



CENTER FOR ADHD Connection

SPRING 2019 | A NEWSLETTER FOR PARENTS OF CHILDREN WITH ADHD, OUR COLLABORATORS AND COMMUNITY PARTNERS

Sleep tips for teens

Craig A. Sidel, MA and Stephen P. Becker, PhD

Most teens do not get enough sleep. Studies show that teens typically get around 7 hours of sleep on school nights, below the optimal 8 to 10 hours recommended. When teens get insufficient sleep, it can negatively impact their behavior, mood, academics, social life and driving. So here are some STOP and START behaviors that can promote better sleep for your teen (and for parents too!).

Good Habits All Day Long

1. **STOP** using the bed for anything but sleep. Avoid using your bed for other activities such as homework or watching Netflix. Only go to bed when you are sleepy, and if you are not asleep in 15 to 20 minutes, you should get out of bed and do something relaxing (not on your phone) until you feel sleepy before getting back into bed. This will keep you from spending too much time in bed tossing and turning instead of sleeping.
2. **START** having a consistent sleep schedule. This is not easy, but work towards waking up and going to bed at the same time every night—including weekends. Bedtime and wake time should not differ day to day by more than an hour.

Good Habits When Getting Ready for Bed

1. **STOP** using technology at least 30 minutes before bed. Technology produces light and can be very stimulating for our brains which keeps us awake. At a minimum, reduce screen brightness and turn on “night mode.”
2. **START** a wind down routine 30 minutes before bed. Work to create cues for your body that it is almost time to go to sleep. Establish a routine that begins 30 minutes before bedtime such as listening to soothing music or reading a book, brushing teeth, and getting ready for bed.

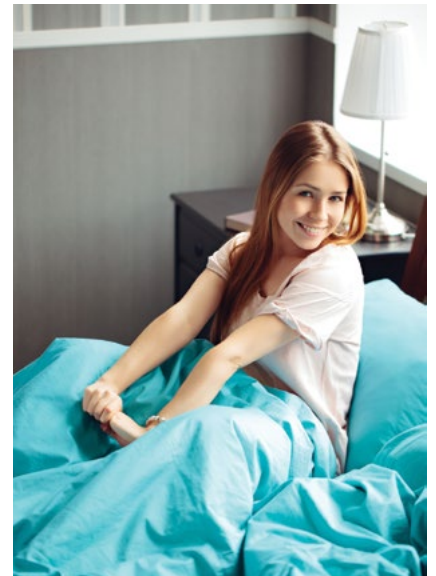
Good Habits When Getting Up in the Morning

1. **STOP** hitting the snooze button. Falling back asleep after an alarm can do more harm than good as it starts our sleep cycle over again. This means that the next time the alarm goes off, our bodies are less refreshed because we are in a deeper stage of sleep. Rather than hitting the snooze, consider setting only one alarm (or two at most).
2. **START** exposing yourself to as much (sun)light as soon as possible. Our sleep schedules are closely tied to light. As you get ready in the morning, expose yourself to bright light to help your body wake up (such as opening curtains and raising blinds). Light exposure during the day will also help your body stay awake.

Good Habits During the Day

1. **STOP** taking naps. If falling asleep at night is difficult for you, napping during the day can make this worse. Our body has an “appetite” for sleep that builds up during the day. If you nap during the day you satisfy that hunger which makes it harder to sleep at night.
2. **START** exercising regularly. Light exercise during the day can help to wake us up and keep us up. Additionally, a more strenuous exercise in the late afternoon can help tire us out (but avoid strenuous exercise closer to bedtime).

We recently started a study to test a sleep intervention using these and other tips for adolescents with ADHD who also have sleep problems. For more information, contact the study coordinator at 513-803-9074 or ADHDsleep@cchmc.org.



INSIDE

From the director 2

Center for ADHD
clinical services 2

Does shorter sleep
cause greater daytime
impairment in teens
with ADHD? 3

What factors lead to
children sticking with
ADHD medication? 4

Join an ADHD
research study 5

2019 Center for
ADHD group
program schedules 6 & 7

Center for ADHD
Cincinnati Children's Hospital Medical Center
3333 Burnet Avenue, Cincinnati, OH 45229
www.cincinnatichildrens.org/adhd

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
Megan Narad, PhD
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

In the past 6 months, our Center for ADHD has added two new clinical psychologists to our faculty. I'd like to take this opportunity to introduce them and describe their roles at our Center.

