

CENTER FOR ADHD Connection

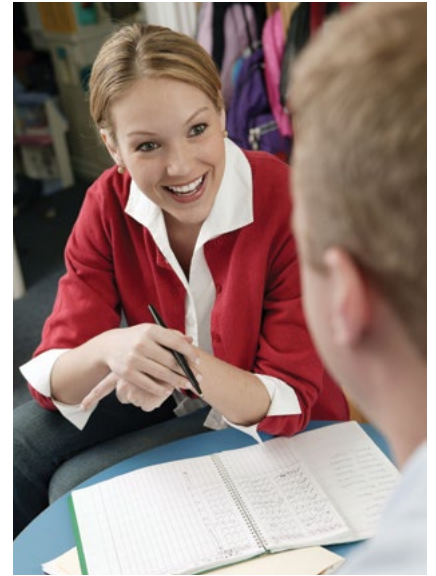
FALL 2017 | A NEWSLETTER FOR PARENTS OF CHILDREN WITH ADHD, OUR COLLABORATORS AND COMMUNITY PARTNERS

Tips for talking to your child's teacher

Heather Ciesielski, PhD

When parenting a child with ADHD, talking to their teacher can be one of the most daunting tasks at the beginning of the school year. Teachers can vary greatly from year to year, and it becomes the responsibility of the parent to ensure that their child's teacher is prepared for the upcoming school year, even if the child has an education plan (504 Plan, IEP) in place. Here are some tips and strategies for what to cover in your first meeting.

- 1 Do not schedule the meeting for the first week of school.** The first week is often hectic for everyone, and the teacher is just starting to get to know your child and their class. Scheduling an initial meeting for the second or third week of school gives everyone a bit of time to adjust and allows the teacher to become more familiar with your child and their behaviors.
- 2 Write a letter.** At the beginning of the year, it can be helpful to introduce your child to their teacher in a letter or other form of communication. This letter should include the positive things you love about your child (their creativity, fun spirit), as well as things that have worked well for them in the past (standing while working, sitting close to the teacher).
- 3 Establish a Daily Report Card.** A Daily Report Card (DRC) is often the "secret weapon" for classroom success for children with ADHD. They do best with specific, positively stated, target goals and frequent feedback throughout the day. A DRC should contain three or four target goals for which your child gets visual feedback on a regular basis (i.e. every hour).
- 4 Anticipate.** You know your child's behavior best, and know what has worked or what has been difficult for them in the past. Anticipate problems that may arise and offer some solutions based on what has been successful with other teachers. Be clear with the teacher how often you would like to communicate, what you would like to know, and the best ways to reach you (calls, emails, text, etc). Stay positive and work with the teacher on creating solutions as needed.
- 5 Follow Up.** Many parents may find it frustrating when they get negative reports of many behaviors only at the parent-teacher conferences. With regular "quick" communication (emails, texts), you may receive more frequent reports, but it can also be helpful to coordinate scheduled meetings with your child's teacher. The first meeting should be approximately six weeks into the school year, and then can be regularly scheduled after that (average about four to six weeks apart).



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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 at the Oak building:

2800 Winslow Avenue
Fifth Floor, Suite 5200
MLC 10006
Cincinnati, OH 45206
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.

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

To see previous newsletters, please go to www.cincinnatichildrens.org/adhd.

FROM THE DIRECTOR



Jeff N. Epstein, PhD

Since our Center for ADHD was established in 2004, we've continuously sought to bring high-quality, evidence-based ADHD services and state-of-the-art research to the Greater Cincinnati area. Our Center has become the largest specialized center for ADHD in the United States in terms of patients served, breadth of services, and the number of federally-funded research studies.

We are constantly striving to expand our ADHD services and to educate the community about ADHD. I'd like to provide two such examples of these efforts. As many of you are aware, we began offering

a Summer Treatment Program (STP) for children with ADHD three years ago. What began as a service for 24 children, expanded to 50 children this past summer! We were fortunate to receive a monetary gift from the Convalescent Hospital for Children that allowed us to offer the STP to six families living in Avondale that could not typically afford this service. We hope to continue to be able to offer these types of scholarships to families in the future.

