresa Kapke

Theresa Kapke

Mark Katz, PhD

Mark Katz, PhD, Clinical Psychologist, licensed in 1976; director of Learning Development Services since 1982, a center that specializes in the assessment and treatment of learning disorders, attention related disorders and life adjustment problems impacting children, youth, families and adults. Author of the book, Children Who Fail at School but Succeed at Life, which is a follow-up to his earlier book, On Playing a Poor Hand Well. Consultant to the High Tech Charter Schools from 2006 to 2016. Served as a supervising and then consulting psychologist at San Diego Center for Children from 1983-2012. Currently serves as a contributing editor to Attention Magazine and also writes the magazine’s Promising Practices column. Continues to serve on CHADD’s National Conference Planning Committee, and also continues to conduct the Innovative Programs Session at its yearly national conference. The session highlights innovative programs and practices from around the U.S. that are effectively addressing the needs of children, youth, families, and/or adults with ADHD and common co-occurring challenges. Has conducted this session yearly since 1993. Previously served as a member of the CHADD National Professional Advisory Board and is also a past recipient of the CHADD Hall of Fame Award. Also served as a member of the National Advisory Committee for the Chadwick Trauma-Informed Systems Project, sponsored by the National Child Traumatic Stress Network. The committee worked with staff from the Chadwick Center for Children and Families to produce a guide for child welfare system administrators on how to create trauma informed child welfare systems. In addition, worked with colleagues from around the country on the Stop Bullying Now! campaign, a federally sponsored multi-year media campaign designed to increase public awareness of bullying and other forms of school violence.

Session: Innovative Programs

Maria Kelley

Maria Kelley, OTR/L, ATP, received her degree in occupational therapy from Ohio State University and her ATP certification from RESNA. She is a senior assistive technology specialist with the Washington Assistive Technology Act Program. Kelley has extensive experience conducting assistive technology evaluations, as well as worksite and home modifications. She has worked frequently with Vocational Rehab, Worker’s Compensation, and school districts in Washington State. She has presented at national conferences on the topics of computer access, home accessibility, ergonomics, and the use of mobile technology for individuals with disabilities.

Session: SA04

Kim Kensington, PsyD

Kim Kensington, PsyD, lives and works in Santa Monica, California. A psychologist for the last 12 years in private practice, she specializes in adults with ADHD and/or chronic procrastination issues. Dr. Kensington has been quoted in several online articles, has presented nationally on the topics of procrastination and ADHD in adults, and has even done some stand-up comedy on the topics. She is the author of Starting Tomorrow: Get Stuff Done and Have More Fun! Long before she learned
about her own ADHD she was introducing herself as a “procrastination expert.”

Session: FD06; SD02

Jodi Klugman-Rabb, LMFT, LPC

Jodi Klugman-Rabb, LMFT, LPC, has been a licensed marriage and family therapist since 2004, with offices in Marin County and Napa, California. She received a masters degree in counseling psychology in 2001 from Dominican University in San Rafael and focuses on treating adults with ADHD, anger management, and trauma using EMDR. She helps clients pull together information and treatments from the leading research to improve feelings, thoughts, and behaviors. Through this, clients can navigate stress, strengthen relationships, and change patterns inherent to these problems.

Session: SB07

Judith Kolberg

Judith Kolberg is credited with launching an entire field of professional organizing specifically dedicated to addressing the needs of individuals who are chronically disorganized. Her innovative methods have made organizing breakthroughs for adults with ADD, left-brain thinkers, and even compulsive hoarders. The second edition of her book, ADD-Friendly Ways to Organize Your Life co-authored with Dr. Kathleen Nadeau has just been published (Routledge) and has sold over 110,000 copies in the US, the Netherlands and England. She has presented at CHADD and ADDA conferences and has been a contributing columnist to ADDitude Magazine.

Judith is the recipient of the organizing industry’s highest honors. The Institute for Challenging Disorganization (ICD) honored her with the establishment of the Judith Kolberg Award in recognition of her thought-leadership and she is not even dead yet! Judith began FileHeads Professional Organizers in 1989 and founded the precursor to the ICD, the National Study Group on Chronic Disorganization in 1990. Her organizing business is based in Atlanta where she sees clients, takes care of her Mom, writes, and speaks on a range of organization/disorganization topics.

Session: FD01

Krys Kornmeier

Krys Kornmeier is an award-winning producer and videographer with 25 years of domestic and international documentary television and film experience. She has worked on major television series and specials as well as produced films for educational institutions and organizations. Her most recent production NORMAL ISN’T REAL: SUCCEEDING WITH LEARNING DISABILITIES & ADHD is grounded in a deep and personal interest in understanding and ultimately celebrating the many strengths and talents of those with learning disabilities and ADHD. Krys lives in Washington DC with her husband and is the mother of two adult children.

Film

Daniel Lennen, PsyD

Daniel Lennen, PsyD, is a clinical psychologist and co-owner of Northwest ADHD Treatment Center in Portland, OR. He received his Doctorate in Clinical Psychology (PsyD) from George Fox University. He has experience working with children, adolescents, and adults from diverse backgrounds in a variety of outpatient settings. Dr. Lennen has expertise in the treatment/assessment of symptoms related to ADHD, and received training at the OHSU Pediatric Neuropsychology Clinic and Child Development Clinic. Dr. Lennen is a member of the American Professional Society for ADHD and Related Disorders (APSARD) and is credentialed with the National Register as a Health Service Psychologist (HSP).

Session: FC09

James Li, PhD

James Li, PhD, is an assistant professor in the department of psychology at the University of Wisconsin-Madison. His laboratory, the Child Social and Behavioral Development Lab at the Waisman Center at UW-Madison, seeks to unravel the biological and environmental factors that underlie developmental trajectories of ADHD and related behavioral problems. He received his doctoral degree in clinical psychology from UCLA and completed his postdoctoral fellowship in psychiatric genetics. Dr. Li was awarded the CHADD Young Scientist Award in 2012 for his dissertation research on the interplay between genes and environments underlying childhood ADHD.

Session: SC08

Jill Linkoff

Jill Linkoff is a Certified Life Coach, ADHD Coach, Parent Coach, and Teacher Trainer, specializing in working with adults, college students and parents of children with ADHD. Credentialed in both Life Coaching and ADHD Coaching with additional training in Career Coaching, Mindfulness Coaching, and Parent Coaching. I maintain a private practice in Baltimore, Maryland in addition to working virtually throughout the country by SKYPE and FACETIME utilizing the same coaching standards. I am also available to visit local colleges and universities.

