

# Center for ADHD Connection

A newsletter for parents of children with ADHD,  
our collaborators and community partners



Fall 2013

[www.cincinnatichildrens.org/adhd](http://www.cincinnatichildrens.org/adhd)

## Study update: ADHD and texting found to significantly impair teenage driving

As mentioned in a previous newsletter, the Center for ADHD conducted a research study to investigate the effects of ADHD and texting on the driving performance of adolescent drivers. Findings were recently published in the *Journal of the American Medical Association Pediatrics*.

Using a driving simulator to test the driving performance of 16- and 17-year-old drivers, we measured their speed and lane position as they texted and talked on the phone during a 40-minute driving simulation. Approximately half of the study's 61 participants had been diagnosed with ADHD. We found that ADHD and texting both significantly impair driving performance among teenagers.

**Importantly, texting negatively affected drivers' speed and lane position for all study participants. For drivers with ADHD, these risks were even greater.**

The study found that even when no distractions were present, drivers with ADHD demonstrated significantly more variability in their speed and lane position than did teens without ADHD. Texting added to existing ADHD driving impairments, essentially doubling the amount of time kids with and without ADHD strayed from their lane.

"Texting is especially dangerous because it involves visual, manual and cognitive distractions," said senior author Jeff Epstein, PhD, director of the Center for ADHD at Cincinnati Children's. "Teens as a group are already at increased risk of distracted driving accidents. Now we know that an ADHD diagnosis and texting while driving increase those risks. Our results demonstrate the need for increased education and enforcement of regulations against texting while driving for this age group."

While research teams such as ours continue to develop driving interventions for teens, there are strategies parents should consider to improve their teen's driving behavior.

### Suggestions for Parents:

1. Talk to your teen about the dangers of texting and driving
2. Consider signing a contract between parent and child agreeing not to engage in distracting tasks while driving ([www.distraction.gov/content/get-involved/downloads.html](http://www.distraction.gov/content/get-involved/downloads.html))
3. Look into available technologies to disable cell phones while driving (iTunes, Google Play appstores)



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## Contact Information

For more information about Cincinnati Children's Center for ADHD, please contact the Division of Behavioral Medicine and Clinical Psychology Intake Line at 513-636-4336, and press #. The center is located on our Oak Campus at:

2800 Winslow Avenue  
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[www.cincinnatichildrens.org/adhd](http://www.cincinnatichildrens.org/adhd)

## About this Newsletter

The Center for ADHD Connection newsletter is published two times each year. To be added or removed from the mailing list for this newsletter, email us at [ADHD@cchmc.org](mailto:ADHD@cchmc.org).

To give feedback about the newsletter or if you have a story idea, email us at [ADHD@cchmc.org](mailto:ADHD@cchmc.org).

To see previous newsletters, please go to our website [www.cincinnatichildrens.org/adhd](http://www.cincinnatichildrens.org/adhd).

## From the director

Jeff N. Epstein, PhD



Hello! You are receiving this newsletter because you are/were either a patient or a research participant at our Center for ADHD, or because you are a community partner with our Center.

### Here is an update about our center growth:

As in previous years, we continue to grow in meeting the needs of children and adolescents in the tri-state area. The number of services offered at the Center for ADHD, as well as our satellite locations, continue to increase. In particular, our 8-session behavioral parent training groups offered to families of children with ADHD (ages 6-12) has increased to over 20 per year and are now offered at 6 different locations (see schedule of upcoming groups in this newsletter). We also have added a new program for parents of preschool-aged children who have or are suspected of having ADHD. The popularity of our Academic Success for Adolescents group (6th-8th grades) has resulted in it being offered multiple times in both the fall and spring semesters.

In addition, we have added a new academic skills group program for older adolescents (9th-10th grades) targeting improved performance at school and better relationships with parents. Finally, we continue to offer our frustration management group for children aged 9-11 program three times a year.

### Research Update:

We noted in the last newsletter that our research about the driving behaviors of adolescents with ADHD was accepted for publication in the *Journal of the American Medical Association Pediatrics*. This article has been published, and the findings are included on the front page of this newsletter.

Our research team is also busy working to obtain funding to support new ADHD research. We believe that our new research is innovative, highly relevant to our families, and will lead to better care for children with ADHD.

