

Center for ADHD Connection

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



Spring 2011

www.cincinnatichildrens.org/adhd

Cincinnati Children's Develops ADHD Collaborative Intervention to Help Primary Care Doctors

Jeff N. Epstein, PhD and Joshua M. Langberg PhD

The rate of attention-deficit hyperactivity disorder (ADHD) for children in the U.S. is 8-9%, which means that about 5 million children in the United States need ADHD-related mental health services. Because the U.S. mental health system does not have enough providers to serve this large number of children, most children with ADHD are diagnosed and treated by their primary care physicians.

The American Academy of Pediatrics (AAP) recognizes the need for primary care physicians to have more knowledge about the best way to assess and treat children with ADHD. In 2000/2001, the AAP put out guidelines which give primary care physicians a set of evidence-based recommendations for the assessment and treatment of children with ADHD. However, despite the AAP's efforts to get the word out about the ADHD guidelines, it has become clear that not enough primary care doctors are following the guidelines.

The ADHD Collaborative Intervention

To help primary care doctors follow the AAP practice guidelines, Cincinnati Children's developed an intervention, called the ADHD Collaborative, and thus far, over 200 physicians in Greater Cincinnati have been trained with this intervention. The intervention begins with two lectures that teach the AAP recommendations and leads to additional steps. *Continued page 7*



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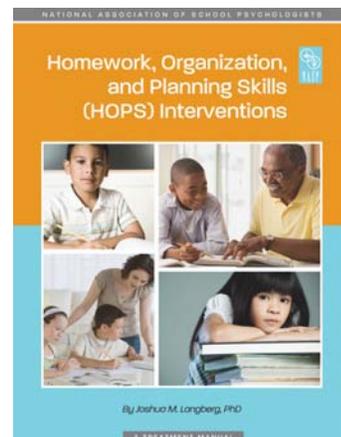
Homework Success for Children with ADHD

Joshua M. Langberg, PhD

Homework completion can be a difficult and stressful process for children with ADHD and their families. Children with ADHD frequently forget what was assigned for homework, misplace materials needed to complete work, and have a difficult time staying on-task when completing work.

At the Cincinnati Children's Center for ADHD, we are studying the impact of strategies children with ADHD and their families can use to improve homework performance. Here are a few tips that families have reported to be useful.

1. Establish a reliable system for determining exactly what homework was assigned on a daily basis. Check the accuracy of what your child recorded in his/her planner at least twice per week immediately after school and provide rewards for accurate assignment recording. If your child's school does not consistently post homework information, have your child's teachers put their initials in the planner next to the recorded homework indicating that the assignment is written correctly. If your child has no homework, he/she should write the words "no homework" and have the teacher initial. *Continued page 7*



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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:

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www.cincinnatichildrens.org/adhd

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.

To give feedback about the newsletter or if you have a story idea, email us at ADHD@cchmc.org.

From The Director

Jeff N. Epstein, PhD



We at the Center for ADHD have created this newsletter to inform our current and former patient families, collaborators, and community partners about our clinical and research activities. The newsletter, with this being our first issue, will come out two times each year – in the Spring and Fall.

About the Center for ADHD

Created in 2005, our Center for ADHD is now one of the largest centers in the country devoted entirely to improving the care of children and adolescents with ADHD.

The Center is actively involved in clinical research, training, providing evidence-based diagnosis, and treatment services for children and adolescents with ADHD, and working with community-based organizations to improve care for children with ADHD. Families can also access state-of-the-art investigational interventions being developed for children with ADHD by participating in one of our on-going research studies.

The Center for ADHD includes a multi-disciplinary team from several divisions at CCHMC, including Behavioral Medicine and Clinical Psychology, Developmental and Behavioral Pediatrics, General Pediatrics, and Psychiatry.

About our Research

Our Center is conducting state-of-the-art, cutting-edge research examining everything from genetic predictors of medication response to school-based interventions, to development of new and innovative treatments for ADHD. (See page 6 and the back page for current research studies.)

About This Newsletter

The newsletter will include:

- Topics related to ADHD, including the range of clinical services being offered by our Center for parents and children with ADHD
- Current ADHD research studies
- A list of recent studies that have been published in medical and psychological journals and books

We hope that you will find this newsletter informative. Please contact us at ADHD@cchmc.org with comments and suggestions.

Tell Us What You Think

Would you prefer to receive future newsletters through U.S. mail or via email, as an e-newsletter? Email us at ADHD@cchmc.org to let us know.

