2017 CADDAC Conference Presentation Abstracts

Day 1

Plenaries

How Our Understanding of ADHD in Kids and Adults Is Changing:

Scientific research has brought significant changes in our understanding of ADHD. Now we know that ADHD is essentially a problem of the brain's self-management system; that there are differences in how the brain of a person changes and develops over time; that ADHD impairments sometimes get better and sometimes get worse over the lifespan; and that sometimes ADHD does not emerge until adulthood. This presentation will use practical examples to describe these changing understandings of ADHD and how they can improve treatment.

Stereotype to Science: ADHD in the Classroom:

ADHD impairments affect not only how a student behaves in a classroom, but also how the student learns and remembers or not. ADHD can affect ability to organize and keep track of homework and assignments. It can impair reading comprehension, ability to do math calculations, and ability to organize ideas into written sentences and paragraphs. This presentation will describe how medications may be helpful with such problems; it will also describe various   supports, strategies, and accommodations that may improve performance.

Morning Workshops

ODD: A New Perspective On An Old Diagnosis

Oppositional behaviour is very common in those with ADHD. In fact, 40% of children with ADHD will qualify for a diagnosis of Oppositional Defiant Disorder. But what is ODD

really? This talk will introduce the listener to a new perspective on this very commonly diagnosed disorder. What if ODD isn't even a real disorder? If it's not a disorder, what is it? Why does it matter and what can you do about it?

Put the Pro in Cognitive Proficiency: Expand your understanding and teaching practices through exploration of the relationship between processing speed, working memory, and ADHD

Individuals with ADHD consistently experience deficits in processing speed or working memory, or a combination of both. Processing speed abilities are required to work with ease, efficiency, and automaticity. Working memory is the brain's Post It Note - our ability to identify visual and auditory information, maintain it in temporary storage, and re-sequence it for use in problem solving. Processing speed and working memory combine to indicate our cognitive proficiency abilities: the efficiency with which we processes information. Effective cognitive proficiency facilitates abstract thinking and acquisition of new information by reducing the effort needed for simple processes and allowing energy to go into more complex processes. As such, it's no wonder that deficits in cognitive proficiency can significantly impact learning and achievement across all academic areas, particularly given the demand to process information automatically and quickly within the classroom setting without intentionally thinking through information.

In this session, we will explore the ins and outs of processing speed and working memory; examine the relationship between processing speed, working memory, and ADHD; investigate how deficits in these areas impact learning and academic success; and delve into best practice classroom strategies and accommodations for the classroom environment, instruction, and assessment. Let's put the PRO in cognitive proficiency to set students with ADHD up for success!

Classroom Strategies to Enhance Social Skills

This presentation will focus on integrating social-emotional learning in the classroom and how it is critical to developing students' social and emotional skills and enhances students' success in school and life. The session will cover strategies that support pro-social behavior and self-regulation for all students in the classroom, including, the role of adult modeling and positive reinforcement. Attendees will leave with a deeper

understanding of how they can foster social emotional development in children, as well as new ideas to promote successful behavior in the school environment.

Afternoon Workshops

Coerce or Collaborate: A Punishment-Free Alternative to Dealing with Challenging Kids

This talk introduces and overviews Collaborative and Proactive Solutions (CPS), a novel approach to parenting challenging kids that focuses on solving problems collaboratively. The approach will be compared and contrasted with the traditional reward-and-punishment approach taught in most parenting classes. Although the traditional approach commonly "works", it often leads to additional problems including parent-child conflict and emotional explosions. CPS reduces these negative outcomes while helping parents pursue their expectations.

Working Memory: Classroom strategies to support students with ADHD in high school

An estimated 75% of ADHD individuals have working memory difficulties. Working memory is an executive function that allows us to hold information in mind while working with it. High school classrooms put heavy demands on working memory and can be challenging and frustrating for students with ADHD. Classroom strategies to support students with working memory difficulties will be presented along with a short video of the strategies being used in a high school math class to illustrate practical applications.

