



CENTER FOR ADHD Connection

FALL 2018 | A NEWSLETTER FOR PARENTS OF CHILDREN WITH ADHD, OUR COLLABORATORS AND COMMUNITY PARTNERS

Quick tips for managing emotional outbursts in children who have ADHD

Richard E. A. Loren, PhD, Clinical Director

Children with ADHD have struggles with managing their emotions, particularly when frustrated, which often leads to more frequent and/or intense feelings of anger/irritability causing conflict with their peers, teachers, and caregivers. Depending on a child's temperament, a child with ADHD may be more prone to "break down" crying when they become upset, or they may become argumentative and even verbally and/or physically aggressive. They are more likely to experience intense temper tantrums or "meltdowns" that may include yelling, screaming, aggressive behaviors directed toward themselves or others, and/or impulsive destruction of property (e.g., throwing a tablet down).

When these episodes occur, the child's degree of control over their emotions is often that of a much younger child (30% younger), and they often have more difficulty calming themselves down after becoming upset than would be expected for a child their age. When these outbursts occur, parents and teachers should consider the child's developmental level (not their age) and respond as they may have to a younger child with less emotional control (e.g., remove them from the provoking situation, provide comfort/reassurance, provide distraction, providing task assistance if a task provoked the outburst, etc.).

The following strategies also have proven to be helpful to parents and teachers, in terms of more effectively managing these emotional outbursts:

1. Provide the child as much stability and consistency as possible.

- Use consistent limits, clear household rules and predictable routines.
- Use proactive simple "either-or" choices in situations where the child tends to become upset when told to do a task.

2. Accept the child's emotions and responses. Recognize that their emotional outbursts are not intentional, nor are they deliberate attempts to make your life difficult.

3. Appropriately talk about your own feelings. Using appropriate labels for your own emotional responses to things can help the child to begin to identify their own emotions more accurately and put them into words.

4. Encourage the child to talk about his or her feelings.

- Help them understand that while it is not always OK to act on their feelings, it is always OK to talk about them.
- Help them to understand that all feelings are normal and natural. Avoid saying things such as "Don't be sad" or "You shouldn't be angry about that."

5. Model good emotional self-control in your interactions with the child. Avoid yelling and threatening.

6. Praise the child's efforts to calm down, even when those efforts are not fully successful.



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Center for ADHD Faculty and Staff

Jeff Epstein, PhD, director
Richard Loren, PhD, clinical director
Stephen Becker, PhD
Bill Brinkman, MD
Heather Ciesielski, PhD
Jessica Cyran, PhD
Tanya Froehlich, MD
Phil Lichtenstein, MD
Nicholas Newman, DO
S. Rachelle Plummer, PsyD
Leanne Tamm, PhD
Aaron Vaughn, PhD
Allison Zoromski, PhD

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:

2800 Winslow Avenue, MLC 10006
Fifth Floor, Suite 5200 | 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.



Jeff N. Epstein, PhD

FROM THE DIRECTOR

Many “treatments” are advertised as being effective for children with ADHD. A simple internet search will result in literally hundreds of products that are touted as ADHD “treatments.” At our Center, we often hear stories of families spending money on these (often expensive) treatments only to report that they did not work for their child.

Fortunately, there has been over 80 years of research in regard to which ADHD treatments do work. Currently, only two treatments have proven effective for children with ADHD: (1) ADHD medications; and (2) behavioral interventions. The term for such treatments with established effectiveness is “evidence-based.” “Evidence-based” treatment means that there are a large number of research studies that have shown a specific treatment to be effective. Because a treatment is “evidence-based” does not mean that it will be effective for every child, but it does suggest that these treatments are the ones most likely to work with children with ADHD and should be the treatments that families try first.

At our Center for ADHD, we pride ourselves on only offering treatments that are “evidence-based.” Not only do we select which treatments we offer based on the existing research literature, but we also are always measuring whether our treatments are working with our patients. In this month's newsletter, we have included two research articles that demonstrate our commitment to evidence-based treatment. In the first article, a school-based behavioral intervention focused on teaching organizational skills is shown to improve children's homework skills. This was an intervention developed at our Center and is currently offered in a clinic-based format to families of middle- and high-school students (see schedule on pages 6 and 7). In the second article, a behavioral intervention targeting frustration management was tested at our Center and shown to improve mood difficulties in children with ADHD. Again, this intervention is currently offered to families at our Center (see schedule on pages 6 and 7).