My passion is to make a positive difference in the lives of adults, parents, families, and college students living with ADHD. Extensive and ongoing researched-based training in ADHD and executive function challenges/advances my expertise as an ADHD coach. My role as a coach is to support my clients with a better understanding of the complexities of ADHD in a simple language they will comprehend. Personal self-awareness, education and an understanding of the challenges of ADHD are essential in mastering the difficulties that burden each day. As a collaborative, strength based coach, I provide support and practical feedback to help clients effectively address personal life challenges. I also integrate coaching techniques and practical assignments to offer a highly personalized program tailored to you. With compassion and understanding, I work with you to help build on your strengths and attain the personal growth you are committed to achieving.

I incorporate the practice of mindfulness to keep my client’s attention in the present moment. By focusing on the here and
now, my clients find that they are less likely to get caught up in worries about the future and regrets about the past. An awareness of life as it unfolds brings greater clarity and connection into everyday experiences.

I follow the principles and core competencies from ICF (Internationals Coach Federation), extensive and ongoing research based training in AD/HD, in addition to 23-years of experience in a corporate 500 company to create a professional, supportive, non-judgmental coaching environment and relationship; strategically designed for the client’s to produce successful, sustainable results.

Sessions: FB02; SB03

**Ellen Littman, PhD**

Ellen Littman, PhD, is a clinical psychologist with a private practice just north of New York City. She focuses on a high-IQ adult and adolescent ADHD population. Educated at Brown and Yale Universities, the LIU doctoral program, and Einstein College of Medicine, she has been involved with the ADHD field for almost 30 years. Described by the American Psychological Association as a pioneer in the identification of gender differences in ADHD, she is internationally recognized as an expert on issues affecting females. Dr. Littman coauthored the book *Understanding Girls with ADHD* and is a contributing author to numerous books.

Session: TB02

**Mary Ann Lowry, MEd**

Mary Ann Lowry, MEd, is an educational consultant, family life coach, and ADHD coach. During her 28 years of teaching, she undertook postgraduate work to be certified as a cognitive educational specialist. She is also certified by the International Coach Federation with ACC certification and recognized as a Martha Beck Inc. Master Coach Through the Daring Way® based on the research of Brene Brown, Lowry is a Certified Facilitator. She has spoken to hundreds of teachers through teaching university courses and presenting at conferences. Through her experience as an educator, she has served as a consultant for many schools and teachers as they developed accommodations to address the needs of children with learning differences, such as ADHD in the classroom. In 2009 she started her ADHD coaching practice for children, teens, and adults. She applies brain research and the steps to Rising Strong® from life’s setbacks to facilitate overcoming messages of “not being enough” that often come from living with ADHD. Through her personal experience of living with ADHD and raising children diagnosed with ADHD, she also realized how much the challenges presented by ADHD can impact the whole family.

**Caroline Maguire, ACCG, PCC, MEd**

Caroline Maguire, ACCG, PCC, MEd, is a personal coach who works with children with ADHD and the families who support them. Maguire earned her PCC from the International Coach Federation. As the founder of a new training curriculum designed for the ADD Coaching Academy, she teaches other coaches how to coach children with ADHD. She also completed the clinical training program (Level IA) at Social Thinking. She received a master of education from Lesley University. Her revolutionary coaching program and methodology helps teach executive function skills to children, teenagers, and young adults.

Sessions: SD07; Social Skills Lab

**Theresa E. Laurie Maitland, MEd, PhD**

Theresa E. Laurie Maitland received her MEd and PhD from the University of Pittsburgh. Her career of over 40 years includes working as a special education teacher, a professor, and director/cofounder of a private clinic for individuals with ADHD and LD of all ages. For the past 20 years she has worked with college students with ADHD/LD at the University of North Carolina at Chapel Hill. Dr. Maitland is dedicated to improving the transition experiences of college students with ADHD/LO.

Session: SA08

**Jane Massengill, LCSW, MCC**

Jane Massengill is a Master Certified Coach, who works with people around the globe to bring out the best in themselves. As a therapist and coach in the early days of adult ADHD, Massengill was a contributing author for the 2002 ADDA Guidelines for ADD Coaches. She wrote the chapter on ADD coaching in Daniel Amen’s book Healing ADD. In addition to her coaching practice and speaking engagements, Massengill is the Director of the Gremlin-Taming Institute where she teaches workshops and teleclasses to parents, kids, and other helping professionals on the Gremlin-Taming® Method.

Session: SD08

**Terry Matlen, MSW**

Terry Matlen, MSW, is a psychotherapist, author, consultant, and coach, specializing in women with ADHD. She is the author of the award-winning book, *The Queen of Distraction and Survival Tips for Women with ADHD*, and runs *www.QueensOfDistraction.com*, an online resource serving adults worldwide with ADHD and *www.QueensOfDistraction.com*, an online coaching program for women with ADHD. A nationally recognized expert and speaker on ADHD, she served for many years on the board of directors of ADDA and is immediate past coordinator of the East Oakland County CHADD Chapter in Michigan. She can be reached at terry@ADDconsults.com

Session: SC01

**Sandy Maynard, MS**

Sandy Maynard, MS, is a pioneer in the field of ADHD Coaching. Sandy Maynard holds a MS in Health Psychology and has established herself as one of the country’s preeminent coaches. Ms. Maynard was instrumental in the development of The Attention Deficit Disorder Coaching Guidelines and was a founding member of the Institute for the Advancement of ADHD Coaching. She has lectured internationally and is a regular contributor to ADDitude Magazine. Sandy has been helping adults with ADHD lead happier, healthier and more organized lives for over 20 years. Ms. Maynard is now located in Chelsea, MA, providing services in the Greater Boston Area.

Session: FA07
Michael Meinzer, PhD

Michael Meinzer’s research focuses on adverse outcomes (e.g., early pregnancy, substance use, delinquency) that are particularly prevalent among individuals with attention-deficit/hyperactivity disorder (ADHD) during adolescence and early adulthood. Majority of his work has centered around the co-morbidity between ADHD and depression. Through a developmental psychopathology lens, Dr. Meinzer has identified variables that account for the association between ADHD and depression and subsequently developed a brief depression prevention program tailored for adolescents with ADHD. Dr. Meinzer seeks to continue understanding the mechanisms by which individuals with ADHD are at risk for negative outcomes in adolescence and adulthood. He hopes to use this research to continue developing and disseminating prevention and intervention efforts to promote psychosocial functioning in individuals with ADHD. Dr. Meinzer is a postdoctoral scholar working at the University of Maryland. He is also a current Child Intervention, Prevention, and Services (CHIPS) Fellow, sponsored through the National Institute of Mental Health, and a 2016 recipient of CHADD’s Young Scientist Research Award.

Session: TA02

Sandra Mislow, MEd

Sandra Mislow, MEd has dedicated almost 25 years to supporting and advocating for children and adults with developmental disabilities through various teaching, managing, and advocating roles. She earned her masters degree in special education from Georgia State University and received her BA in psychology from the University of Florida. Sandra is also a 2017 LEND fellow and 2013 NYS Partners in Policymaking graduate. She has two teenaged children with attention and learning disabilities for whom she’s been a strong advocate within the NYC Department of Education for over 10 years. Sandra is now a special education consultant, helping parents collaborate with schools and advocate for their children’s educational rights.