Allison Zoromski, PhD joined our Center in October, 2018. Dr. Zoromski received her PhD in Clinical Psychology from Ohio University. She completed her

one-year clinical internship at Cincinnati Children's in 2016. She then accepted a post-doctoral fellowship at University of Missouri-Kansas City School of Medicine where she directed their ADHD Summer Treatment Program. We recruited her back to Cincinnati Children's in order to co-direct our Summer Treatment Program and to help with conducting some of our clinical group treatments such as the Academic Skills Groups for Middle Schoolers and the Academic Skills Groups for High Schoolers. Dr. Zoromski has already begun working with Drs. Aaron Vaughan and Heather Ciesielski on planning for next year's Summer Treatment Program which will be held from June to July of 2019 at Loveland Middle School.

Our second new faculty member is Megan Narad, PhD. She joined our faculty in January, 2019. Dr. Narad received her PhD from the University of Cincinnati. While at University of Cincinnati, she worked with our faculty on several research projects including her dissertation work which focused on ADHD-related driving deficits. She completed her clinical internship at Geisinger Medical Center. Dr. Narad then returned to Cincinnati Children's for post-doctoral fellowship and worked with Dr. Shari Wade on a variety of research projects related to pediatric traumatic brain injury (TBI). Dr. Narad was recruited to the Center for ADHD to assist in some new research our Center is conducting in looking at the interesting relationships between ADHD and TBI. In particular, we are researching whether having ADHD increases the chances of a child experiencing a TBI, as well as research examining whether having ADHD affects the severity of TBI symptoms and length of recovery. Dr. Narad will also be conducting ADHD assessments with clinical patients.

We are confident that the addition of these two new faculty at our Center will allow us to increase the ADHD-related clinical services we can offer to the community, as well as expand our research endeavors.

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 7 to 12 Years Old (for more information, go to www.cincinnatichildrens.org/stp)



Now recruiting for our 2019 ADHD Summer Treatment Program (STP)

What

Our ADHD Summer Treatment Program (STP) is a 7-week intensive summer day treatment program for children 7 to 12 years old with ADHD providing comprehensive behavioral interventions within a camp-like setting. Children learn to improve social skills, manage frustration, and follow instructions while participating in sports and classroom activities.

Your child will enjoy a consistent, daily schedule at a local school filled with fun, recreational and educational activities including:

- Academic learning centers
- Sports and swimming
- Arts and crafts
- Computer lab

When

June 10 – July 26

Where

Loveland Middle School

To Learn More

Visit www.cincinnatichildrens.org/stp for details, or call us at 513-803-7708. To register to attend one of our parent information sessions, emails us at adhdstp@cchmc.org.

Does shorter sleep cause greater daytime impairment in teens with ADHD?

Stephen P. Becker, PhD

Youth with ADHD tend to get less sleep than youth without ADHD. Studies suggest that sleep might be especially important for improving the daily lives of teens with ADHD. However, previous studies documented associations between sleep and daily functioning but could not conclude that sleep duration actually causes poorer daytime functioning.

We recently completed a study at the Center for ADHD to better understand the impact of sleep duration on daytime functioning in teen with ADHD. The study, currently in press at the *Journal of the American Academy of Child and Adolescent Psychiatry*, set out to directly test whether shortened sleep duration causes increases in attention problems and oppositional behaviors. For this study, 48 teens 14 to 17 years old successfully completed a sleep study during their summer break. We asked teens to wake up at the same time for three weeks in the summer, just like they would for school (around 7 am). In the first week, teens could choose to go to bed whenever they wanted as long as they woke up at their assigned time. Then, we flipped a coin to see if teens would first get shortened sleep (changing their bedtime so that they were in bed for 6½ hours) or healthy sleep (changing their bedtime so that they were in bed for 9½ hours). Parents and teens kept a daily log of their attention and sleepiness and came in for a visit at our Center each week.

When we examined the data comparing the shortened sleep and healthy sleep weeks, we found that sleep duration really matters for teens with ADHD, even if it's only a difference of getting one hour more sleep at night. When teens with ADHD obtained less sleep, they also had more attention problems, displayed more oppositional behaviors, and were sleepier during the day when compared to when they obtained more sleep.

We want to extend our sincere appreciation to the parents and teens who participated in this important study. The findings have important implications for the assessment and treatment of teens with ADHD. Treating sleep is not a core feature of our current interventions, but the findings from this study suggest that we may be missing something important if we don't consider sleep. See the front page of this newsletter for a list of sleep tips for teens.

In addition, we recently started a pilot intervention study providing a behavioral sleep intervention for teens who have both ADHD and sleep problems. If you are interested in learning more about this study and whether it might be a good fit for your teen, please see the study information on page 5 of this newsletter or contact the study team at ADHDSleep@cchmc.org.

What factors lead to children sticking with ADHD medication?

Bill Brinkman, MD, Ann Folker, BA, and Jeff Epstein, PhD

For children with ADHD, stimulant medication is an effective and widely-used evidence-based treatment. However, many children do not consistently take the medication they are prescribed, and some families may choose to stop taking it entirely. Consequently, children and their parents may not see the full benefit of the medication. Further, stopping medication could lead to academic, social, and family difficulties.