### Research Topics Being Pursued Include:

1. Investigating the effectiveness and safety of stimulant medications for children with ADHD and Down Syndrome
2. Studying whether stopping stimulant medication negatively impacts children's behavioral and cognitive functioning
3. Testing whether auditory alarms triggered when an adolescent's visual attention leaves the roadway can improve the driving performance of adolescents with ADHD
4. Developing new technologies to help pediatricians communicate more effectively with families during the ADHD diagnostic process, as well as during families' decisions to start and maintain their children on medication

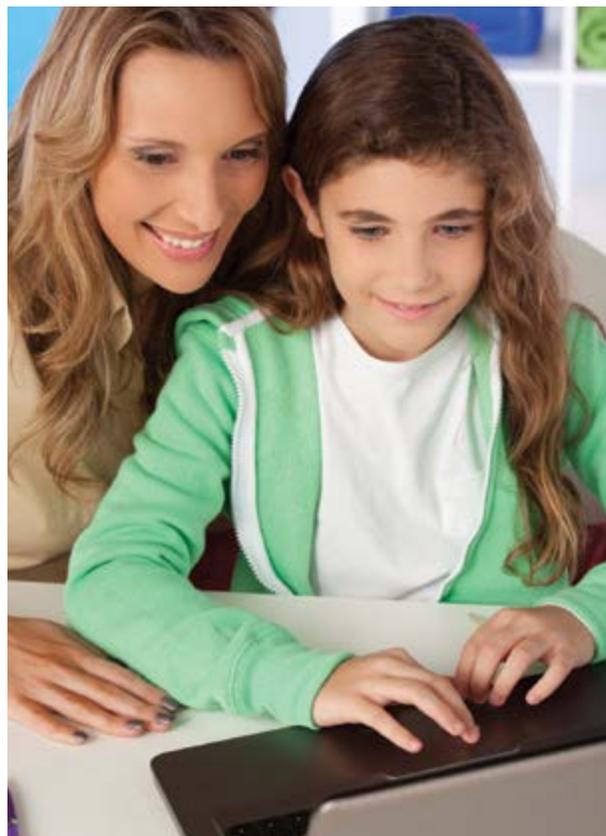
## ASAP method to help teens achieve academic success

Aaron Vaughn, PhD

For many teens with ADHD, moving into middle school and high school is challenging. Changes in academic expectations, reduced support and communication from teachers, and increasing independence often result in teens becoming overwhelmed and falling behind. Parents also experience frustration as they wish to “step back” and give their teen greater responsibility - only to find missing assignments, and poor grades. The parent’s attempts to help at this point often results in arguments, and the parent-teen relationship suffers.

Parents often feel left with with two choices: 1) provide constant oversight and managing of their teen to avoid failure or 2) provide little support and let their teen fail. Parental micro-management denies opportunities to develop skills needed to be successful; whereas, teens lacking academic skills often fail without parental support.

A third option is often the most difficult to follow, but it will result in improved academic performance *and* greater independence. Parents and teens work together to find the *minimum* amount of support and checking necessary for success. As teens experience success, parents can step back and allow their teen to be more independent. Finding this “sweet spot” of support is rarely easy and the amount of support needed may vary by class, teacher, and semester. Parents must also be careful when trying to “help” as this is often simply seen as nagging by teens.



**How do parents gauge the correct amount of support to give to their teens? Below are a few simple suggestions to assess whether more or less support is needed (known as “ASAP”):**

<b>Ask:</b>	Teens with ADHD often admit that some support from parents is helpful and know what kind of help works. So genuinely ask them how you can help them. (Keep in mind, though, that if teens aren’t sure if they can do something, they still say “I’ve got it.”)
<b>Simplify:</b>	Identify what specific skills or strategies your teen lacks that may be contributing to their problems. Help break tasks into smaller steps, introduce a strategy (sticky note reminders), and praise success.
<b>Assess:</b>	Parents’ expectations of their teen’s ability often don’t match where their teen is developmentally. Assess what support your teen needs. Frequent arguments over a task or chore may indicate a mismatch between what you expect and what your teen is able to do. The ability to break down larger projects into smaller steps and plan ahead is often an area of mismatch between parent’s expectations and teen’s ability.
<b>Promote:</b>	Find ways to promote your teen learning, implementing, and experiencing success in using strategies more independently. Praise their success. Promote new skills in an activity your teen enjoys doing, such as planning ahead for a weekend with friends or redecorating a room.