Session: SD03

Dr. Ruth D Mulvany, PT, DPT, MS

Dr. Ruth D Mulvany, PT, DPT, MS, retired in 2014 as an Associate Professor at the University of Tennessee (UT) Department of Physical Therapy where she was involved in teaching, research and patient care including serving as physical therapy consultant to the UT Hemophilia Treatment Center for over 30 years, and the UT Arthritis and Rheumatology Clinic. She has published and presented on research and management of bleeding/musculoskeletal disorders nationally and internationally. In 2014 she was inducted into the Tennessee Physical Therapy Association Hall of Fame. In June, 2016, she was the Medical Honoree for the Memphis Arthritis Foundation.

Session: FB01

Kathleen Nadeau, PhD

Kathleen Nadeau, PhD, has devoted her career to the assessment and treatment of ADHD. While continuing an active clinical practice, she has authored over a dozen books on ADHD. She is currently conducting an informal study of adults over age 60 with ADHD in order to explore how ADHD changes in how it is manifested, how it is treated, and how the challenges presented by ADHD alter as adults move into retirement years.

Session: SB01

Timothy Neary, PsyD

Timothy Neary, PsyD, is the director of clinical services and a practicing clinical psychologist at NW ADHD Treatment Center in Portland, Oregon. He is a member of the American Psychological Association, the American Professional Society for ADHD and Related Disorders, and is credentialed with the National Register as a health service psychologist. He has been practicing with NW ADHD Treatment Center since 2014. Dr. Neary utilizes a combination of cognitive behavioral therapy, mindfulness interventions, and existential approaches in the management of adult ADHD symptoms.

Session: FC09

James Ochoa, MED, LPC Med

James Ochoa, MED, LPC, author of Focused Forward: Navigating the Storms of Adult ADHD, is founder and director of the Life Empowerment Center in Austin, Texas. Ochoa offers action-focused counseling and executive coaching to help his clients discover ways to empower themselves in all areas of their lives. His passion is treating the emotional distress of ADHD so clients can begin to build internal worlds in their imagination to manage their attention challenges.

Session: FD09

Roberto Olivardia, PhD

Roberto Olivardia, PhD, is a clinical instructor of psychology at Harvard Medical School. He maintains a private psychotherapy practice in Lexington, Massachusetts, where he specializes in the treatment of ADHD, executive functioning issues, and issues that face students with dyslexia. He also specializes in the treatment of eating disorders, body dysmorphic disorder, obsessive-compulsive disorder, and personality disorders. Dr. Olivardia currently sits on the scientific advisory board for ADDitude magazine and serves on the professional advisory boards for CHADD, ADDA, and the National Association for Males with Eating Disorders.

Session: FC01

Melissa Orlov

Melissa Orlov is the author of the award-winning books, The ADHD Effect on Marriage and The Couple’s Guide to Thriving with ADHD, and is considered one of the foremost authorities on the topic. A marriage consultant, Melissa helps ADHD-affected couples rebalance their relationships and learn to thrive. She also teaches marriage professionals about effective marriage therapy for couples impacted by AOHO. Orlov has been interviewed by the New York Times, CNN, Today, the APA Monitor, and many others, and can be found at www.adhdmarriage.com.

Session: SA02
Nathalie Pedicelli
Nathalie Pedicelli is a dynamic Professional Organizer who uses her 30+ years of work experience in marketing and administration to help ADHD clients tame the chaos at work and at home. Diagnosed with ADHD at age 44, she encourages her clients to adapt their environment to the ADHD way of thinking and doing things. She uses a holistic approach to put strategies and systems in place, giving her clients more freedom from living a less stressful life. Nathalie is a graduate of Concordia University and the School of Community & Public Affairs. She is currently working towards becoming the first Certified ADHD Organizer Coach in Canada.

Session: SD06

Jay Perry
Jay Perry has “26 years as a professional coach. Published author. Specialty in ADHD coaching since 2012”

Session: FB08

Samantha Peters
Samantha Peters enjoys getting to pursue her passion of increasing independence for people with disabilities through assistive technology in all aspects of their lives. She loves TFL’s mission to live, learn, work and especially play independently in the community of your choice. Sam is always eager to grow her skills in AT as technology is continuously evolving.

Session: SA04

Carolyn P. Phillips, MEd
Carolyn P. Phillips is nationally recognized in the field of assistive technology and disabilities. Carolyn serves as Director and Principal Investigator of Tools for Life, Georgia’s Assistive Technology (AT) Act Program at Georgia Tech I AMAC. She is a frequent keynote speaker at conferences and guest lecturer at other universities. She has published articles in journals, chapters in books in AT and poetry focused on living with disabilities. Ms. Phillips received her undergraduate degree from the University of Kentucky, and her Master’s Degree from the University of Kentucky. Carolyn lives in Atlanta, Georgia.

Session: SB05

Evelyn Polk Green, MSeD
Evelyn Polk Green, MSeD, is the immediate past president of ADDA, the Attention Deficit Disorder Association. Evelyn is an adult with ADHD and the mother of two adult sons, Perry and Robert, both of whom were also diagnosed with ADHD. She has served as a leader representing the family voice in the ADHD and mental health communities in many capacities, including as a member of the Network on Children’s Mental Health Services funded by the MacArthur Foundation. She frequently represents the family/consumer perspective on mental health issues and often speaks to audiences and the media on a variety of topics. Active in ADHD and mental health advocacy for more than 20 years, Evelyn is also past president of Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD). She is the recipient of several honors for her volunteer work in mental health and education, including the Beacon College Achieving Lifetime Vision and Excellence (ALiVE) Award for her advocacy work on behalf of children and adults with learning differences and ADHD. Evelyn works as an administrator with the Chicago Public Schools, planning professional development programs for early childhood special education professionals and families. She holds bachelor and master’s degrees from National Louis University and a master’s degree from Northern Illinois University.

Rebecca Resnik, PsyD
Rebecca Resnik, PsyD, is a licensed psychologist who specializes in neuropsychological testing at Rebecca Resnik and Associates LLC, in Bethesda and Rockville, Maryland. Dr. Resnik trained in pediatric psychology and neuropsychology at Mount Washington Pediatric Hospital. Her book, A Family’s First Guide to ADHD, was published in 2016. She regularly presents at conferences, most recently at the Learning Disabilities Association’s national conference in Baltimore. Prior to earning her doctorate, Dr. Resnik earned a master’s degree in special education. She served as a special educator in both public and private settings. She has three boys, one of whom has ADHD.

