ADVANCES IN UNDERSTANDING AND SOLVING THE ADHD PUZZLE

A 6-Hour Program for Health Professionals

Interactive Webcast Schedule: The date of the interactive webcast is Monday, August 17, 2020. 9 AM, Pacific Daylight Time. Sign-in: 8:30 – 9 AM, program starts: 9 AM, lunch break: 11:30 AM, online Q & A: 12 – 12:30 PM, lecture resumes: 12:30 PM, adjournment: 4 PM. Please register early in and sign in 30 minutes before the time of the webcast.

On-Demand Webcast Schedule: You may view the program in segments at your convenience from Saturday, August 22, 2020 until Tuesday, September 22, 2020. Registrants who sign up for the live webcast may elect to take the on-demand webcast.

Home Study Schedule: You may listen to or view the recorded lecture at your convenience and earn home study credit. Expiration date: January 1, 2023.
FREQUENTLY ASKED QUESTIONS

Q: Is there a way to enjoy the webcasts without being at my computer for 6 hours? What if I am not free on any of the scheduled dates of the broadcasts?

Yes! First, register for the program. You will receive a link to view the program starting August 22 until September 22. The program will be divided into four segments of approximately 75 minutes for user-friendly viewing.

Q: What if I have technical issues getting and staying connected, difficulty seeing the slides, or hearing the speaker?

We have an expert videographer to capture the sound and slides. We will make copies of the outline available to the participants. Further, in the unlikely event that you have connection problems, IBP will provide registrants with a free set of 4 CDs or DVDs of the entire program.

Q: I’d like to view the program and receive credit but without watching the live program or downloading it and still receive continuing education credit. Can I do this?

Yes! The cost of the DVD or CD set will be the same as the cost of the live program. Register now, let the operator know you will want the CD or DVD set (specify which), and make sure your profession is included in our online brochure.

Q: Can I attend this program live?

Yes, but only if you live in a city where IBP is currently presenting this seminar.

Q: My profession is not included on the brochure. Can I receive continuing education credit?

Maybe. Please contact our customer service at (888) 202-2938.

Q: How long does it usually take to receive a certificate of completion?

Typically, within 3 or 4 business days.

Understanding ADHD as a Disorder of Executive Function

- **Executive Function Developmental Disorder:** executive functions are acquired sequentially as the prefrontal cortex matures; age-equivalent delay is typically 25-40% in youth with ADHD.
- **Neurological Age Equivalents:**
  - Self-directed attention,
  - Inhibition (self-restraint),
  - Non-verbal working memory (self-directed sensing),
  - Verbal working memory (self-speech),
  - Emotion regulation (self-directed emotions),
  - Motivation regulation (self-directed motivation), and
  - Self-directed planning and problem solving.
- **Diagnosis:** age of onset, key subtypes (inattentive, hyperactive or combined), executive functions missing from the DSM-5 checklist.
- **Common Psychological Comorbidities:** eating disorders, conduct disorder, oppositional defiant disorder, delinquent/antisocial activities, anxiety, major depression, and bipolar disorder.
- **Common Physical Comorbidities:** impulsive eating and weight gain, abnormalities of vision and refractive errors (85%), sleep problems (39-56%), and coordination disorders.
- **Persistence of ADHD:** over two-thirds people with ADHD in youth have unremitting symptoms in adulthood the key role of executive function impairment in predicting who will remit.

Characteristics of People With ADHD

- **Cognitive-Behavioral Features:** defects of internal and external attention, time-blindness, perseveration, language impairment, motivational biases, IQ gaps, and exaggerated positive self-evaluation.
- **Medical Concerns:** total medical costs are 2-3 times higher; 57% greater risk of injury including automobile accidents; eating disorders, e.g., bulimia, higher BMI and predisposition for metabolic syndrome.
- **Dental Concerns:** lack of self-awareness and self-care; caries and periodontal disease; how to work more effectively with ADHD clients.
- **Academic Underachievement:** poor school performance (>90%), low academic achievement as early as preschool, especially in reading, spelling, and math; the key role of impaired verbal working memory.
- **Family Issues:** keys to managing parent-child conflicts, inconsistent discipline, noncompliance, divorce, lower parental work participation and income; when a parent and child both have ADHD—how to vary the intensity of a response and its consistency.
- **Understanding Adults With ADHD:** guidelines for health professionals who may work with employees or clients that have disorders of attention, motivation, and goal achievement.

