

Conference Abstracts

Saturday October 19, 2019

9:10am to 10:25am – Plenary Session

The Neurobiology of ADHD: A Focus on the ADHD Brain – Dr. Kenny Handelman

While ADHD symptoms have been described in the medical literature as far back as 1798, in the 20th century, our understanding of ADHD grew exponentially. The history of ADHD shows us that in the early to mid-20th century, it was recognized that ADHD is a brain-based condition. As technology has improved our ability to research the genetics and brains of individuals with ADHD, the research is exploding with new insights into this condition. This presentation will take the participant through the history of ADHD and address our best understanding of what causes ADHD. It will then address the historical and newer research on the science of the ADHD brain – ie which parts of the brain are different in individuals with ADHD, including brain development across the lifespan. It'll then review the brain-based research on ADHD medication, and discuss the exciting leading edge of brain-based research in ADHD. Finally, newer brain-based (non-medication) treatments will be reviewed as possible future treatment options for ADHD.

10:45 to 12:00 – Choice of Workshop

Medication Treatment of ADHD: A Review of the Science, with Practical Advice and Strategies
Dr. Kenny Handelman

Although it can be controversial in the media, medication treatment of ADHD can be very effective and safe. This workshop will review the science behind ADHD medication, and discuss its practical use for patients. It will review the stimulant medications (such as Adderall XR, Biphentin, Concerta, Foquest, Vyvanse, Ritalin and Dexedrine), as well as the non-stimulant

medications (such as Strattera and Intuniv XR). For each of the medications, common clinical response, doses and side effects will be reviewed. Published ADHD treatment guidelines will be discussed to help participants understand how a rational evidence-based approach should be used while treating with ADHD medication. Despite covering scientific data, an emphasis will be placed on using plain language explanations and descriptions to allow everyone to learn more about these medicines – even if they aren't a medical professional. A question and answer period will be included at the end of the workshop.

Executive Functioning and ADHD: Keeping the Balls in the Air – Dr. Megan Smith

Executive functioning (EF) is a term that refers to a number of important, brain-based processes, which allow us to carry out necessary tasks and meet our goals. EF skills allow us to: regulate our actions and emotions; pay attention; avoid distractions; set and prioritize goals; make plans; organize our thoughts/materials; get started on tasks; monitor ourselves; stay motivated; and finish tasks. People with ADHD struggle with some, or many, of these EF skills, which can cause them, and their loved ones, many problems and a lot of frustration. In this workshop, you will learn more about these skills, why they are important, and what you can do to support children and adolescents (and even adults) with ADHD, who struggle with them.

Living (forever) with ADHD: Can self-awareness set you free? Laura MacNiven and Dr. Anne Bailey

When assessing and treating ADHD, self-esteem and self-awareness are key indicators for positive patient outcomes. Individuals that are supported through a multi-disciplinary approach tend to develop stronger compensatory strategies and are more sustainably resilient in managing their mental health symptoms. At Springboard Clinic, we guide our clients through a four-step process in treatment, entitled the Finding your SELF process. This model guides individuals to separate themselves from their symptoms, evaluate how attention issues have impacted their wellbeing in order to learn to make changes for the better and find a fresh start. With the goal of sharing Springboard's treatment model far beyond the reach of our clinic, we have developed a self-help workbook that allows readers to go through the Finding YourSELF process on their own. This workshop combines theory with practical strategies, tips and customized considerations, all shared through the eyes of four adult ADHD case studies. This is a must-do workshop for those interested in learning more about living with and/or treating ADHD post-diagnosis. By going through a process of self-discovery, you can learn ways to work around, live with, and even take advantage of ADHD symptoms. Join this vibe of hope, positivity and creativity!

Participants will:

- Develop a robust view of the way ADHD can manifest for adults through 4 case examples
- Gain exposure to Springboard's "Finding yourSELF" model for ADHD treatment

- Walk away with creative, interactive and empowering activities and exercises
- Be inspired by the stories of hope and resilience shared
- Think differently (and more long-term) about what it means to live with ADHD post-diagnosis

Psychological/Psychoeducational Assessment and ADHD: A Guide for Parents – Dr. Lynda Rowden

Many parents with children and adolescents with ADHD, struggle to know when comprehensive assessment is advised. They have questions about if, when and how to get the needed assessment and to determine the best approach for their family. Then on receiving an assessment, parents may struggle to interpret and understand the assessment results and know how to apply the results to guide in home-based intervention/support efforts and to advocate with school's for needed services to assist their ADHD child or adolescent. The goal for this presentation will be to provide a primer for parents to: identify the red flags which indicate when assessment is needed; to address what assessment can and cannot do for your child/adolescent; to assist parents in asking for the right kind of assessment; to assist parents in reading, understanding and interpreting the results of testing; and to help parents to know how to use this information to support their ongoing efforts and the success of the individual with ADHD in their family.