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 8 and 11 years (in third through fifth grades)
- Academic success group for young adolescents with ADHD between the ages of 12-15 years (offered each fall)
- Individual/Family therapy services
- Medication consultation clinic designed to move children quickly towards their best medication and dosage, with the goal of maximizing behavioral gains while minimizing side effects (requires referral from pediatrician/primary care physician)

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



Suburban Cincinnati CHADD'S Calendar of Events

SPRING 2011

For the most up-to-date meeting information, please visit www.chadd.net/648.

Apr. 26, 2011

For Parents/Professionals: "Medication Management of ADHD in Children and Teens"

Speaker: C. Stephen Edwards, M.D. – Lindner Center of Hope

For Adults with ADHD: "ADHD and Coexisting Disorders in Adults"

Speaker: Michael Miller M.D. – Private Practice

May 24, 2011

For Parents/Professionals: "ADHD, Oppositional Defiant Disorder and/or Conduct Disorder: Diagnosis & Treatment"

Speaker: Richard Loren, Ph.D. – Clinical Director, ADHD Center, Cincinnati Children's Hospital

For Adults with ADHD: "Medication Management of Adult ADHD"

Speaker: F. Randy Sallee M.D., Ph.D. – Professor of Psychiatry, University of Cincinnati School of Medicine

Meetings are open to the public **THE FOURTH TUESDAY OF EACH MONTH** except summer (June, July, August) & December, at **The First Baptist Church of Mason, 735 Reading Road (RT. 42), Mason, OH. DOORS OPEN AT 6:45 PM & MEETINGS BEGIN AT 7:00 PM.** Unless specified above, speaker presentations will run about 75 minutes. Following these presentations, Parent and Adult Support Groups meet until 10:00 pm. **A \$3.00 donation is appreciated from non-members and CHADD MEMBERS ARE FREE.** We are unable to provide childcare. For additional information visit www.chadd.net/648.

Parenting Program for Children 6 to 12 Years Old Shows Positive Results

Richard E. A. Loren, PhD



The Center for ADHD offers a parenting program to help parents of elementary-aged children 6 to 12 years old with ADHD to learn strategies to better manage problematic behaviors. Behavioral parent training (BPT) programs such as ours are well-established treatments for children with ADHD.

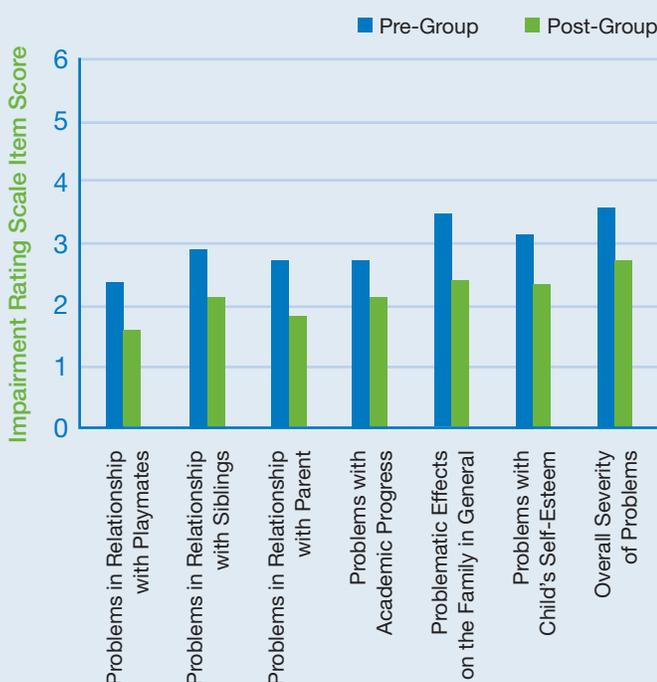
Current evidence-based recommendations for the treatment of children with ADHD indicate that a combination approach (behavioral management plus medication) is appropriate for most children diagnosed with ADHD because it produces the largest gains, especially in terms of reducing problems with real world functioning.

The program consists of 8 weekly sessions that focus on teaching parents behavioral management strategies they can use both at home and school to improve the functioning of children with ADHD.

We have recently completed a study examining outcomes for 250 families who have gone through this group program over a 3-year period. We looked at changes in parental reports of their children's impairments in several important areas of functioning (see figure). Also, we looked at changes in overall impairment and parents' self-report of their confidence in their ability to effectively manage their child's problematic behavior. Overall, our findings indicated that, at the end of our group program, parents reported significant improvements in their child's interactions with them, in their child's interactions with family members in general, and in the child's overall level of functioning. Parents' confidence in their abilities to successfully manage their children's behavior also significantly improved.