Sharyn Rhodes, PhD
Sharyn Rhodes, PhD, is a retired university professor and long-time member of CHADD. She has served as chapter coordinator, chapter board member, chapter advisory board member, national board member, national development committee chair, chair of CHADD’s 25th anniversary banquet at the San Francisco conference, and in many other roles, including Parent to Parent trainer. She currently facilitates CHADD of Greater Baltimore’s Parents of Adults with ADHD, helping the parents of financially dependent adults regain their sense of well-being and happiness through the Keys to Happiness program, which she wrote.

Session: FB06

Carol Ann Robbins, PhD
Carol Ann Robbins, PhD, is a licensed clinical psychologist specializing in the diagnosis and treatment of ADHD across the lifespan. She works closely with Dr. Kathleen Nadeau, an internationally known expert on ADHD, at the Chesapeake ADHD Center of Maryland and is also the Clinical Director of the Annapolis ADHD Center. An adjunct faculty member at Anne Arundel Community College, she teaches about ADHD in the Dept. of Continuing Education. Additionally, Dr. Robbins has served as Coordinator of the Anne Arundel County Maryland Chapter of CHADD since 2002. She has given numerous presentations on ADHD locally to schools, government agencies, APA, MPA, corporations, and organizations, and has been invited to speak at several national and international conferences. Dr. Robbins wrote the chapter on using Imago Relationship Therapy for couples with ADHD in the recent book edited by Gina Pera & Arthur Robin titled Adult ADHD Focused Couple Therapy: Clinical Interventions. (Routledge: NY 2016). She authored an article on ADHD and relationships published in an issue of The Journal of Clinical Psychology devoted to ADHD in May 2005, and co-authored a chapter on treating adolescents and adults with ADHD/LD in Goldstein, S., Naglieri, J. A., &
DeVries, M. (Eds.). (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment (2nd Ed.). Hoboken, NJ: Wiley. Dr. Robbins is also a licensed provider of Cogmed working memory training and a trained Imago Relationship therapist. Personally, she is married to an ADHD spouse and is raising two children with ADHD.

Session: SC04

Linda Roggli, PCC
Linda Roggli is a Professional Certified Coach, an award-winning author, and founder of the ADDiva Network for ADHD women 40- and-better. She is a nationally recognized expert on midlife and senior ADHD. In 2016, she cofounded the Annual ADHD Women’s Palooza. She is a regular contributor to ADDitude magazine, the ADHD expert on Selfgrowth.com, and a guest blogger for sixtyandme.com. She served as vice president for ADDA and chairs its webinar committee. She is a well-known speaker on ADHD women at national and international conferences. Her book, Confessions of an ADDiva, won first prize in the Next Generation Indy Book Awards.

Session: FA01; SU03

Tamara Rosier, PhD
Tamara Rosier, PhD, has been a college administrator, a faculty developer, a professor, a high school teacher, and a national public speaker. All of her previous experiences led her to this conclusion: She loves working with individuals helping them become more effective in their thinking, communication, and performance. As a cofounder of Acorn Leadership Consulting, she is a passionate leadership and social intelligence coach who facilitates positive change in the lives of others. As founder of the ADHD Center of West Michigan, she leads a team of professionals to provide outstanding resources for individuals and their families after they receive a diagnosis of ADHD. In her coaching, she helps her clients understand their thinking processes in order to develop more confidence, smoother communication, closer relationships, and increased academic or work success. She is the president of ADHD Coaches Organization (ACO). She can be reached at drrosier@miadhd.com.

Session: TA06

Sharon Saline, PsyD
Sharon Saline, PsyD, is a licensed clinical psychologist with 25 years of experience working with children, adolescents, and families. She maintains a private practice in Northampton, Massachusetts, where she works primarily with children, adolescents, and families addressing concerns related to ADHD, learning disabilities, and general mental health issues. She teaches and lectures nationally and internationally on topics related to child and adolescent development, ADHD, and parenting. Dr. Saline consults on mental health issues in the classroom, improving teacher/parent communication, and understanding psychological evaluations. She is a part-time lecturer in the continuing education program at the Smith School for Social Work.

Session: FD08

Stephanie Moulton Sarkis, PhD, NCC, DCMHS, LMHC
Stephanie Moulton Sarkis, PhD, NCC, DCMHS, LMHC, is the bestselling author of 10 Simple Solutions to Adult ADD: How to Overcome Chronic Distraction & Accomplish Your Goals; Natural Relief for Adult ADHD: Complementary Strategies for Increasing Focus, Attention, and Motivation With or Without Medication; Adult ADD: A Guide for the Newly Diagnosed; ADD and Your Money; A Guide to Personal Finance for Adults with Attention Deficit Disorder; and Making the Grade with ADD: A Student’s Guide to Succeeding in College with Attention Deficit Disorder. Dr. Sarkis is an American Mental Health Counselors Association Diplomate and Clinical Mental Health Specialist in Child and Adolescent Counseling, one of only 20 in the United States. She is a blogger for Psychology Today and The Huffington Post. She maintains a private practice in Tampa, Florida. Her website is www.stephaniesarkis.com.

Session: SB08

Pierre Seguin
Pierre Seguin is a father and entrepreneur who has been a leader in technology innovation for almost two decades, spearheading multimillion-dollar projects for Fortune 500 companies. He created Brili to help his son—who is diagnosed with ADHD and comes by it honestly—to stay on task and manage routines, applying his experience to create a product that has helped

Session: FC03

Cris Sgrott-Wheedleton, CPO, CD
Cris Sgrott-Wheedleton is the owner and founder of Organizing Maniacs®, LLC, a productivity consulting and professional organizing service company located in Tysons Corner, Virginia. Organizing Maniacs provides services to those in the Washington, DC Metro area. Sgrott-Wheedleton is a certified professional organizer, certified professional organizer in chronic disorganization, productivity consultant, and a speaker dedicated to helping individuals and businesses become productive, organized, and successful. Committed to education and training, she is an active subscriber of the Institute for Challenging Disorganization, currently serving on its board of directors. She is also an active member of NAPO, currently hosting a quarterly teleclass for professional organizers.

Session: SD04

Dan Shapiro, MD
Dan Shapiro, MD, attended medical school at George Washington University in Washington, DC, and did his pediatric residency training at Children’s Hospital in DC. He practiced pediatric and adolescent medicine in Silver Spring, Maryland, for 13 years before shifting his focus to developmental and behavioral pediatrics. He sees children and consults with parents in his home office. He also observes classrooms and collaborates with educators at dozens of area schools. Dr. Shapiro developed the Parent Child Journey Program and offers these behavior management training groups throughout the Great-
er Washington area. He is married with four children and two grandchildren.