Improved communication and developing a collaborative relationship with your teen is essential to coach them through academic struggles. For many teens with ADHD, the presence of a supportive and encouraging parent can motivate them to learn new skills and to succeed in spite of adversity.

# Is participating in a research study right for my family?

Leanne Tamm, PhD

Making a decision to participate in a research study is very personal, and parents often have many questions. However, after participating in research here at the Center for ADHD, parents have told us that:

- They received more one-on-one time with staff and feel as if they receive more personalized care and education.
- They received free diagnostic testing (such as IQ and achievement testing) that they otherwise would not have received for their child.
- They benefited from interventions which were provided at no cost to families.
- If the new treatment is proven to work, they may be among the first to benefit.
- They enjoyed helping to improve care for ADHD.

**It is important to explain what research is. Research is a way to investigate and test new ideas. It involves:**

- 1) Establishing facts
- 2) Analyzing information
- 3) Reaching new conclusions

One type of research study is a clinical trial. Clinical trials try to answer specific questions to find better ways to prevent, identify, or treat disorders (like ADHD). In a clinical trial (also called an interventional study), participants receive treatment (“interventions”) that follow a research protocol. A research protocol is like a recipe or blueprint and provides answers to important questions, such as:

- What is the purpose of study?
- Who is eligible to participate?
- How will the study be carried out?
- What information will be gathered about participants?
- What will happen after the study is over?

Research often involves **randomization**. This means that each participant has an equal chance of getting the new intervention (treatment being studied) or a different intervention (which may be an older intervention, waiting to start treatment, or a placebo). Being “randomly assigned” means that which treatment you will receive is determined randomly (flipping a coin).



When a new intervention is studied, investigators are trying to learn how helpful it is when compared to other treatments (including not receiving any treatment). How well the intervention works is measured by how participants improve. For example, in the Center for ADHD we are testing new treatments to help children with ADHD in paying attention, reading ability, and success at school.

**Research with children is particularly important. We need to understand how medicines and other treatments affect a child’s brain and how they develop. Many conditions occur only in children and can’t be studied in adults, and many problems experienced by children are much different than adults.**

Safety is always a priority. To keep participants safe, all research studies at the Center for ADHD are approved by an Institutional Review Board or “IRB.” The IRB reviews all studies closely to determine the level of risk and to make sure studies are as safe as possible.

All research participants sign a permission form which includes the study purpose, procedures, potential risks and benefits, and individual rights which include the right to make an independent decision about participating and to leave the study at any time.

**Leaving a study will never result in not receiving treatment at the Center for ADHD.**

The more people take part in clinical trials, the faster we can answer important research questions and improve the care of children and teenagers with ADHD.

Some of the ongoing research studies at the Center for ADHD are described in this publication. You can also go to our website: [www.cincinnatichildrens.org/adhd](http://www.cincinnatichildrens.org/adhd) to find other studies that may be of interest to you and your family.

## Join an ADHD research study

Our researchers conduct studies to learn more about and work to find treatments for ADHD. Parents and kids can help by joining a research study. Current research studies include:

### Needed: Preschool Children With Self-Control Difficulties

#### What

This is a research study to develop and test an intervention that teaches self-control, memory and the ability to concentrate and focus to preschoolers and their parents.

#### Who

Preschool children 3 and 4 years old who have self-control problems may be eligible to participate.

#### Pay

Families will receive up to \$100 for their time.

#### Details

For more information, contact the study coordinator at preschoolstudy@cchmc.org or 513-803-1345.

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### Do You Have a Child with Attention/Hyperactivity Problems and are Seeking Alternatives to Medication?

#### What

This research study is aimed at looking at how omega-3 fatty acid supplements affect brain function in children with ADHD. This 10-week study includes a psychiatric interview and two MRI scans.

#### Why

Omega-3 fatty acids are natural substances found in food (mostly fish and seafood). Omega-3 fatty acid supplements are not FDA-approved to treat ADHD, and more research is needed to test their effects.

#### Who

Right-handed male children, 8 to 12 years old, who are diagnosed with ADHD and have never received psychostimulant medications may be eligible for participation.

#### Pay

Participants may receive up to \$160 for their time and travel.

#### Details

For more information, contact Deanna Dieckmann at 513-558-5059 or deanna.dieckmann@uc.edu.