A second example of our efforts to raise the profile of ADHD in Cincinnati are the yearly talks we organize for parents and mental health professionals, in collaboration with the Cincinnati Children's Family Resource Center and The Springer School and Center. Over the past 5 years, we have been able to host experts like Drs. Russell Barkley, Jack Fletcher, and Thomas Brown who provide guidance to parents and professionals about ADHD, learning disabilities, and the role of executive functioning in learning and school performance. We are currently organizing another set of experts to speak to parents and professionals in the spring. Watch for our spring newsletter for more information.

Ideas for future newsletters and the Center

We would like to hear from you. If you have suggestions for features that you'd like to see in future newsletters, or if you have suggestions for our Center, please email us at ADHD@cchmc.org.

TO LEARN MORE

Visit www.cincinnatichildrens.org/adhd, or call the Division of Behavioral Medicine and Clinical Psychology Intake Line at 513-636-4336, and press #.

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
- Individual/Family Therapy Services
- Parent Training Groups (schedule on page 6)
- Managing Frustration Groups (schedule on page 7)
- Academic Success Groups for Preteens and Teens (schedule on page 7)
- ADHD Summer Treatment Program (STP) for Children 8 to 12 Years Old (for more information, go to www.cincinnatichildrens.org/stp.)

How often should children with ADHD talk to their pediatrician about medication?

Bill Brinkman, MD

For children with ADHD taking medication, parents often question how frequently they should meet with their pediatrician or when should their child's medication be changed. Unfortunately, little research has examined how beneficial early or frequent contacts with pediatricians are in children consistently taking their medication. This is despite the American Academy of Pediatrics (AAP) having specific guidelines for children with ADHD which recommend early and frequent contact by pediatricians with their patients in order to track ADHD symptom reductions and side effects, and to adjust medications and medication dosages when necessary.

To better understand how often children with ADHD consistently receive their medication as well as how often medication is adjusted, I led a research team at Cincinnati Children's which investigated this question in 50 pediatric practices with 188 providers, including 1,352 children who started medication to treat ADHD. The research team reviewed medical records and examined whether contacts with the pediatrician (visit or phone call) about medication was related to how many days children with ADHD took their medication during the first year.

On average, children had a medication supply for 217 out of 365 days (approximately 60%). Half of the children were without medication for at least 30 days during the first 3 months, and most families did not have contact with their pediatrician for more than 2 months after starting medication. Almost 75% of children did have at least one medication adjustment (usually a change in dose) in the first year (usually more than 3 months after starting medication).

Importantly, consistent with the practices recommended by the AAP, our research team found that families who had earlier contact with their pediatrician after starting medication and those who had earlier medication adjustments had more consistent supply of medication (higher proportion of days with medication) and continuity of treatment. Unfortunately, however, most children did not have an early contact or medication adjustment (titration), and this may have resulted in inconsistent medication use.

Results of this study were published in the April 2016 issue of *Journal of the American Academy of Child and Adolescent Psychiatry*.

Do ADHD treatments improve reading skills in children with ADHD and reading problems?

Do reading treatments help reduce inattention in children with ADHD and reading problems?

Leanne Tamm, PhD

Our researchers recently completed a study designed to answer these and other questions. The study was conducted by researchers at Cincinnati Children's and the University of Texas at Houston.