Pharmacotherapies

- **Psychostimulants:** first line treatments improve ADHD symptoms in about 70-80% of children and about 70% of adults; role increasing attention span, reducing impulsive behavior and hyperactivity; identifying the right medication at the right dose with the fewest side effects.
- **Selected Nonstimulant Medications:** including Atomoxetine, Clonidine, and Guanfacine indications, clinical effects, adverse effects of drugs that activate noradrenergic activity.
- **Benefits of Early Intervention:** reduction of symptom severity, interpersonal conflicts at home and in school; potential benefits of accelerated brain growth and neuroprotection.

Nutritional Therapies

- **Dietary Therapies of Weak Effectiveness:** mega 3/6 fatty acid supplementation, elimination diets, and gluten-free diet.
- **Unproven or Disproved Treatments:** megavitamins, antioxidants, trace elements, and minerals.

Psychological and Educational Treatments for Youth With ADHD

- **Counseling Parents:** training parents of youth with ADHD, social skills training, modifying expectations; how to cultivate executive functions and self-regulation.
  - **Driving:** neurocognitive impairments, elevated risks, texting, risk-taking, lack of impulse control, and high rate of accidents.
  - **Sexual Issues:** what parents can do to help prevent impulsive sexual behavior, STDs, and unwanted pregnancies.
- **Unproven or Disproved Treatments:** sensory integration training, play therapy, self-control cognitive training, social skill therapies if done in clinics.
- **Educational Interventions:**
  - **Executive Functions:** how to develop lesson plans to match the level of maturation of executive functions.
  - **Environmental:** seating the ADHD student in closer proximity with the teaching area; how altering the classroom can enhance outcomes, problem-solving, feedback, and behavior management.
- **Behavioral:** dealing with disruptive behavior, providing the right kind of feedback and enhancing motivation.
  - **Social-Cognitive:** ways to focus on problem solving and forethought; the benefits of a mentor.
- **Neuropsychological Training:** the benefits of Cogmed Working Memory Training for improving attention span and academic performance for all age levels as indicated by neuropsychological testing, brain imaging, and one-year academic follow-up studies.

Treating Oppositional Defiant Disorder (ODD)

- **Diagnosis:** these include conduct disorders (20-56%) and Delinquent/Antisocial Activities (18-30%); angry/irritable mood, argumentative/defiant behavior, and vindictiveness.
- **Treatment:** the nurtured heart approach—strategies for helping undesirable behaviors addressed with no intensity; teaching people with ODD to use intensity in successful ways to awaken their greatness.

ABOUT THE INSTRUCTOR

Bill Benninger, Ph.D., Adjunct Assistant Professor of Psychology at Ohio State University has over thirty years of clinical experience in treating ADHD, related learning disorders, and Oppositional Defiant Disorder for children, adolescents and adults. His publications include A Parent’s Guide To Teenage Problems, A Teacher’s Guide to Recognizing Psychological and Behavioral Problems of Students and A Controlled Trial of Working Memory Training for Children and Adolescents with ADHD.

Dr. Benninger lectures nationally and internationally on the role of understanding, diagnosing and treating ADHD to health professionals and educators. He has appeared on CNN and TV France. Health professionals and educators highly praise his ability to present practical information with clinical wisdom and compassion.

In addition to Q & A sessions in class, Dr. Benninger will answer your questions during the second half of the lunch break and by email after the program concludes.