### Needed: Teens 16 and 17 Years Old With ADD or ADHD

#### What

This is a research study to learn more about how families with a teenager who has a history of ADD or ADHD make driving decisions. Researchers also want to learn more about how doctors can help teen drivers with a history of ADD or ADHD drive more safely.

#### Who

Teenagers 16 or 17 years old with a history of ADD or ADHD, and one of their parents may be eligible to participate.

#### Pay

Families will receive up to \$100 for this one-visit study (lasting up to 2 hours).

#### Details

For more information, contact Annie Garner, PhD at annie.garner@cchmc.org or 513-636-8269.

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### Research Study for Children in Grades 2 to 5 With Attention Problems and Reading Difficulties

#### ADHD and Reading Intervention Study

#### What

This is a research study to learn more about ways to treat children who have ADHD (either diagnosed or not yet diagnosed) and also struggle with reading.

- > After being screened at school, children who qualify will receive an ADHD evaluation and reading assessment followed by 16 weeks of intervention at no cost to families.

#### Who

Children in grades 2 to 5 who have attention problems and struggle with reading (noticed by a parent or teacher) may be eligible to participate.

#### Pay

Families will receive up to \$200 for time and effort.

#### Details

For more information, email us at ICARD@cchmc.org or call 513-803-0068.

# Upcoming Center for ADHD Group Program Schedules

## Understanding and Managing ADHD in Preschoolers Parent Group Program

This program is for the parents of children ages 3.5 to 5 who have been *or* are at risk for being diagnosed with ADHD. In addition to up-to-date information about ADHD and how it affects their child's behavior, parents also learn specific evidence-based techniques for providing the structure and guidance that a preschool-aged child with ADHD needs to succeed both at home and at preschool/kindergarten. Sessions are held on the same day each week for a total of 8 group sessions, with each session lasting 90 minutes. The material in each session builds on that covered in prior sessions, so it is important that parents attend all 8 sessions in order to get the greatest benefit from the program. A pre-group interview with the parent(s) is typically required.

Day/Dates	Time	CCHMC Location	Therapist
Wed 10/16/13 to 12/11/13 <sup>a</sup>	12:00 pm – 1:30 pm	Liberty Campus	Beverly H. Smolyansky, PhD
Thu 02/13/14 to 04/10/14 <sup>b</sup>	12:00 pm – 1:30 pm	Liberty Campus	Beverly H. Smolyansky, Ph.D.
Thu 03/13/14 to 05/01/14	5:00 pm – 6:30 pm	Oak Campus	Heather A. Ciesielski, Ph.D.
Wed 05/21/14 to 07/09/14	4:30 pm – 6:00 pm	Oak Campus	Heather A. Ciesielski, Ph.D.
Mon 08/18/14 to 10/13/14 <sup>c</sup>	5:00 pm – 6:30 pm	Oak Campus	Heather A. Ciesielski, Ph.D.
Wed 10/15/14 to 12/10/14 <sup>d</sup>	12:00 pm – 1:30 pm	Liberty Campus	Beverly H. Smolyansky, Ph.D.

<sup>a</sup> Skips 11/27 (Wednesday before Thanksgiving)    <sup>b</sup> Skips 04/03    <sup>c</sup> 09/01 (Labor Day)    <sup>d</sup> Skips 11/26 (Wednesday before Thanksgiving)

## Understanding and Managing ADHD Parent Group Program

This program is for the parents of children ages 6 to 12 with a primary diagnosis of ADHD. Parents obtain an up-to-date understanding of ADHD and how it affects their child's behavior. They also receive training in the use of specific evidence-based techniques for providing the structure and guidance that a child with ADHD needs to succeed behaviorally, academically, and socially. Sessions are held on the same day each week for a total of 8 group sessions. Each session is 90 minutes, except for the first session which may run 105-120 minutes. The material in each session builds on that covered in prior sessions, so it is important that parents plan to attend all 8 sessions in order to get the greatest benefit from the program.