Dr. Brinkman and Dr. Epstein conducted a study to understand what factors may contribute to a child consistently taking their ADHD medication. They reviewed the charts of 89 children 6 to 10 years old who had been diagnosed with ADHD and prescribed medicine. Families completed several questionnaires about how they felt about their child taking ADHD medication. The chart review found that during the first 90 days after being prescribed ADHD medication, medication was taken approximately 81% of the time. After 90 days of taking medication, medication was taken approximately 54% of days.

They determined that in the first 90 days of being prescribed ADHD medication, taking the medication regularly was predicted by three things: 1) the more positive the parent's beliefs about ADHD, 2) the greater reduction in ADHD symptoms over the first 3 months of treatment, and 3) whether the prescribing physician adjusted the dose of medication.

However, different factors predicted whether children took ADHD medication in the long term. After the first 3 months of medication treatment, 1) the more the child accepted the medication treatment and 2) the more parents felt that the need for medicine outweighed their concerns about medicine predicted regularly taking ADHD medication in the long-term.

Understanding that taking medication regularly is a process that can change with experiences over time is an important takeaway for both pediatricians and families who have children with ADHD. Recognizing the distinctions between what may influence short and long term medication use is crucial for pediatricians prescribing stimulant medicine for children with ADHD and can help them to ensure children are receiving the best care possible. To promote medication continuity, pediatricians should provide education to families about their medication and ADHD, adjust the medication dose to ensure symptom reduction with limited side effects, and engage the parents and children in the decision making process, in order to decrease conflict between parents and their children. Interventions should be targeted to allow for meaningful and productive conversations between families and their pediatricians.



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 Adolescents 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 3 months.

Pay

Participants may receive up to \$380 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.

Details

Participants will have 2 MRI scans. For more information, contact Veronica at agherava@ucmail.uc.edu or call 513-558-3314.

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

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

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 (Start – End)	Time (Start – End)	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 04/18/2019	noon – 1:30 pm	Liberty Campus	Beverly H. Smolyansky, Ph.D.
Mon 03/18 to 05/13/2019 (Skips 04/22)	4:30 – 6 pm	Oak-Winslow Campus	Heather A. Ciesielski, Ph.D.
Thu 06/06 to 08/01/2019 (Skips 07/04)	noon – 1:30 pm	Liberty Campus	Beverly H. Smolyansky, Ph.D.
Mon 08/26 to 10/21/2019 (Skips 09/02)	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 (Skips 3/18)	4:30 – 6:30 pm	Liberty Campus	Richard E. A. Loren, Ph.D.
Thu 02/14 to 04/11/2019 (Skips 3/21)	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 (Skips 4/22)	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 (Skips 5/27)	4:30 – 6:30 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 (Skips 7/4)	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 08/07 to 09/25/2019	4 – 5:30 pm	Mason Campus	S. Rachelle Plummer, Psy.D.
Wed 08/28 to 10/23/2019 (Skips 9/25)	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 – 6:30 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 (Skips 10/31)	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 (Start – End)	Time (Start – End)	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 (Start – End)	Time (Start – End)	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

Nonprofit Org.
US Postage

PAID

Cincinnati, Ohio
Permit No. 4167

FORWARDING SERVICE REQUESTED

JOIN US FOR:

The Child Beneath the Stress: Parenting Children with Executive Function Challenges | A Talk by Dr. Lynn Meltzer

Does your child struggle to stay organized, complete homework, and prepare for tests and quizzes? The child who performs below expectations may be experiencing challenges with executive function, the set of mental processes that help us to connect past experiences with present action to perform activities such as planning, organizing and managing time.

In this presentation for parents, Dr. Lynn Meltzer will explore the role of executive function in all aspects of academic success and draw on real-world experiences from classroom teachers and students who have overcome learning challenges. This presentation is specially designed for parents who wish to gain greater understanding of the role executive function plays in helping students to cope with the stress and anxiety associated with school performance.

When: Thursday, April 11, 2019: 7 – 9 pm

Where: Sharonville Convention Center Ballroom | 11355 Chester Road | Cincinnati, OH 45246

Cost: \$25 per person, or \$20 per person for multiple tickets

To Register: Go to www.springer-ld.org/meltzer

Questions? Contact:

Debbie Mallory | Springer School and Center | 513-871-6080, ext. 402 | center@springer-ld.org



Lynn Meltzer, PhD

Director of the Institutes for Learning and Development in Lexington, MA

Fellow and Past-President of the International Academy for Research in Learning Disabilities

Founder and Program Chair of the Annual Learning Differences Conference