Sessions: TB03; Innovative Program

Margaret Sibley, PhD
Margaret Sibley, PhD, is a clinical psychologist and researcher at Florida International University. She studies executive functioning, motivation, and attention problems in adolescents and young adults. Dr. Sibley is the author of Parent-Teen Therapy: for Executive Function Deficits and ADHD: Building Skills and Motivation, a comprehensive guide for professionals. It gives information about how to work with families using a therapy she developed called Supporting Teens’ Autonomy Daily (STAND). She is also the author or coauthor of over 50 research papers. Dr. Sibley’s research involves how to tell if an adult has ADHD and whether children with ADHD still have the disorder when they get older. She also does research on the best ways to package mental health treatments so that adolescents and families who need help will be more likely to seek and stay in therapy. Dr. Sibley is a member of the Motivational Interviewing Network of Trainers (MINT). Her research has received recognition from the scientific community. She has received grant funding from the National Institute of Mental Health and the US Department of Education. She received early career awards from the Klingenstein Third Generation Foundation, American Psychological Association, and CHADD.

Session: TB03; Innovative Program

Aaron Smith
Aaron Smith is a serial entrepreneur, and holds a master’s degree in advanced clinical practice from Columbia University and is an ICF certified ADHD coach. Smith is the founder of Potential Within Reach, a coaching, training, and advocacy organization. He is dedicated to helping children, teens, and adults bridge the gap between their current performance and their full potential. He is also the co-founder of Attention Different, an advocacy and educational organization. His private practice serves Greenwich, Connecticut and Westchester County, New York. Having ADHD himself, Smith believes that with the right mindset and strategies anyone can learn to harness their ADHD for success.

Session: TB03; Innovative Program

Elaine Taylor-Klaus, PCC, CPCC
Elaine Taylor-Klaus, PCC, CPCC, and Diane Dempster, MHSA, PCC, CPC, are cofounders of ImpactADHD.com, an online resource for parents raising kids with ADHD, LD, anxiety, and related challenges. Parent educators and certified coaches with six complex kids between two families, they are internationally recognized as leaders in the fields of parenting, coaching, and ADHD. The authors of Parenting ADHD Now: Easy Intervention Strategies to Empower Kids with ADHD, they help parents reduce the stress of raising complex children. ImpactADHD teaches a “coach-approach” to parent management, offering training, coaching, and support for parents to confidently raise independent and successful kids.

Session: SA03, SD01; Innovative Program

Joan K. Teach, PhD
Joan K. Teach, PhD, is the director of the Community Resource Center established to guide individuals toward understanding the strategies necessary to manage the impact of ADHD/LD in their lives. As a special educator and director of an educational center, her focus matches approach to need. She was a contributor to the CHADD Educators Manual and has served on the board of directors of both CHADD and LOA. Currently she runs monthly support groups/counseling for adults, women, and parents. Through GOLD she facilitates professional interactions. Her passion is enabling individuals to understand their operational styles and to use them to facilitate learning.

Session: SC05

Stephen Tonti
You may recognize Stephen Tonti from his 2013 TEDx talk Attention Different, NOT Deficit, which he delivered during his last semester at Carnegie Mellon University. Due to the overwhelming positive reception from the talk, Stephen cofounded Attention Different, an advocacy and educational organization reframing the way ADHD is understood. Recently, Tonti was invited to speak at Columbia University for their Neurodiversity Symposium. He has appeared on ADHD Rewired and is a regular contributor to Attention magazine. A fierce advocate and self-described “creative type,” he knows firsthand how to leverage ADHD for success and believes there are many positive attributes inherent in being Attention Different.

Session: SC05

Susan Tschudi
Susan Tschudi is a licensed marriage and family therapist in Westlake Village, California. She is the author of Loving Someone with Attention Deficit Disorder: A Practical Guide to Understanding Your Partner, Improving Communication and Strengthening Your Relationship and a chapter contributor to The Distracted Couple: The Impact of ADHD on Adult Relationships. She has addressed numerous local, national, and international groups on ADHD and relationships. Tschudi also serves as an adjunct faculty member at Pepperdine University in Malibu, California.

Session: TB03; Innovative Program

Ari Tuckman, PsyD, MBA
Ari Tuckman, PsyD, MBA, has given more than 300 presentations and routinely earns excellent reviews for his ability to make complicated information understandable and useful. He is the author of three books, 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 100 episodes and has had almost two million downloads. He is a psychologist in private practice in West Chester, Pennsylvania, a member of CHADD’s board of directors, and co-chair of the CHADD conference committee.

Session: FC06
Linda Walker
Linda Walker is a Professional Certified Coach, trained and specialized in ADHD coaching. Since 2005, she’s provided specialized ADHD coaching and training to entrepreneurs, adults with ADHD and other creative geniuses who struggle with productivity, organization and focus. Finding that traditional productivity approaches fall short when used by adults with ADHD, she has created several programs designed especially for adults with ADHD. She serves on the board of directors of the ADDA and as chair of its workplace committee. She’s the author of With Time to Spare: The Ultimate Guide to Peak Performance for Entrepreneurs and Adults with ADHD and Other Creative Geniuses. Visit her website at www.CoachLindaWalker.com. Session: FC02

Ryan Wexelblatt, LSW
Ryan Wexelblatt, LSW, is the director of the Center for ADHD in Bryn Mawr, Pennsylvania. A licensed social worker and certified school social worker, Wexelblatt designs and facilitates social skills programs for students diagnosed with ADHD. Additionally, the Center for ADHD provides therapy, executive function treatment, and a summer travel program. Wexelblatt created and facilitates the Guy Stuff program for boys and their parents. Session: SA05

Melanie Whetzel, MA
Melanie Whetzel, MA, is a lead consultant at the Job Accommodation Network who joined the cognitive/neurological team in February 2008. She has a fourteen-year history of teaching and advocating for students with disabilities in the public school system. Whetzel holds a master of arts degree in Special Education and a bachelor of arts degree in English. She became a certified brain injury specialist in 2005, and recently completed a graduate certification in career planning and placement for youth in transition. She specializes in the areas of brain injury, learning disabilities, autism, and mental health impairments. Session: SU04

Christopher Willard, PsyD
Christopher Willard, PsyD, is a psychologist, author and educational consultant based in Boston specializing in mindfulness with adolescents and young adults. He has been practicing meditation for nearly 20 years. He currently serves on the board of directors at the Institute for Meditation and Psychotherapy, and the president of the Mindfulness in Education Network. He is the author of Child’s Mind (2010) Growing Up Mindful (2016) Raising Resilience (2017) and other books on child development. He leads popular workshops worldwide, including TEDx events, and teaches at Harvard Medical School. Session: FA03

John Willson
John Willson has a Masters in Outdoor Therapeutic Recreation Administration. He is the Executive Director of SOAR, a non profit school and adventure camp serving youth with learning and attention issues. He is the past President of the Learning Disabilities Association (LDA) of North Carolina and served on the national board for CHADD. He has led hundreds of adventure courses with youth diagnosed with LD & ADHD. He actively presents to parents and professionals at local, state and national conferences. Session: FA09