1:00pm to 2:15pm Choice of Workshops

Understanding ADHD & ASD; Similarities and Differences – Alina Kislenko

Is ADHD actually on the spectrum? Can people have both conditions at the same time? How can ADHD & ASD be so similar and yet have almost opposite symptoms? Why are they both something called "Specialist Brains"? In this talk, we go in-depth into the world of ADHD & ASD by top expert Alina Kislenko, Reg. Psychotherapist, Psychology Professor, and founder of The ADHD & ASD Centre, the only centre in the world that hires exclusively Neurodivergent counsellors and coaches! Diagnosed with both ADHD & ASD herself in adulthood, Alina will go up close and personal around a field that is overrun with myths and ableism. Don't worry, you'll come out with a whole new research-based understanding of how it all REALLY works together!

Self-Regulation and ADHD: From Chaos to Smoother Sailing – Dr. Megan Smith

Self-Regulation is critical to our well-being, and ADHD is essentially a disorder of self-regulation. Self-regulation allows us to control our thoughts, feelings, and behaviours, and achieve an overall state of well-being. Unfortunately, self-regulation difficulties are often mistaken for "behavior problems" (e.g. oppositionality, tantrums, etc.) or negative character traits (e.g. manipulative, controlling, disrespectful, etc.), leading people to respond in ways that very often contribute to further dysregulation. This seminar will provide important information about self-

regulation, including the factors that influence it, and practical strategies to help those who struggle with it.

Parents and Teachers and ADHD: Do You See What I See? – Dr. Douglas Schmidt and Dr. Brenda Miles

Sometimes parents and teachers disagree on what students with ADHD need to succeed. What teachers see at school might be different than what parents see at home, which can add to a mismatch in perspectives. As psychologists who have worked in schools, we've learned how parent and teacher collaborations can work. We've also witnessed when negotiations collapse. This presentation will offer ways in which parents and teachers can communicate more effectively, develop collaborative relationships, and support children's adjustment and academic success.

Smashing the Stigma: Advocating for ADHD – Jessica McCabe

When we speak up about our ADHD and ask for what we need, we're not just benefitting ourselves — we're doing our part to break the silence and stigma that leaves so many ADHDers struggling in shame. This workshop will focus on how to talk about ADHD in a way that helps us get our needs met, inspires others to speak up, and paves the way for a future more inclusive and understanding of neurodiversity.

2:30pm to 3:45pm – Choice of Workshops

Parenting Children and Adolescents with ADHD – Dr. Megan Smith

This workshop will explore the ups and downs of parenting children and adolescents with ADHD, with a focus on understanding the types of challenges families may face and providing practical strategies that can help families address these difficulties. Topics will include developing a parenting philosophy based on your beliefs and long-term goals; creating an ADHD-friendly home environment; developing routines; addressing children's physiological needs; general parenting strategies; discipline; and developing/maintaining healthy relationships

Navigating the Education System: From Assessment to Educational Accommodations, Supports and Services – Sheryl Boswell

In this participatory workshop, participants will learn about some of the policies, procedures, supports, services and educational accommodations available to students. Understanding the education system puts students and families in the driver seat. Navigating with information enables you to become a better advocate for your child: to support their education, realize their potential and feel hopeful and supported.

This workshop is for parents, caregivers and community members who are interested in supporting a student's journey to educational success. It's an opportunity to learn, network and build a strong knowledge base in order to more effectively advocate within the education system

Turning Around Meltdowns in ADHD: An Attachment Perspective for Home and School – Dr. Douglas Schmidt

Because of their challenges, children with ADHD and Learning Disabilities often feel stressed, frustrated and overwhelmed. As a result, meltdowns and tantrums can happen anytime, anywhere. This presentation will examine why emotional outbursts occur, the functions they serve for the children experiencing them, and how parents and teachers can prevent them so that children feel happier and adults aren't walking on eggshells. The strategies discussed support emotional self-regulation in children and are based on the science of attachment, temperament, and emotional validation.