Day/Dates	Time	CCHMC Location	Therapist
Mon 10/14/13 to 12/02/13	5:30 pm – 7:00 pm	Green Township	F. Lynne Merk, PhD
Mon 10/21/13 to 12/09/13	5:00 pm – 6:30 pm	Oak Campus	Heather A. Ciesielski, PhD
Tue 10/22/13 to 12/10/13	5:00 pm – 6:30 pm	Fairfield	William Sirbu, PhD
Wed 10/23/13 to 12/18/13 <sup>e</sup>	4:30 pm – 6:00 pm	Liberty Campus	Richard E. A. Loren, PhD
<b>2014</b>			
Fri 01/24/14 to 03/14/14	4:30 pm – 6:00 pm	Oak Campus	Richard E. A. Loren, PhD
Mon 02/17/14 to 04/07/14	6:00 pm – 7:30 pm	Mason Campus	Sanford Chertock, PhD
Wed 02/26/14 to 04/16/14	12:00 pm – 1:30 pm	Oak Campus	S. Rachelle Plummer, PsyD
Thu 03/06/14 to 04/24/14	5:00 pm – 6:30 pm	Fairfield	Kristine Huiet, PhD
Mon 03/10/14 to 05/05/14 <sup>a</sup>	5:30 pm – 7:00 pm	Green Township	F. Lynne Merk, PhD
Thu 03/13/14 to 05/01/14	5:00 pm – 6:30 pm	Eastgate	James Brewer, EdD
Tue 03/25/14 to 05/20/14 <sup>b</sup>	4:00 pm – 5:30 pm	Oak Campus	Richard E. A. Loren, PhD
Wed 04/09/14 to 05/28/14	4:30 pm – 6:00 pm	Liberty Campus	Richard E. A. Loren, PhD
Tue 04/29/14 to 06/17/14	5:00 pm – 6:30 pm	Fairfield	William Sirbu, PhD
Thu 05/08/14 to 06/26/14	5:00 pm – 6:30 pm	Oak Campus	Heather A. Ciesielski, PhD
Thu 06/12/14 to 08/07/14 <sup>c</sup>	4:00 pm – 5:30 pm	Mason Campus	Teri Caudill, PhD
Wed 07/09/14 to 08/27/14	12:30 pm – 2:00 pm	Oak Campus	Jessica E. M. Cyran, PhD
Wed 08/20/14 to 10/08/14	4:30 pm – 6:00 pm	Oak Campus	Richard E. A. Loren, PhD
Thu 08/28/14 to 10/16/14	5:00 pm – 6:30 pm	Fairfield	Kristine Huiet, PhD
Mon 09/08/14 to 10/27/14	5:30 pm – 7:00 pm	Green Township	F. Lynne Merk, PhD
Mon 09/15/14 to 11/03/14	4:00 pm – 5:30 pm	Mason Campus	Tara Proano-Raps, PsyD
Wed 09/24/14 to 11/12/14	6:00 pm – 7:30 pm	Eastgate	James D. Myers, PhD
Tue 10/07/14 to 11/25/14	4:30 pm – 6:00 pm	Oak Campus	Jessica E. M. Cyran, PhD
Tue 10/21/14 to 12/09/14	5:00 pm – 6:30 pm	Fairfield	William Sirbu, PhD
Wed 10/22/14 to 12/17/14 <sup>d</sup>	4:30 pm – 6:00 pm	Liberty Campus	Richard E. A. Loren, PhD
Thu 10/23/14 to 12/18/14 <sup>e</sup>	5:00 pm – 6:30 pm	Oak Campus	Heather A. Ciesielski, PhD

<sup>a</sup> Skips 04/21    <sup>b</sup> Skips 04/22    <sup>c</sup> Skips 07/03    <sup>d</sup> Skips 11/26j (Wednesday before Thanksgiving)    <sup>e</sup> Skips 11/27 (Thanksgiving)

## Managing Frustration for Children with ADHD Group Program

This program is designed to address the problems some children with ADHD have with managing their frustration. It is *not an alternative treatment* for the core problems with attention regulation and/or impulse control associated with ADHD. The program is most effective for children whose core symptoms of ADHD are under reasonably good control via ongoing medication and environmental management. To participate in this group, a child must be between the ages of 9 and 11 and be in third through fifth grades at the time of the group. Offered only at the Center for ADHD, this program is always scheduled on Monday afternoons starting at 4:30 pm. In addition to a required pre-group interview with the parent(s) and child, there are a total of 12 group sessions, each lasting 90 minutes. Children attend all sessions except for session #6, which is attended by parents without their children. As the material in each session builds on what is covered in earlier sessions, it is important that participants plan to attend every session.