We are committed to offering evidence-based treatments to Cincinnati and the surrounding communities. We hope you will take advantage of them. Moreover, if you ever have questions about specific treatments, feel free to email us at adhd@cchmc.org.

Center for ADHD clinical services

The Center for ADHD currently provides the following evidence-based services for the families of children and teens 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)

Can brief, school-based intervention programs help with homework problems in middle school?

Joshua Langberg, PhD, Melisa Dvorsky, PhD, and Aaron Vaughn, PhD

Most children diagnosed with ADHD experience significant difficulties completing homework. They frequently forget to complete assignments, lose papers, procrastinate and have difficulty focusing while completing work. In fact, research has shown, students with ADHD turn in approximately 15 percent to 25 percent fewer homework assignments each semester compared with their peers. These problems prevent students with ADHD from reaching their full academic potential.

In a new article, Joshua Langberg, PhD and Melissa Dvorsky, PhD examined the effectiveness of two school-based interventions, the Homework, Organization, and Planning Skills (HOPS) intervention and the Completing Homework by Improving Efficiency and Focus (CHIEF). Dr. Langberg, a former faculty in our Center, first developed the HOPS intervention while at Cincinnati Children's and an adaptation of this intervention has continued to be offered here at the Center for ADHD ("Academic Success for Adolescents for ADHD").

In the study, the interventions were delivered to 280 middle school students with ADHD, and both led to significant and meaningful improvements in homework problems according to parents. The HOPS intervention was more effective than CHIEF according to teacher ratings of organizational skills. Further, the study found that HOPS was clearly more helpful with the most severe cases, such as students who had more behavioral challenges at home and in the classroom.

The study is important because frequently research-developed interventions are too time intensive and complex to be feasible to implement in typical school settings. Both HOPS and CHIEF require only 16 meetings, each lasting 20 minutes. In the study, the interventions were delivered as intended by school counselors, with more than 90% of students receiving all 16 intervention meetings. These findings increase the likelihood that schools will be able to use and sustain these types of services.

With this new study, Langberg and Dvorsky show that these organizational skills can be learned, and that it can be done in a relatively brief and feasible manner. Further, these skills are much like math or reading as they need to be taught, reviewed, and evaluated with each student over time.



The Academic Success for Adolescents with ADHD adolescent-parent group programs offered to Cincinnati families at the Center for ADHD in the fall and spring semester were developed by Langberg and provides training in these interventions for adolescents and their parents. See our program schedule in this newsletter, or visit our website at www.cincinnatichildrens.org/adhd.

Langberg, J. M., Dvorsky, M. R., Molitor, S. J., Bourchtein, E., Eddy, L. E., Smith, Z. R., Oddo, L. E., & Eadeh, H. M. (2017). Overcoming the research-to-practice gap: A randomized trial with two brief homework and organization interventions for students with ADHD as implemented by school mental health providers. Journal of Consulting and Clinical Psychology. Advance online publication. doi:10.1037/ccp0000265

Group program helps children with ADHD to better manage negative emotions

Paul J. Rosen, PhD, and Richard E. A. Loren, PhD

Managing emotions and frustration is a common problem for children with ADHD. Specifically, children with ADHD may often get upset quickly and easily, experience frequent emotional outbursts, and have a limited frustration tolerance. Unfortunately, to date, no treatment existed that focused on the specific types of emotion and frustration problems experienced by children with ADHD.

The “Managing Frustration for Children with ADHD (MFC)” group program helps to fill that gap. This is a program for children 9 to 11 years old who are in third through fifth grade with ADHD who have trouble managing their emotions. In the group, children learn new skills to better recognize their emotions, solve problems, and cope with frustrating situations and events. Children learn these strategies through group discussion, by playing fun games, engaging in role-play activities, and working together with other group members. Parents attend one or two parents-only group sessions to learn how to best help their child practice the skills they are learning in group and to prompt their use in situations where they will be helpful. By the end of the group, children and their parents have a “toolbox” of skills to help them cope more effectively with negative emotions experienced in their daily lives.

A team of clinical researchers led by Paul J. Rosen, PhD completed a study regarding the MFC program. Rosen’s research at the University of Louisville, in collaboration

with clinical researchers at the Center for ADHD, recently published a study regarding the effectiveness of the MFC group program—one of the only evidenced-based intervention for emotion regulation in children with ADHD.