Chris A. Zeigler Dendy, MS
Chris A. Zeigler Dendy, MS, is a popular author, former educator, school psychologist, mental health professional with 40+ years experience, plus the mother of three grown children with ADHD. She provides training nationally and internationally. She has authored four popular books, including Teaching Teens with ADD, ADHD and Executive Function Deficits. In November of 2014, she received CHADD’s Lifetime Achievement Award, only the second time the award has been given in CHADD’s history. As a volunteer, she was the lead author for the CHADD Educator’s Manual on ADHD and is a co-founder and teacher for CHADD’s Teacher to Teacher training program. Session: SC03

Naomi Zemont
Naomi Zemont is the founder of Momentum Connection and has successfully integrated her professional expertise from psychiatric nursing, skill development, behavior science, and appreciative practice into her current career as an ICF Certified Professional Coach. Zemont is also a master clinical hypnotherapist and an accredited Realise2 Strengths Practitioner, blending these additional approaches into her coaching of adults and adolescents seeking to harness their strengths, defining-then realizing-what’s possible. Her website is www.momentumconnection.com. Session: SB02

Cathi Zillmann, NPP, CPNP
Cathi Zillmann, NPP, CPNP, is a psychiatric nurse practitioner with over 20 years of experience in pharmacological and psychotherapeutic treatment of ADHD and related disorders. Prior to dedicating her time to psychiatric practice and treatment of ADHD, Zillmann worked as a practitioner in pediatrics, and continues to hold certification in pediatrics. She has a private practice in Smithtown, New York, in which she specializes in the comprehensive treatment of children, adolescents, and adults diagnosed with ADHD and related disorders. She also practices general pediatric psychiatry at the Family Service League in Huntington, New York. Session: SD05
Exhibitor Information
Exhibitor Profiles

3R Behavioral Solutions
Booth: 204
www.lifesherpapp.com

3R Behavioral Solutions is the developer of the Life Sherpa Platform, a cloud based software platform that helps treatment organizations deploy customized programs for individuals with executive functioning deficits typically caused by ADHD and Autism. Life Sherpa built programs deliver continuous reinforced behavioral training through mobile devices.

Abigail Wurf Coaching, LLC
Booth: 207
www.abigailwurf.com

Abigail Wurf, M.Ed, PCC works with entrepreneurs and professionals affected by ADHD and/or executive function skills issues to help them become more actionable and succeed both professionally and personally. In addition, she also helps college and graduate students affected by ADHD complete their degrees.

ADD Coach Academy
Booth: 309
www.addca.com

The ADD Coach Academy is the first and only comprehensive ADHD coach training program fully accredited by the International Coach Federation, (ICF), and Professional Association of ADHD Coaches, (PAAC).

ADDitude Magazine
Booth: 302
www.additudemag.com

ADDitude is the premier media network providing in-depth information, expert advice, and practical, real-life solutions for those impacted by ADHD, LD, and related issues. ADDitude is also a vital tool for teachers, healthcare providers, and other professionals.

ADDiva Network
Booth: 303
www.addiva.net

We celebrate ADHD women 40-and-better! ADDiva is all about shedding your “dirty little secret” so you can reset your life, dust off your dreams and FLOURISH! Women’s ADHD retreats, coaching, and connection with Linda Roggli, PCC.

Attention Deficit Disorder Association (ADDA)
Booth: 100-101
www.add.org

The Attention Deficit Disorder Association (ADDA) is the world’s leading adult ADHD organization. We are an international non-profit – 501C – organization founded over twenty-five years ago to help adults with Attention Deficit/Hyperactivity Disorder (ADHD) lead better lives.

ADHD Coaches Organization (ACO)
Booth: 104
www.adhdcoaches.org

The ADHD Coaches Organization (ACO) is the worldwide professional membership organization for ADHD Coaches. We are committed to being the outstanding resource for our profession.

American Psychological Association
Booth: 300
www.apa.org

American Psychological Association is the premier source for information in psychology. APA delivers this information through its expansive collection of books, journals, newsletters, electronic products.

Arbor Pharmaceuticals
Booth: 324
www.arborpharma.com

Arbor Pharmaceuticals, headquartered in Atlanta, Georgia is a specialty pharmaceutical company focused on the treatment of diseases and disorders affecting pediatric patients including ADHD, acute otitis media with tympanostomy tubes and head lice.
Attention Point
Booth: 316
www.attentionpoint.com
DefiniPoint, an online suite of ADHD assessment tools, helps clinicians obtain behavioral information from multiple individuals as part of a best practice ADHD evaluation and on an ongoing basis to gauge treatment efficacy.

Beacon College
Booth: 322
www.beaconcollege.edu
Beacon College is the first in the nation accredited to award bachelor degrees exclusively to students with learning disabilities and ADHD. Beacon College’s distinctive mission focuses on the academic and career success of our students.

Brehm Preparatory School
Booth: 202
www.brehm.org
Brehm School is a small, fully accredited, not-for-profit co-educational boarding school for students with learning disabilities and ADHD. Since 1982, Brehm has been teaching students with language-based and complex learning disabilities to “learn how to learn.”

Camp Kodiak
Booth: 208
www.campkodiak.com
Integrated, non-competitive summer camp for children & teens with and without ADHD, LD and high-functioning ASD. Social skills and academic programs along with 50+ activities.

Center For Living Well with ADHD, LLC
Booth: 323
www.centerforlivingwellwithadhd.org
You are Wired to Win! from 9 to 90. Our Centers of seasoned coaches provide ADHD and Executive Function Skills Coaching Support and Cornerstone Workshops to build strategies and life skills for winning at life.

College Internship Program
Booth: 209
www.cipworldwide.org/
CIP offers a wide range of individually tailored services and supports designed for young adults with autism, ADHD and other learning differences in five locations across the US.

Finally Focused Book
Booth: 312
www.finallyfocusedbook.com
Finally Focused is the first book to identify and resolve the real causes of your child’s ADHD. Finally Focused offers a breakthrough natural treatment plan for ADHD that restores attention, minimizes hyperactivity, and eliminates side effects.

Forman School
Booth: 205
www.formanschool.org
Forman School is a coed college prep school for grades 9-12 and PG dedicated to empowering bright students who learn differently. Forman develops the whole student, based on his or her unique learning profile, so that every graduate becomes an educated, confident, self-advocate throughout life.
Forman’s 125-acre campus includes four athletic fields, a gymnasium, rock climbing wall, science center, Ingenuity Lab, dormitories, and a new Visual and Performing Arts Center with state-of-the-art classrooms and a 300-seat theatre.

Grand River Academy
Booth: 105
www.grandriver.org
Discover a transformative experience for your son so he can flourish and succeed by empowering him to take control of his education. It’s about inspiring growth, realizing potential, and gaining independence in a supportive and structured environment.

The Gow School
Booth: 201
www.gow.org
A college-prep boarding and day school for students, grades 6-12, with dyslexia and similar language-based
learning disabilities. A 5-week summer program for students ages 8-16 providing a blend of morning academics, afternoon activities and weekend trips.