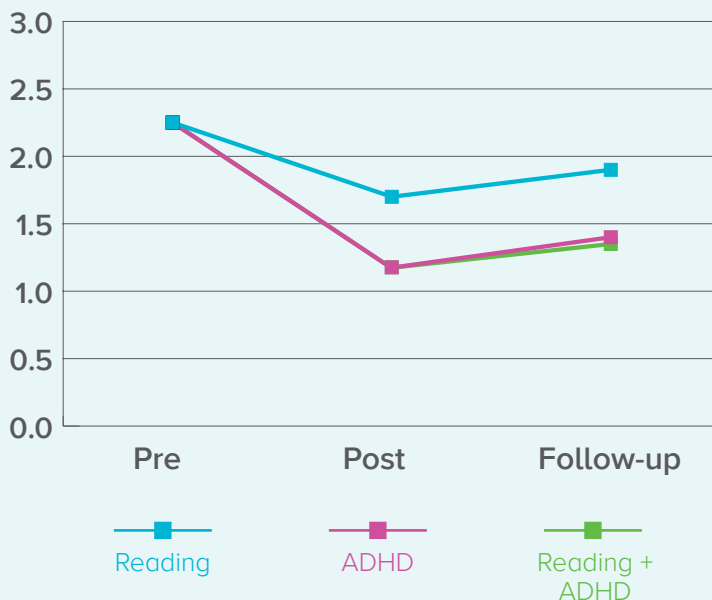
Elementary school-aged children with both ADHD and reading problems were recruited to participate in the study. After completing a pre-assessment of their ADHD and reading skills, children were randomly assigned to one of three treatments: 1) ADHD treatment which included parent training and medication, 2) Reading treatment which included intensive reading tutoring 4 x per week at the child's school, or 3) Combined treatment which included both 1 and 2. Children were treated for 16 weeks and then participated in a post-assessment of their ADHD and reading skills. To see if any treatment gains were maintained, children were again assessed in 3 to 5 months (follow-up assessment).

With regards to their inattention, parents and teachers noted more improvements in children in the ADHD and combined treatment conditions than the reading treatment condition (see figure on the right). With regards to their real and nonsense word reading skills, children in the reading treatment improved more than children in the ADHD and combined treatment conditions (see figure on the right). Receiving both ADHD and reading treatments did not significantly improve inattention or reading skills more than either treatment alone. Improvements in inattention and reading skills were still observable at the follow-up assessment. Analyses were also conducted to see if adherence to the ADHD treatment made a difference. Families who attended parent training and took medication as prescribed improved more (lower inattention ratings) than those who skipped sessions or were inconsistent with medication administration.

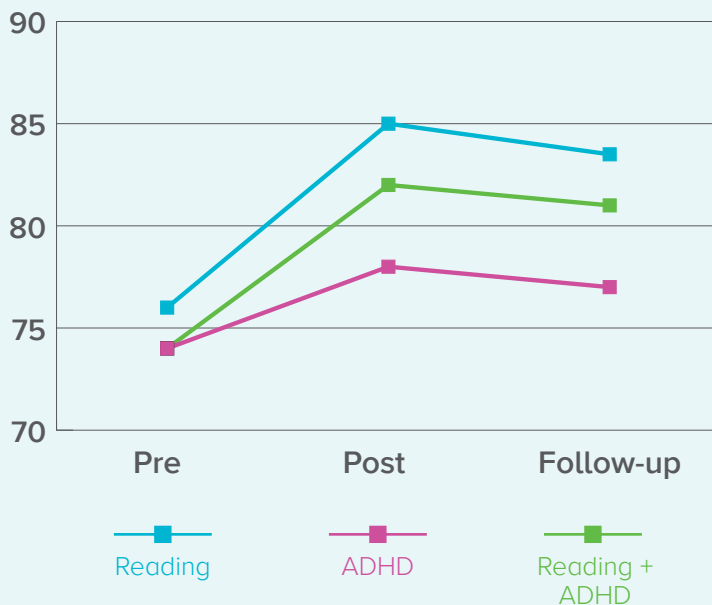
Results Summary

Educators, clinicians, and families may wonder whether a child with both ADHD and reading problems can be successfully treated by only targeting word reading difficulties or by only addressing ADHD symptoms. These results suggest that treatment of both ADHD and reading problems is important.

Inattention Ratings



Reading Skills



Join an ADHD research study

Our researchers conduct studies to learn more about ADHD and find treatments. Parents and children can help by participating in a research study. Current research studies include:

Teens With ADHD Driving Study

What

A research study to test training programs to see if they might help teens with ADD or ADHD become safer drivers

Who

Teenagers 16 to 19 years who have a history of ADD or ADHD and a valid driver's license (and a parent will also participate)

Pay

Families may receive up to \$170 for their time and effort.