Follow Through, Procrastination, & Motivation - The Holy Grail of ADHD - Alina Kislenko

Have you searched high and low for the holy grail of the ADHD world; reliable follow-through, an end to procrastination, and unstoppable motivation for you or your child? Alina Kislenko, Reg. Psychotherapist, Psychology Professor, and founder of The ADHD & ASD Centre will teach you the top two exercises that have helped 90% of their centre clients create lasting results; The S.T.R.E.S.S. Analysis & The 2-Part Break. These techniques changed Alina's life, who was herself diagnosed with ADHD & ASD in adulthood, and they took her from being a D student and almost failing out to graduating in the top of her class and loving school so much that it propelled her to become a Psych Prof at a top five Canadian university. Miracles do happen, and in this workshop, you will learn the ADHD miracle that has helped hundreds of students of all ages (from 4 to 84) totally turn their grades around!

Sunday October 20, 2019

9:10 am to 10:25 am – Plenary Session

Title: The Ripple Effect of ADHD: Family and Peer Relationships – Dr. Judith Wiener

Children and adolescents with ADHD have academic, behavioural and social challenges that have ripple effects – they impact their family and peer relationships. In this talk I describe these ripple effects and suggest some strategies to address them.

Both mothers and fathers of children and adolescents with ADHD experience higher levels of parenting stress than other parents and this parenting stress affects their wellbeing and their ability to engage in positive parenting. Parenting stress is also increased among mothers who themselves have high levels of ADHD symptoms and ADHD in mothers is associated with higher parenting stress in their children’s fathers. In addition, negative parenting in one parent exacerbates the parenting stress of the other parent. Children and adolescents with ADHD also have difficulties with peer relationships. Although they typically have friends, their friendships are less stable and of lower quality than those of other children and teens with ADHD report having difficulty with romantic relationships. Children and adolescents with ADHD are also more often perpetrators and victims of bullying than other children and teens.

What strategies are helpful for reducing the ripple effects of ADHD? Although behavioural parent training is effective for parents of young children with ADHD, it has not been shown to be effective with older children and adolescents. The common thread in the interventions that have been found to be effective with older children and teens is that parents and their children are all involved. I will describe a program for children and adolescents with ADHD and their parents that incorporates cognitive behavioural and mindfulness treatments called MyMind. This program has been shown to reduce parenting stress, child and adolescent inattention and oppositional behaviour, and challenges with peer relationships.

10:45am to 12:00pm – Choice of Workshops

The Attraction between ADHD and Recreational Cannabis – Dr. David Teplin

This presentation will cover the comorbidity between ADHD and recreational cannabis use, whether there are differences in subtypes of ADHD and recreational cannabis use, what the relationship is between ADHD and recreational cannabis use, the popular perception that recreational cannabis use is therapeutic for ADHD, and what the science says at the current time.

Adult ADHD and Executive Functioning – Jennifer Tiviluk,

This will be an interactive workshop where you will develop an understanding of your own Executive Function Profile. Goals of the workshop are to:

- Understand how ADHD and Executive Function deficits are related.
- Understand your own Executive Function profile, both strength and weaknesses.
- Understand the “accept, support or outsource” approach to EF scaffolding.
- Develop your own plan to work on an EF deficit.
- Share your EF strategies with other participants.

Liar, Liar, Pants on Fire - ADHD & Lying - Alina Kislenko

Imagine that you're a child and every answer you offer is wrong, you're always late, you're silly when you should be serious, and are always losing your expensive mittens, to your parents' chagrin. When they ask, you answer "I don't know" because, genuinely, no one equipped you with words for what you're going through. Everyone is ALWAYS mad at you. It becomes easier to give pleasing answers, to make up a reality where you're competent and seem considerate. And then life gets easier. Voila, we're at the origins of what causes so many people with ADHD to lie. So how do we fix it to help cut down shame and guilt, find their true selves, and rebuild integrity with the important people in their lives? Oh, and to stop letting everybody down. In this talk, Reg. Psychotherapist, Psych Prof, & Founder of The ADHD & ASD Centre, as well as a proud ADHDer and Autistic, will share the causes of and solutions to extinguishing all those pants on fire. No more liar liar!