Girls with ADHD in academic settings: What educators should know

Girls with AD/HD can be overlooked by parents and teachers because they often do not exhibit symptoms of hyperactivity and impulsivity as much as boys. Recently, there has been a greater understanding of AD/HD in girls and how they present. For instance, girls tend to be diagnosed in later grades and are sometimes misdiagnosed as anxious and depressed. The goal of this presentation is to provide information to educators on the identification of girls with AD/HD.   Several different case presentations/scenarios unique to girls across the academic spectrum (lifespan) will be shared and discussed based on clinical experience and review of current literature.

2017 CADDAC Conference Presentation Abstracts

Day 2

Plenaries

How Emotions Impact Motivations in ADHD:

Current diagnostic criteria for ADHD do not include any mention of emotions and how they affect and are affected by ADHD. Yet emotions play a critical role in all of our daily decisions about what we will or won't do and how much we get involved in any task or activity. This presentation will describe how the brain "googles" for motivations and how those with ADHD can improve motivation for tasks that are not especially interesting to them.

Adjusting Treatments When ADHD is Complicated by Co-occurring Disorders:

Often a person with ADHD has one or more additional problems with it, such as anxiety, depression, OCD, sleep problems, substance use difficulties, specific learning disorders, or autism spectrum impairments. This presentation will describe how treatments for ADHD can be tailored to address such combinations of difficulties in various age groups.

Morning Workshops

Managing ADHD and Comorbid Psychiatric Disorders during transition from Adolescence into Adulthood

ADHD is a common childhood mental health condition which confers risks to future functioning and other mental health problems. These risks develop over the course of adolescence and vary according to gender. Furthermore, these risks can be modified by

optimal treatment. Unfortunately, there are many false perceptions and myths which get in the way of optimal treatment and hence can get in the way of optimal outcome. These will be presented and discussed in order to look at how best to achieve optimal developmental outcomes for those with ADHD.

ADHD in the Workplace

This presentation will review the potential strengths and impairments ADHD symptoms could cause in the workplace, how to assess these and if and how the employee might discuss this with their employer. How adult ADHD symptoms present in a workplace setting and what potential strategies and accommodations can be implemented for specific impairments will be discussed at length.

Supporting Self-Regulation Skills in Children with ADHD

This presentation is designed for parents who are interested in learning more about self-regulation and ADHD, and how to support their children to improve self-regulation skills. Parents will learn about the Five Domain Model of Self-Regulation and the factors that can impact a child's ability to self-regulate throughout the day. Parents will be provided with practical tools to support their children in developing self-regulation skills. Handouts and resources will be offered, as well as opportunity for questions and discussion, to support use of self-regulation strategies at home.

Afternoon Workshops

Videogaming and ADHD; Addictive or Addiction?

Videogaming and excessive screen time are issues that have begun to be concerning for many educators, physicians and of course parents. This is a worldwide problem more prevalent in some parts of the world. Through research certain qualities are emerging in those at risk of excessive use of these new technologies. Key among these is ADHD. We will be discussing the optimal way of dealing with these emerging disorders of the digital internet connected age.

Demystifying ADHD Coaching

In recent years, ADHD Coaching has emerged as one of the most frequently recommended ways to address ADHD and executive functioning challenges. Both professionals and individuals with ADHD are looking for information about this addition to the range of ADHD services. CanLearn Society is the first non-profit in Canada to integrate ADHD coaching into their range of services. CanLearn's ADHD coaches, Sue and Laura, are here to answer all your coaching questions!

In this session you will learn:

- What distinguishes a professional, trained ADHD coach and how to find one
- What ADHD coaches do (and do not do.
- What happens in a coaching session
- How coaches serve a variety of clients including families with children who have ADHD, and adults with ADHD

25 Things People with ADHD wish Teachers and Parents Knew

Individuals with ADHD often discuss their frustrations with those who try to support them – they don't want to complain, but dealing with a "non-supportive support person" is exceptionally frustrating and can be to express. Discussions with children, adolescents, and young adults with ADHD have revealed a number of specific areas that they wish they could express to those who try to support them – what works, what doesn't, and what they, as individuals, really need. This engaging and somewhat interactive presentation will give voice to some of the concerns raised by clinical clients over the past number years who have been asked one simple, but critical, question: What do you wish those who support you could *really* understand about having ADHD?