Contact

The study coordinator at 513-803-1343 or ADHDdriving@cchmc.org

Study for Children Who Are Sluggish, Spacey or Easily Confused

What

This is a research study to learn more about how children with specific attentional difficulties differ from other children, in their cognitive, academic and daily life functioning.

Who

Children 8 to 12 years old who do and do not have attentional problems may be eligible to participate.

Pay

Families may receive up to \$100 for time and effort.

Contact

The study coordinator at CTADHD@cchmc.org or 513-803-0771

The Effects of ADHD Medication (TEAM) Study

What

This research study will look at how children with attention deficit hyperactivity disorder (ADHD) respond to medication. Children will have a full diagnostic evaluation for ADHD, as part of this study.

Who

Children 7 to 11 years old who:

- Have been diagnosed with ADHD and have not previously taken medication for ADHD

OR

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

Pay

Families may receive up to \$310 for time and effort.

Contact

Study staff at adhdteam@cchmc.org or 513-803-1344

Children's Attention Problems Study

What

This is a research study to learn more about how children with ADHD differ from children without ADHD, in their cognitive and sleep functioning.

Who

Children 8 to 12 years old with ADHD and/or who have problems with attention

Pay

Families may receive up to \$100 for time and effort.

Contact

The study coordinator at CTADHD@cchmc.org or 513-803-0771

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The Center for ADHD 2017 & 2018 Program Schedules

Understanding and Managing ADHD in Preschoolers Parent Group Program*

This program is for parents of children ages 3.5 to 5 years who have been or are at risk for being diagnosed with ADHD. Parents obtain an up-to-date understanding of ADHD and how it affects their child's behavior, as well as training in the use of 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 sessions, each 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.

| Day/Dates | Time | Location | Therapist |
|---------------------------------------|----------------|----------------|----------------------------|
| Mon 10/23 to 12/11/2017 | 4:30 – 6 pm | Oak | Heather A. Ciesielski, PhD |
| Thu 01/25 to 03/15/2018 | 5 – 6:30 pm | Oak | Heather A. Ciesielski, PhD |
| Thu 03/01 to 04/26/2018 (Skips 04/??) | noon – 1:30 pm | Liberty Campus | Beverly H. Smolyansky, PhD |
| Wed 06/06 to 08/01/2018 (Skips 07/04) | noon – 1:30 pm | Liberty Campus | Beverly H. Smolyansky, PhD |
| Mon 08/20 to 10/15/2018 (Skips 09/03) | 5 – 6:30 pm | Oak | Heather A. Ciesielski, PhD |
| Wed 09/19 to 11/14/2018 (Skips 10/31) | noon – 1:30 pm | Liberty Campus | Beverly H. Smolyansky, PhD |
| Mon 10/22 to 12/10/2018 | 4:30 – 6 pm | Oak | Heather A. Ciesielski, PhD |