ADHD in the Classroom – Dr. Megan Smith

This workshop will explore the impact of ADHD on students in the school environment, and the strategies and supports that can be implemented to help them be successful. Topics will include understanding how ADHD symptoms can present in the classroom; understanding how it may feel to be a student with ADHD; creating ADHD-friendly classrooms; and identifying accommodations and interventions to address specific ADHD symptoms

1:00pm to 2:15pm – Choice of Workshops

ADHD, Depression and Anxiety - Jennifer Tiviluk,

Have you ever wondered why so many people living with ADHD also live with symptoms of depression and/or anxiety? In this workshop we will explore the factors that contribute to the development of co-morbidities. We will look at the neurological, psychology and social underpinnings of the comorbidity. We will also further explore how executive functioning weaknesses could also contribute to the comorbidity and strategies that can help mitigate some of the secondary challenges from ADHD.

The Wired Child: Psychiatric, Neuropsychological, and Developmental Perspectives on ADHD, Video Gaming and Screen Use – Dr. Doron Almagor

Screen use and gaming in children and teens is part of our new digital reality, and often become all-consuming in ADHD. Many parents and teachers are alarmed. Can video games worsen ADHD? Can social media use become addictive? Are current technologies causing ADHD? Parents often blame screen use for family conflict, declining school performance, lost sleep, and minimal exercise, and seek guidance from healthcare professionals. These concerns have received some research support. Gaming Disorder is now a diagnosis in the ICD-11. In the DSM-5 Internet Gaming Disorder is a Condition for Further Study. On the flipside, advocates of technology believe screens and gaming can help individuals with ADHD enhance peer connections and even reduce symptoms. This seminar will examine the link between ADHD and screen use in children and youth based on current research findings. Bidirectional effects of ADHD and screen use, and possible underlying factors contributing to their correlation will be discussed from a psychiatric perspective. The neurobiology of dopamine and reward systems in the context of gaming and screen use will be reviewed from a neuropsychological perspective. The impact of screen use on individual development and family dynamics will then be discussed from a clinical and developmental psychology perspective. Audience discussion will follow focusing on practical implications and strategies for intervention.

High School to College & University - Planning Ahead for a Successful Transition – Dr. Joan Flood

The transition to post-secondary school is exciting and daunting for all young adults, especially those with ADHD. Students are expected to self-manage their time, care for themselves, hand assignments in, and prepare for exams with little outside help. Learn how to plan for post-secondary years. How do you choose the best school? Do you take a full or partial course load? Connecting with your school's academic support centre and working for accommodations that ease the burden can mean the difference between walking out with a

degree or burning out. Knowing how to navigate college and university life is the way to ensure success!

Adult ADHD in the Home and within Family Relationships - Heidi Bernhardt

At least 60% of children with ADHD will become adults with ADHD and most children with ADHD will have a parent with ADHD. This presentation will look at how adult ADHD impacts family functioning, parenting and adult relationships within a family. Strategies and communication tips will be discussed.

2:30pm to 3:45pm – Plenary Session

Inclusion in Our Schools? Dr. Sheila Bennett

While tipping the hat to inclusive practices, the reality of who is invited in and who stays out is less clear. Segregated classes and segregating practices continue to permeate the educational landscape in Canada. Here in Ontario the Ministry's Equity and Inclusive Education Strategy purports that *"Publicly funded education is a cornerstone of our democratic society. Ontarians share a belief in the need to develop students as learners and prepare them for their role in society as engaged, productive, and responsible citizens"* p. 6. How to achieve this goal in special education across Canada remains an area of debate and discussion. What is not debated is that we can and need to do better. Parents, students and educators are either the victim of or the beneficiary to practices that shape the adult life of students currently in our schools. How we imagine the future for students with special education needs becomes a fundamental question to be addressed; a question that is answered every day in the decisions that we make as educators.

3:45pm-4:15pm – Plenary Session

ADHD in Canada – what's changed, what's not, and the work that still needs to be done – Heidi Bernhardt

This presentation will look at how the focus of Canadian ADHD research has shifted, up-dates in the recognition and support of students with ADHD that you should know about, why the recognition of ADHD as a disability in the workplace still remains an issue, and current work in ADHD awareness and advocacy. We will conclude with a look at the work that still needs to be done and how you can help.