These findings clearly show the value of our parent group program for families of children 6 to 12 years old with ADHD, in terms of promoting relatively quick improvements in functioning.

Changes In Parent Impairment Rating Scale Pre to Post Group Results



Upcoming Group Meeting Schedule

Understanding and Managing ADHD Parent Group Program

This parent group program, designed for parents of children with ADHD between the ages of 6 and 12 years old (1st through 6th grades), meets on the same day each week for a total of 8 sessions, with each session lasting 90 minutes.

Dates	Start Time	CCHMC Location	Therapist
Thu 08/18/11 to 10/06/11	4:30 pm	Oak Campus	Richard E. A. Loren, PhD
Mon 09/12/11 to 10/31/11	4:00 pm	Mason Campus	Jessica McClure, PsyD
Wed 09/21/11 to 11/09/11	4:30 pm	Oak Campus	Rachelle Plummer, PsyD
Thu 09/29/11 to 11/17/11	5:30 pm	Eastgate	Rebecca Kniskern, PhD
Thu 10/20/11 to 12/14/11	4:30 pm	Oak Campus	Richard E. A. Loren, PhD
Tue 10/25/11 to 12/13/11	6:00 pm	Fairfield	Ann Moser, PhD & William Sirbu, PhD

Go to www.cincinnatichildrens.org/adhd for additional information and times.

Managing Frustration for Children with ADHD Group Program

This program is designed for children between the ages of 8 and 11 years old who experience difficulties with frustration despite treatment of their ADHD. These groups are held only at the Center for ADHD on CCHMC's Oak Campus and are scheduled on Monday afternoons starting at 4:30 pm. Sessions last for 90 minutes, and there are a total of 12 sessions in the program. The child attends 11 sessions, while parents attend a session without the child midway through the program. There is also an interview with the parent and child prior to the first group session to learn about the child's specific difficulties and to make sure that the group is appropriate for them.

Dates	Start Time	CCHMC Location	Therapist
06/06/11 to 08/29/11	4:30 pm	Oak Campus	Dr. Loren

Go to www.cincinnatichildrens.org/adhd for additional information and times.



Academic Success for Young Adolescent with ADHD Group Program

This program is designed for young adolescents between the ages of 12 and 15 who are experiencing academic difficulties as a result of ADHD. This group teaches specific strategies such as organizational skills, time management, and study skills. This group is held only at the Center for ADHD on CCHMC's Oak Campus and is offered in late summer/early fall. There are a total of 7 sessions, each lasting 90 minutes. Adolescents and their parent(s) attend group sessions.

Further information about our group programs, as well as the schedule of upcoming groups (updated in the late spring/early summer for the upcoming academic year), can be found on our website at www.cincinnatichildrens.org/adhd.

Join an ADHD Research Study



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

ADD Medication Study

What

Researchers at Cincinnati Children's are studying response to medication in children with attention deficit disorder (ADD). During the study, children undergo a full diagnostic evaluation for ADD.

Who

Children 7 to 11 years old who:

- Have ADD symptoms including short attention span for age, difficulty listening to others, and/or being easily distracted

Or

- Have been diagnosed with ADD and have not previously taken medications for ADD

Pay

Study participants will be paid for time and travel.

Details

Contact Heather Matheson at 513-636-6632.

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.

Driving Study for Kids With ADHD

What

This is a research study aimed at looking at how adolescents with ADHD perform on a number of simulated driving tasks.

Who

Children 16-17 years old may participate who:

- Have been diagnosed with ADHD

Or

- Have ADHD symptoms such as short attention span, difficulty listening to others, easily distractible, fidgety behavior, excessive talking, or often interrupts others.

Pay

Study participants will be paid for completing the simulated driving tasks.

Details

Contact Megan Narad at megan.narad@cchmc.org or 513-636-9580.

ADHD Study for Kids

What

A research study examining the effectiveness of a computerized attention training experimental intervention for kids with ADHD

Who

Children 7-12 years old may participate who:

- Have been diagnosed with ADHD

Or

- Have ADHD symptoms including: short attention span for age, difficulty listening to others, easily distracted, excessive fidgeting and/or talking, or often interrupts others

Pay

Study participants will receive the intervention free of charge.

Details

Contact Anne Bush at ctadhd@cchmc.org or 513-803-1506.