Understanding and Managing ADHD in Children ages 6–12 Parent Group Program*

This program is for parents of children ages 6 to 12 years with a primary diagnosis of ADHD. Parents obtain an up-to-date understanding of ADHD and how it affects their child's behavior, as well as 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 sessions. Each session is 90 minutes, except for the first session which may run up to 2 hours+. 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 (Start-End) | Time (Start-End) | Location | Therapist |
|---------------------------------------|------------------|----------------|----------------------------|
| Mon 10/02 to 11/20/2017 | 4 – 5:30 pm | Mason | S. Rachelle Plummer, PsyD |
| Mon 10/16 to 12/04/2017 | 4:30 – 6 pm | Liberty Campus | Richard E. A. Loren, PhD |
| Tue 10/17 to 12/12/2017 (Skips 10/31) | 4 – 5:30 pm | Fairfield | Heather E. Unrue, PhD |
| Thu 10/26 to 12/21/2017 (Skips 11/23) | 5 – 6:30 pm | Oak | Heather A. Ciesielski, PhD |
| Mon 01/29 to 03/26/2018 (Skips 3/12) | 4:30 – 6:30 pm | Liberty Campus | Richard E. A. Loren, PhD |
| Tue 02/06 to 04/03/2018 (Skips 3/13) | 5 – 6:30 pm* | Oak | Richard E. A. Loren, PhD |
| Mon 02/19 to 04/09/2018 | 6 – 7:30 pm | Mason | Sanford L. Chertock, PhD |
| Wed 02/28 to 04/25/2018 (Skips 3/14) | noon – 1:30 pm | Oak | Richard E. A. Loren, PhD |
| Mon 03/05 to 04/30/201 (Skips 4/02) | 5:30 – 7 pm | Green Township | F. Lynne Merk, PhD |
| Tue 03/13 to 05/01/2018 | 4:30 – 6 pm | Oak | Jessica E. M. Cyran, PhD |
| Wed 03/21 to 05/09/2018 | noon – 1:30 pm | Mason | S. Rachelle Plummer, PsyD |
| Wed 03/28 to 05/23/2018 (Skips 5/2) | 6 – 7:30 pm | Eastgate | James Myers, PhD |
| Mon 04/16 to 06/11/2018 (Skips 5/28) | 4:30 – 6:30 pm* | Liberty Campus | Richard E. A. Loren, PhD |
| Tue 05/01 to 06/19/2018 | 4 – 5:30 pm | Fairfield | Heather E. Unrue, PhD |
| Thu 05/03 to 06/21/2018 | 4:30 – 6 pm | Oak | Richard E. A. Loren, PhD |
| Wed 06/13 to 08/08/2018 (Skips 7/4) | 12:30 – 2 pm | Oak | Richard E. A. Loren, PhD |
| Mon 07/09 to 08/27/2018 | 4:30 – 6 pm | Green Township | Grace D. Shelby, PhD |
| Wed 07/11 to 08/29/2018 | 4 – 5:30 pm | Mason | S. Rachelle Plummer, PsyD |
| Wed 08/29 to 10/24/2018 (Skips 9/26) | 5 – 6:30 pm | Oak | Richard E. A. Loren, PhD |
| Wed 09/05 to 10/24/2018 | 4 – 5:30 pm | Fairfield | Kristine A. Huiet, PhD |
| Wed 09/19 to 11/14/2018 (Skips 10/31) | 5 – 6:30 pm | Eastgate | Aubrey Coates, PhD |
| Mon 09/24 to 11/12/2018 | 4:30 – 6 pm | Green Township | Grace D. Shelby, PhD |
| Wed 09/26 to 11/14/2018 | noon – 1:30 pm | Oak | Jessica E. M. Cyran, PhD |
| Mon 10/01 to 11/19/2018 | 4 – 5:30 pm | Mason | S. Rachelle Plummer, PsyD |
| Mon 10/08 to 11/26/2018 | 4:30 – 6:30 pm* | Liberty Campus | Richard E. A. Loren, PhD |
| Tue 10/23 to 12/11/2018 | 4 – 5:30 pm | Fairfield | Heather E. Unrue, PhD |
| Thu 10/25 to 12/20/2018 (Skips 11/22) | 5 – 6:30 pm | Oak | Heather A. Ciesielski, PhD |

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 (including oppositional behaviors) 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/behavior 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 the group begins. This group is only offered at the Center for ADHD on Cincinnati Children's Oak (off Exit 3A, I-71). There is a required pre-group interview with the parent(s) and child that will be scheduled in the weeks preceding the start of a new group that lasts 75–90 minutes. There are a total of 12 group sessions, each lasting approximately 90 minutes. Children will attend all sessions except for the 1st and 7th sessions which are 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 all 12 sessions.