Gulford Press
Booth: 304
www.guilford.com

ImpactADHD.org
Booth: 210
www.impactadhd.com
ImpactADHD.com improves family life with ADHD children, online and on the phone, by training, coaching and supporting parents. Focus on HOW to use strategies helps kids thrive and makes family life a lot more enjoyable.

Ironshore Pharmaceuticals & Development, Inc.
Booth: 318
www.ironshorepharma.com
Ironshore Pharmaceuticals & Development, Inc. is a biopharmaceutical company whose mission is to develop innovative, patient-centric treatment options, utilizing its proprietary DELEXIS® technology, to improve the lives of patients and caregivers. Ironshore’s lead compound, HLD200 (delayed-release and extended-release methylphenidate) is under development for the treatment of Attention Deficit Hyperactivity Disorder (ADHD).

Landmark College
Booth: 317
www.landmark.edu
Landmark College was the first institution of higher learning to pioneer college-level studies for students with dyslexia. Landmark offers two- and four-year degree programs for students with dyslexia and other learning disabilities, ADHD, and ASD.

Laurie Dupar Coaching & Training
Booth: 308
www.LaurieDupar.com
Laurie Dupar’s & the International ADHD Coach Training Center (IACTCenter) is setting a new standard in ADHD coaching. Visit her booth to see if you “Have What it Takes to be an ADHD Coach”!

Learning Disabilities Association of America
Booth: 103
www.ldaamerica.org
LDA’s mission is to create opportunities for success for all individuals affected by learning disabilities and to reduce the incidence of learning disabilities in future generations

LearningRx
Booth: 214
www.LearningRx.com
LearningRx research-based training programs target and remediate cognitive skills, including processing speed and short-term memory. Our game-like tasks are delivered 1:1 by a clinician or cognitive trainer. LearningRx training results in an average 16-point increase in IQ.

National Institute of Mental Health
Booth: 107
www.nimh.nih.gov
The National Institute of Mental Health (NIMH) is the lead federal agency for research on mental disorders. NIMH is one of the 27 Institutes and Centers that make up the National Institutes of Health (NIH), the largest biomedical research agency in the world. NIH is part of the U.S. Department of Health and Human Services (HHS). NIMH’s mission is to transform the understanding and treatment of mental illnesses through basic and clinical research, paving the way for prevention, recovery, and cure. NIMH envisions a world in which mental illnesses are prevented and cured.

NEBA Health LLC
Booth: 321
www.nebahealth.net
NEBA Health believes in helping clinicians, children and families by providing assessment aids for mental health
disorders. Our 10-person team produced the first brain-wave test for ADHD cleared by FDA.

**Novitas Academy**

**Booth:** 212  
[www.novitasacademy.org](http://www.novitasacademy.org)

Novitas Academy is a unique fully accredited therapeutic boarding school for boys ages 14-18. The program is designed to meet the needs of young men struggling with life skills, learning differences, lack of academic motivation, ADHD as well as mild to moderate behavioral and emotional problems.

**OmegaBrite**

**Booth:** 216  
[www.omegabrite.com](http://www.omegabrite.com)

“Fifteen years ago, OmegaBrite set the gold standard for purity, concentration and scientific efficacy in omega-3s. We have continued to set the standard ever since”

**Pearson**

**Booth:** 319  
[www.pearson.com](http://www.pearson.com)

Whether it’s at home, in the classroom, or in the workplace, learning is a never-ending road of discovery, challenge, inspiration, and wonder. And it should be accessible at every turn. We unleash the power of technology to enable more affordable educational experiences to students and educators at every stage of the journey. Because wherever learning flourishes, so do people.

**PharmaCentra**

**Booth:** 206  
[www.pharmacentra.com](http://www.pharmacentra.com)

PharmaCentra provides patient support and physician services, including Pharmacy Locator, on behalf of pharmaceutical and healthcare companies.

**PTS Coaching**

**Booth:** 301  
[www.ptscoaching.com](http://www.ptscoaching.com)

PTS Coaching, LLC provides Education and Support for Parents, Educators and Mental Health Professionals dealing with ADHD and Executive Function Challenges. We run Parent workshops, Teacher Trainings, and train professionals to become ADHD Parent Coaches.

**Qbtech, Inc.**

**Booth:** 211  
[www.qbtech.com](http://www.qbtech.com)

Qbtech is a Swedish Medical Technology company focused on research and improving outcomes for patients, clinicians and practices in ADHD care. Our product, QbCheck is the first online FDA-cleared device used for assessing and monitoring a patients response to treatment of the core symptoms of ADHD: hyperactivity, inattention and impulsivity in patients 6-60. Please stop by for a demonstration of QbCheck.

**Q-Me, LLC**

**Booth:** 311  
[www.q-me.org](http://www.q-me.org)

A wearable that revolutionizes how we measure and treat behavior difficulties. The Q-ME system turns children’s experience from one of failure to one of success.

**Shire**

**Booth:** 313/314/315  
[www.shire.com](http://www.shire.com)

Shire is the leading global biotechnology company focused on serving people with rare diseases and other highly specialized conditions. We strive to develop best-in-class products across our core therapeutic areas including Hematology, Immunology, Neuroscience, Ophthalmics, Lysosomal Storage Disorders, Gastrointestinal/Internal Medicine/Endocrine, Hereditary Angioedema, and Oncology.

**SOAR**

**Booth:** 215  
[www.soarc.org](http://www.soarc.org)

SOAR is a non-profit boarding school, summer camp, and gap year program dedicated to providing experiential education, life skills development, and adventure programs to youth and young adults with ADHD and other learning disabilities.
St. John’s Northwestern Military Academy
Booth: 306
www.sjnma.org

St. John’s Northwestern Military Academy is a private, all-male college preparatory and leadership development school that combines personalized academic instruction, mandatory participation in athletics, ongoing instruction in ethics and values, and a structured, military-style environment that together allow each student an opportunity to achieve his full potential. The goal of the Academy is to prepare each of our cadets for success in life by instilling in them a solid work ethic, an understanding of the value of integrity and teamwork, and the ability to think critically, communicate well, and function in a diverse and ever-changing world.

Summit Camp
Booth: 307
www.summitcamp.com

Summit provides unique overnight experiences for youth and teens that have had difficulty finding social success due to concerns of attention, learning challenges, and executive functioning deficits.

The Marvel Group
Booth: 320
www.marvelgroup.com

Furniture manufacture specializing in height adjustable desks and activity tables.

The Tova Company
Booth: 305
www.tovatest.com

The Test of Variables of Attention (T.O.V.A.) is an objective, accurate, and FDA cleared continuous performance test (CPT) that measures the key components of attention and inhibitory control. The T.O.V.A. is used by qualified healthcare professionals as an aid in the assessment of attention deficits, including attention-deficit/hyperactivity disorder (ADHD), in children and adults.