Fifty-two children 9 to 11 years old and their parents participated in the study with 85 percent of children and families completing the MFC program. Every child in this study had ADHD, and most children also had one or more other emotional or behavioral disorders. Those children who completed the program showed significant improvements in emotion regulation, mood and behavior, with over half (53 percent) of all children experiencing “reliable and clinically significant improvement”—defined as scores that dropped from the clinically significant range to the non-clinical range—in at least one area of functioning (i.e., mood, behavior, or emotion regulation). Most of the remaining children also showed improvement in one or more areas of functioning.

See the MFC group schedule in this newsletter, or go to www.cincinnatichildrens.org/ADHD to learn more.

Rosen, P. J., Leaberry, K. D., Slaughter, K., Fogleman, N. D., Walerus, D. M., Loren, R. E. A., & Epstein, J. N. (2018). Managing Frustration for Children (MFC) group intervention for ADHD: An open trial of a novel group intervention for deficient emotion regulation. Cognitive and Behavioral Practice. Advance online publication. Doi: 10.1016/j.cbpta.2018.04.002



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 \$300 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

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

Up to \$100

Contact

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

Study for Children Who Daydream, Are Slow Moving, and/or Seem to be "In a Fog"

What

A research study to learn more about how children with specific attentional difficulties differ from other children, in their cognitive and sleep functioning

Who

Children 8 to 12 years old who daydream, are slow moving, and/or seem to be "in a fog"

Pay

Up to \$100

Contact

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

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 leisclm@ucmail.uc.edu or 513-558-3674

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The Center for ADHD 2019 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
Thu 01/24 to 03/14/2019	5 – 6:30 pm	Oak-Winslow Campus	Heather A. Ciesielski, Ph.D.
Thu 02/28 to 04/25/2019 <i>(Skips 3/21)</i>	noon – 1:30 pm	Liberty Campus	Beverly H. Smolyansky, Ph.D.
Mon 03/18 to 05/13/2019 <i>(Skips 04/22)</i>	4:30 – 6 pm	Oak-Winslow Campus	Heather A. Ciesielski, Ph.D.
Thu 06/06 to 08/01/2019 <i>(Skips 07/04)</i>	noon – 1:30 pm	Liberty Campus	Beverly H. Smolyansky, Ph.D.
Mon 08/26 to 10/21/2019 <i>(Skips 09/02)</i>	5 – 6:30 pm	Oak-Winslow Campus	Heather A. Ciesielski, Ph.D.
Wed 09/18 to 11/06/2019	noon – 1:30 pm	Liberty Campus	Beverly H. Smolyansky, Ph.D.
Mon 10/28 to 12/16/2019	4:30 – 6 pm	Oak-Winslow Campus	Heather A. Ciesielski, Ph.D.

Understanding and Managing ADHD in Children ages 6 to 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.

+All 8 sessions of groups at Liberty Campus, which tend to be larger, are scheduled for 2 hours

Day/Dates (Start-End)	Time (Start-End)	Location	Therapist
Tue 01/22 to 03/12/2019	5 – 6:30 pm	Oak-Winslow Campus	Richard E. A. Loren, Ph.D.
Mon 02/11 to 04/08/2019 <i>(Skips 3/18)</i>	4:30 – 6 pm+	Liberty Campus	Richard E. A. Loren, Ph.D.
Thu 02/14 to 04/11/2019 <i>(Skips 3/21)</i>	12:30 – 2 pm	Oak-Winslow Campus	Richard E. A. Loren, Ph.D.
Mon 02/18 to 04/08/2019	6 – 7:30 pm	Mason Campus	Sanford L. Chertock, Ph.D.
Mon 03/11 to 05/06/2019 <i>(Skips 4/22)</i>	5:30 – 7 pm	Green Township	F. Lynne Merk, Ph.D.
Tue 03/12 to 04/30/2019	4:30 – 6 pm	Oak-Winslow Campus	Jessica E. M. Cyran, Ph.D.
Wed 03/20 to 05/08/2019	noon – 1:30 pm	Mason Campus	S. Rachelle Plummer, Psy.D.
Tue 03/26 to 05/14/2019	4:30 – 6 pm	Eastgate	Rebecca J. Apseloff, Psy.D.
Tue 04/16 to 06/04/2019	4 – 5:30 pm	Fairfield	Alexandra C. Hummel, Ph.D.
Mon 04/29 to 06/24/2019 <i>(Skips 5/27)</i>	4:30 – 6 pm+	Liberty Campus	Richard E. A. Loren, Ph.D.
Thu 05/09 to 06/27/2019	4:30 – 6 pm	Oak-Winslow Campus	Richard E. A. Loren, Ph.D.
Thu 06/13 to 08/08/2019 <i>(Skips 7/4)</i>	12:30 – 2 pm	Oak-Winslow Campus	Richard E. A. Loren, Ph.D.
Mon 07/08 to 08/26/2019	4:30 – 6 pm	Green Township	Grace D. Shelby, Ph.D.
Wed 07/31 to 09/18/2019	4 – 5:30 pm	Mason Campus	S. Rachelle Plummer, Psy.D.
Wed 08/28 to 10/23/2019 <i>(Skips 9/25)</i>	5 – 6:30 pm	Oak-Winslow Campus	Richard E. A. Loren, Ph.D.
Wed 09/04 to 10/23/2019	4 – 5:30 pm	Fairfield	Kristine A. Huiet, Ph.D.
Wed 09/18 to 11/06/2019	6 – 7:30 pm	Eastgate	James D. Myers, Ph.D.
Mon 09/23 to 11/11/2019	4:30 – 6 pm	Green Township	Grace D. Shelby, Ph.D.
Wed 09/25 to 11/13/2019	noon – 1:30 pm	Oak-Winslow Campus	Jessica E. M. Cyran, Ph.D.
Mon 10/07 to 11/25/2019	4 – 5:30 pm	Mason Campus	S. Rachelle Plummer, Psy.D.
Mon 10/14 to 12/02/2019	4:30 – 6 pm+	Liberty Campus	Richard E. A. Loren, Ph.D.
Tue 10/22 to 12/10/2019	4 – 5:30 pm	Fairfield	Alexandra C. Hummel, Ph.D.
Thu 10/24 to 12/19/2019 <i>(Skips 10/31)</i>	5 – 6:30 pm	Oak-Winslow Campus	Heather A. Ciesielski, Ph.D.