| Day/Dates | Time | Location | Therapist |
|---------------------------------------|-------------|----------|--------------------------|
| Tue 10/03 to 12/19/2017 | 4:30 – 6 pm | Oak | Richard E. A. Loren, PhD |
| Wed 02/21 to 05/16/2018 (Skips 03/14) | 4:30 – 6 pm | Oak | Richard E. A. Loren, PhD |
| Tue 06/05 to 08/28/2018 (Skips 07/03) | 4:30 – 6 pm | Oak | Richard E. A. Loren, PhD |
| Tue 10/02 to 12/18/2018 | 4:30 – 6 pm | Oak | Richard E. A. Loren, PhD |

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 | Location | Therapist |
|---------------------------------------|-------------|----------|----------------------------|
| Thu 09/07 to 10/19/2017 | 5 – 6:30 pm | Oak | Heather A. Ciesielski, PhD |
| Tue 10/03 to 11/21/2017 (Skips 10/31) | 4:30 – 6 pm | Oak | Jessica E. M. Cyran, PhD |
| Tue 01/16 to 02/27/2018 | 4:30 – 6 pm | Oak | Jessica E. M. Cyran, PhD |
| Mon 01/29 to 03/12/2018 | 5 – 6:30 pm | Oak | Heather A. Ciesielski, PhD |
| Thu 03/22 to 05/03/2018 | 5 – 6:30 pm | Oak | Heather A. Ciesielski, PhD |
| Tue 08/14 to 09/25/2018 | 4:30 – 6 pm | Oak | Jessica E. M. Cyran, PhD |
| Thu 09/06 to 10/18/2018 | 5 – 6:30 pm | Oak | Heather A. Ciesielski, PhD |
| Tue 10/02 to 11/13/2018 | 4:30 – 6 pm | Oak | Jessica E. M. Cyran, PhD |

Academic Success for High Schoolers with ADHD Group Program*

This program is designed for freshman and sophomores in high school who are experiencing academic difficulties as a result of ADHD. It 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 | Location | Therapist |
|-------------------------|-------------|----------|----------------------|
| Wed 09/13 to 11/01/2017 | 4 – 5:30 pm | Oak | Aaron J. Vaughn, PhD |
| Wed 01/17 to 03/07/2018 | 4 – 5:30 pm | Oak | Aaron J. Vaughn, PhD |
| Thu 01/18 to 03/08/2018 | 4 – 5:30 pm | Oak | Aaron J. Vaughn, PhD |
| Thu 08/30 to 10/18/2018 | 4 – 5:30 pm | Oak | Aaron J. Vaughn, PhD |
| Wed 09/05 to 10/24/2018 | 4 – 5:30 pm | Oak | Aaron J. Vaughn, PhD |

* These behavior therapy group programs are covered by most insurance policies which provide coverage for group psychotherapy and multifamily group therapy services, with families responsible for any deductibles and co-pays.

To enroll in any of our behavior therapy group programs, please call the Behavioral Medicine & Clinical Psychology Intake Office at **(513) 636-4336, option #** (pound/hash key).

For further information about these group programs, including any updates to this schedule, please visit the Cincinnati Children's Center for ADHD website at www.cincinnatichildrens.org/adhd and select the Clinical Services link, then the link for the specific group program of interest.



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Center for ADHD

Cincinnati Children's Hospital Medical Center
3333 Burnet Avenue, MLC 10006
Cincinnati, OH 45229-3026

FORWARDING SERVICE REQUESTED

JOIN AN ADHD RESEARCH STUDY | CONTINUED FROM PAGE 5

Study for Youth with ADHD

What

The purpose of this research study is to investigate brain changes in youth who are currently experiencing ADHD symptoms. Participants will be given mixed amphetamine salts for a 12-week treatment period.

Who

Youth 10 to 18 years of age who are experiencing ADHD symptoms or have been diagnosed with ADHD, and who have not taken an ADHD medication in the past year

Pay

Participants may receive up to \$280 in compensation for their transportation and/or time for study visits. All study visits, tests, and procedures will be provided at no cost to participants.

Contact

Leah at fleisclm@ucmail.uc.edu or 513-558-3674