Day/Dates	Time	CCHMC Location	Therapist
Mon 02/24/14 to 05/19/14 <sup>a</sup>	4:30 pm – 6:00 pm	Oak Campus	Richard E. A. Loren, PhD
Mon 06/02/14 to 08/25/14 <sup>b</sup>	4:30 pm – 6:00 pm	Oak Campus	Richard E. A. Loren, PhD
Mon 09/29/14 to 12/15/14	4:30 pm – 6:00 pm	Oak Campus	Richard E. A. Loren, PhD

<sup>a</sup> Skips 04/21 (Easter Monday)

<sup>b</sup> Skips 06/30 or 07/07

## Academic Success for Young Adolescents with ADHD Group Program

This program is designed for young adolescents in sixth through eighth grades who are experiencing academic difficulties as a result of ADHD. It teaches adolescents and their parents proven strategies to improve organization, time management, and study skills. This program is held only at the Center for ADHD. There are a total of 7 group sessions, each lasting 90 minutes, which the adolescent and their parent attend together. As the material in each session builds on what is covered in earlier sessions, it is important that participants plan to attend all 7 sessions. In addition, a pre-group interview with the parent(s) is also required.

Day/Dates	Time	CCHMC Location	Therapist
Thu 01/23/14 to 03/06/14	4:30 pm – 6:00 pm	Oak Campus	Heather A. Ciesielski, PhD
Mon 02/03/14 to 03/17/14	5:30 pm – 7:00 pm	Oak Campus	Heather A. Ciesielski, PhD
Tue 08/19/14 to 09/30/14	4:30 pm – 6:00 pm	Oak Campus	Jessica E. M. Cyran, PhD
Thu 09/04/14 to 10/16/14	5:00 pm – 6:30 pm	Oak Campus	Heather A. Ciesielski, PhD

## Academic Success for High Schoolers (Freshmen & Sophomores) with ADHD Group Program

This program is designed for freshmen and sophomores in high school who are experiencing academic difficulties as a result of ADHD. This program teaches adolescents and their parents proven strategies that improve organization, study skills, and academic performance with fewer arguments, less frustration, and reduced conflict between parents and their high school student who has ADHD. This program is held only at the Center for ADHD. There are a total of 8 group sessions, each lasting 90 minutes, which the parent and their adolescent attend together. As the material in each session builds on what is covered in earlier sessions, it is important that participants attend all 8 sessions. In addition, a pre-group interview with the parent(s) is also required.

Day/Dates	Time	CCHMC Location	Therapist
Thu 02/06/14 to 03/27/14	4:00 pm – 5:30 pm	Oak Campus	Aaron J. Vaughn, PhD
Wed 02/19/14 to 04/09/14	4:00 pm – 5:30 pm	Oak Campus	Aaron J. Vaughn, PhD
Thu 09/04/14 to 10/23/14	4:00 pm – 5:30 pm	Oak Campus	Aaron J. Vaughn, PhD
Wed 09/17/14 to 11/05/14	4:00 pm – 5:30 pm	Oak Campus	Aaron J. Vaughn, PhD

Go to [www.cincinnatichildrens.org/adhd](http://www.cincinnatichildrens.org/adhd) for additional information and schedule updates.



Center for ADHD

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Cincinnati Children's Hospital Medical Center – Center for ADHD

## Center for ADHD Clinical Services



**The Center for ADHD currently provides the following evidence-based services for the families of children and adolescents with ADHD:**

- ADHD Evaluations
- Parent training groups for parents of children with ADHD between the ages of 6 and 12 years
- Managing frustration group for children with ADHD between the ages of 9 and 11 years (in third through fifth grades)
- Academic success group for young adolescents with ADHD between the grades of 6th to 8th
- Individual/Family therapy services
- Parent training groups for parents of preschoolers (ages 3.5 to 5) who have been or are at risk for being diagnosed with ADHD
- Academic success group for high school students (9th and 10th grades) with ADHD

Learn more about our clinical services by visiting our web site at [www.cincinnatichildrens.org/adhd](http://www.cincinnatichildrens.org/adhd), or call the Division of Behavioral Medicine and Clinical Psychology Intake Line at 513-636-4336, and press #.

### **Make a Donation to the Center for ADHD**

As a not-for-profit hospital and research center, Cincinnati Children's depends on donations from the generous people who support us. If you would like to give back, go to [www.cincinnatichildrens.org/donate](http://www.cincinnatichildrens.org/donate) and designate your gift to the Center for ADHD.