The Vanguard School
Booth: 203
www.vanguardschool.org

The Vanguard School of Lake Wales, Florida is a co-educational boarding and day school for students in grades 6-12. Vanguard provides an individualized education for students from all around the world who experience a variety of learning differences, including ADD, ADHD, Dyslexia, and high functioning autism.

Tourette Association of America
Booth: 213
www.tourette.org

Founded in 1972, the Tourette Association of America is dedicated to making life better for all individuals affected by Tourette and Tic Disorders. The only nationwide organization serving this community, the Association works to raise awareness, fund research and provide on-going support. The Tourette Association directs a network of 32 Chapters and over 80 support groups across the country. For more information on Tourette and Tic Disorders, call 1-888-4-TOURET, visit www.tourette.org, and on Facebook, Twitter, Instagram and YouTube.

White Horse Ranch
Booth: 310
www.whitehorseranch.org/

Residential Program for girls 12-18 with co-occurring issues. WHR uses Equine Therapy with horses. We also provide step down levels to PHP, IOP, and Outpatient Services.
Exhibitor Locations
Meet the Exhibitors During the Conference in Atlanta!
GRAND PRIZE DRAWING FREE TO PLAY!

See Back for How to Play
Please Fill Out

Name:

Company:

HOW TO PLAY:

• Each sponsor identified by logo above has a game stamp.
• To obtain a game stamp, visit each sponsor and ask a question.
• Once every logo has been stamped, fill in your name and company on the session provided to the left.
• Submit your complete card to the CHADD Registration Desk before lunch break on Saturday, November 11, 2017 for a chance to win a GRAND PRIZE!
• The winner of the GRAND PRIZE must be present on the day to collect the prize!
Continuing Education
Continuing Education Information

The CHADD Annual International Conference on ADHD provides continuing education credits to physicians and nurses, mental health professionals, educators, speech language pathologists, and life coaches.

Continuing Education for Medical Professionals (CME)

CME Accreditation Statement

This activity has been planned and implemented in accordance with the essential areas and policies of the Accreditation Council for Continuing Medical Education through the Joint Providership of The University of Massachusetts Medical School and Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). The University of Massachusetts Medical School is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Designation Statement

The University of Massachusetts Medical School designates this live activity for a maximum of 16 AMA PRA Category 1 Credits™. Physicians should claim only credit commensurate with the extent of their participation in the activity.

This program meets the requirements for 19.2 contact hours for nurses as specified by the Massachusetts Board of Registration in nursing (244-CMR 5.04). Each nurse should claim only those hours of credit that he/she actually spent in the activity.

(Nursing receives more credit than physicians; they are based on a 50 min hour not 60.)

The following sessions are approved for Continuing Medical Education (CME) credits:

**Thursday, November 9:** TA02, TA05, TB01, TB02, TB03, TB04, TB05

**Friday, November 10:** FA06, FA08, FA09, FB04, FB05, FC03, FC04, FC06, FD04, FD09

**Saturday, November 11:** SA02, SA03, SA05, SA06, SB04, SB08, SC04, SC08, SD05

**Sunday, November 12:** SU03

Other professionals will be eligible for 16 continuing education hours from the University of Massachusetts Medical School.
Continuing Education credits for Educators, Psychologists, and other Mental Health Professionals

CHADD has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET). In obtaining this accreditation, CHADD has demonstrated that it complies with the ANSI/IACET Standard which is recognized internationally as a standard of good practice. As a result of the Authorized Provider status, CHADD is authorized to offer IACET CEUs for programs that qualify under the ANSI/IACET Standard.

Participants can earn up to six course hours (.06 CEUs) for the entire Pre Conference Institutes and up to 11.25 hours (.1125) CEU for the entire conference. (One course hour = .1 CEU per each hour of participation) To earn credits, you must attend the entire session; complete the evaluation, and answer session specific questions. Once reviewed and confirmed, an official CEU certificate will be forwarded to you within three-four weeks from the conclusion of the session.

The following sessions are approved for Continuing Education credits (CEUs) for Educators and School Administrators:

**Thursday, November 9:** TA01, TA02, TA03, TA04, TB01, TB02, TB03, TB05

**Friday, November 10:** FA02, FA03, FA04, FA05, FA08, FA09, FB01, FB02, FB04, FB07, FB08, FB09, FC01, FC04, FC07, FD02, FD03, FD05, FD07

**Saturday, November 11:** SA01, SA03, SA04, SA06, SA07, SB02, SB03, SB04, SB05, SC03, SC06, SC07, SD01, SD02, SD03, SD04, SD06

**Sunday, November 12:** SU05, SU06

The following sessions are approved for Continuing Education credits (CEs) for Psychologists and Other Mental Health Professionals:

**Thursday, November 9:** TA01, TA02, TA03, TA04, TA05, TB01, TB02, TB03, TB04, TB05

**Friday, November 10:** FA01, FA03, FA04, FA05, FA06, FA08, FA09, FB02, FB03, FB04, FB05, FB06, FB09, FC01, FC03, FC04, FC05, FC06, FC08, FC09, FD02, FD03, FD04, FD05, FD06, FD07, FD08, FD09

**Saturday, November 11:** SA01, SA02, SA03, SA04, SA05, SA06, SA08, SB01, SB03, SB04, SB05, SB07, SB08, SC01, SC02, SC04, SC05, SC06, SC07, SC08, SD01, SD02, SD03, SD05, SD06, SD08

**Sunday, November 12:** SU01, SU03, SU05, SU06

(1.25 hrs.)
Coaches attending approved sessions will receive a completion certificate which can be used toward International Coaching Federation (ICF) or Institute for Advancement of ADHD Coaching (IAAC) credentialing. You must attend sessions designated and approved for coaches to receive coaching certificates. Coaches may earn up to 11 continuing education units. Participants may earn up to six hours (0.6 CCEs) for Pre-Conference Institutes on Thursday (0.3 per session) and up to nine hours (1.25 CCEs) for General Conference Sessions (Friday, Saturday and Sunday). The following sessions have been approved for coaching certificates:

**Thursday, November 9:** TA02, TA05, TA06, TB01, TB04, TB06

**Friday, November 10:** FA02, FA07, FA08, FB01, FB06, FB07, FB08, FC02, FC03, FC07, FC08, FC09, FD01, FD02, FD05, FD06, FD07, FD08, FD09

**Saturday, November 11:** SA02, SA07, SA08, SB02, SB03, SB06, SB07, SC01, SC02, SC05, SC06, SC07, SD02, SD03, SD04, SD07, SD08

**Sunday, November 12:** SU01, SU05
2018 Annual International Conference on ADHD

SAVE THE DATE
St. Louis, Missouri | November 8 - 11

Tickets available for purchase at this year’s conference

Together We Can ... Together We Will ...