Continued on back page

Cincinnati Children's Develops ADHD Collaborative Intervention to Help Primary Care Doctors *continued*

Following the AAP ADHD guidelines in a community practice is complicated, involves many steps, and requires office staff to work together on many different levels. The ADHD Collaborative helps doctors change their daily office policies, procedures, and staff responsibilities, so that they can more quickly and effectively give evidence-based care to children with ADHD. Doctors are also given a variety of assessment tools and instructions about how to administer and score these tools.

Results

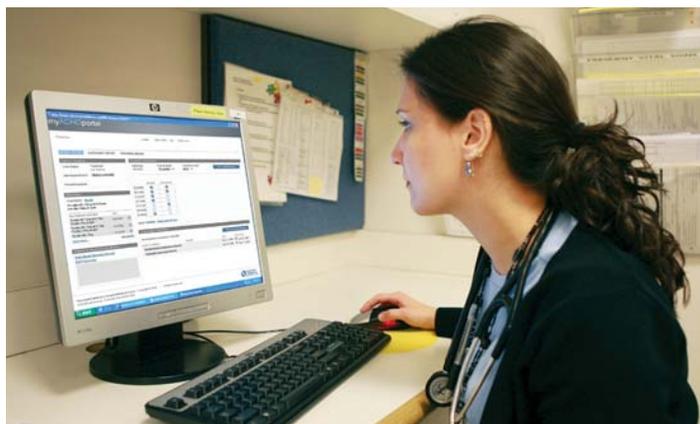
Before having access to the ADHD Collaborative intervention, primary care providers showed low rates of following the AAP recommendations. After going through the intervention, such providers showed great improvement in their use of AAP-recommended practice behaviors during the assessment and treatment of children with ADHD.

Significance

This study shows, for the first time, the effectiveness of an intervention to help primary care providers follow the AAP ADHD guidelines for assessing and treating children with ADHD. Since primary care doctors with many different backgrounds and a variety of patient groups were helped by the intervention, the hope is that the ADHD Collaborative can be used to train even larger numbers of primary care providers to follow the AAP ADHD assessment and treatment recommendations.

What is Next?

With funding from the National Institute of Mental Health, researchers at Cincinnati Children's are now working on finding ways to bring this intervention to other communities. Pediatricians in Dayton OH, Louisville KY, Lexington KY, and Columbus, OH are being trained to use this intervention through the use of videoconference training and a web portal that allows pediatricians to collect parent and teacher rating scales online. The web portal scores rating scales in real time and provides pediatricians with reports, as well as immediate warnings when side effects occur or a child's behavior worsens. The web portal also continually updates information regarding physician practice behavior, allowing pediatricians to see how well they are following the AAP guidelines.



Homework Success for Children with ADHD *continued*

2. Systems for school materials organization should be as simple as possible. The more materials a child with ADHD uses to manage school materials (e.g. separate folders, multiple smaller binders, and multiple notebooks) the higher the likelihood items will get lost. Many parents find a single binder system works best for children with ADHD. The student carries one, 3-inch D-ring binder. There is a section for each class the child is taking in the binder. A homework folder is the first item in the binder. All homework to be completed is placed in the left side of the homework folder and all homework to be turned-in is placed in the right side.
3. Establish a specific after-school homework routine. If possible, determine exactly what time homework will be started each day after school and stick to the plan. Have your child complete homework in the same location each time.
4. Reward your child for actual progress with homework, not for time spent working on homework. For example, your child could earn 15 minutes of video game time for completing 20 math problems or for creating 15 flash cards. The amount of work to be completed before a break is earned should be reasonable and attainable.

For more details on these and other homework improvement strategies, read *Homework, Organization, and Planning Skills (HOPS) Interventions: A Treatment Manual*. Bethesda, MD: National Association of School Psychologists (NASP) Publications, Langberg, J.M. (2011).

Join an ADHD Research Study *continued*



ADD and ADHD Study

What

A research study to better understand the brain development in children with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) compared to typical children, with a focus on learning more about the brain's abilities to control coordinated hand and finger movements

Who

Children 8-12 years old who:

- Have been diagnosed with ADD or ADHD
- Are right-handed with no significant neurological, developmental or psychiatric diagnoses

Pay

Families will be compensated for their time.

Details

Contact Amanda Lewis at amanda.lewis@cchmc.org or 513-636-3781.

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, contact Mara McClellan at 513-636-1994 or visit www.cincinnatichildrens.org/donate and designate your gift to the Center for ADHD.

Address Service Requested

www.cincinnatichildrens.org/adhd

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Center for ADHD