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-Winslow Campus (off Exit 3A, I-71). There is a required 75–90 minute pre-group interview attended by both the parent(s) and child that will be scheduled starting a couple of months prior to the start of a new group. There are a total of 12 group sessions, 10 attended by the children and 2 (the 1st and 7th sessions) attended only by parents. Most sessions last ~90 minutes. Because what is covered in each session is important, participants need to attend each and every session.

Day/Dates	Time	Location	Therapist
Wed 02/20 to 05/15/2019 (Skips 03/20)	4:30 – 6 pm	Oak-Winslow Campus	Richard E. A. Loren, PhD
Tue 06/04 to 08/27/2019 (Skips 07/02)	4:30 – 6 pm	Oak-Winslow Campus	Richard E. A. Loren, PhD
Tue 09/24 to 12/10/2019	4:30 – 6 pm	Oak-Winslow Campus	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. Since the material in each session builds on what is covered in earlier ones, it is important that participants plan to attend all 7 sessions. In addition, a pre-group interview with the parent(s) is required.

Day/Dates	Time	Location	Therapist
Tue 01/15 to 02/26/2019	4:30 – 6 pm	Oak-Winslow Campus	Jessica E. M. Cyran, Ph.D.
Mon 01/28 to 03/11/2019	5 – 6:30 pm	Oak-Winslow Campus	Heather A. Ciesielski, PhD
Thu 03/21 to 05/02/2019	5 – 6:30 pm	Oak-Winslow Campus	Heather A. Ciesielski, PhD
Tue 08/13 to 09/24/2019	4:30 – 6 pm	Oak-Winslow Campus	Jessica E. M. Cyran, Ph.D.
Thu 09/05 to 10/17/2019	5 – 6:30 pm	Oak-Winslow Campus	Heather A. Ciesielski, PhD
Tue 10/01 to 11/12/2019	4:30 – 6 pm	Oak-Winslow Campus	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 ones, it is important that participants attend all 8 sessions. In addition, a pre-group interview with the parent(s) is required.

Day/Dates	Time	Location	Therapist
Wed 01/16 to 03/06/2019	4 – 5:30 pm	Oak-Winslow Campus	Allison K. Zoromski, Ph.D.
Thu 01/17 to 03/07/2019	4 – 5:30 pm	Oak-Winslow Campus	Allison K. Zoromski, Ph.D.
Thu 09/05 to 10/24/2019	4 – 5:30 pm	Oak-Winslow Campus	Allison K. Zoromski, Ph.D.
Wed 10/02 to 11/20/2019	4 – 5:30 pm	Oak-Winslow Campus	Allison K. Zoromski, Ph.D.

*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.



Center for ADHD

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

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Make a Donation to the Center for ADHD

As a nonprofit 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, and designate your gift to the Center for ADHD.

JOIN AN ADHD RESEARCH STUDY | CONTINUED FROM PAGE 5

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

