

**ADD/ADHD & Associated Conditions:
Contemporary Theories & Treatments
Educational Objectives**

Friday, February 27, 2009

Overall Objectives for Symposium:

Upon completion of this symposium, the participant will:

1. Understand the neurobiology of ADHD and Dyslexia.
2. Know the increased risks posed by ADHD, such as for injury, delinquency, and substance abuse.
3. Be able to describe interventions for use in school settings.
4. Know the steps involved in behavioral coaching.

Educational Objectives per topic:

Karen Hagerott, Ph.D.

“Risk Taking, Injury, & Substance Abuse: Empirical Data Regarding Safety & Management of the Child & Adolescent with ADHD”

At the conclusion of the presentation, attendees will be able to:

1. State how ADHD predisposes a child/ adolescent to injury or safety concerns
2. Understand the increased risk of ADHD children/ adolescents for a variety of injury types
3. Understand the driving behaviors and safety concerns of adolescents with ADHD
4. Be familiar with the current literature on substance abuse issues in adolescents with ADHD treated or untreated with stimulant medication.
5. Be familiar with strategies to reduce risk, morbidity and mortality in children and adolescents with ADHD.

Deborah Simkin, M.D.

“The Neurobiology of ADHD & Overlap with Learning Disorders & Addiction-Treatment Implications”

At the end of this lecture the participant will be familiar with:

1. The neurobiology of ADHD
2. The neurobiology of Dylsexia
3. Important treatment implications that protect against substance abuse
4. The neurobiology of risk taking in the adolescent brain.

Wolf-Dieter Gerber, Ph.D.

“ADHD: Illness or Educational Problem?”

At the end of this lecture the participant will be able to:

1. Describe the working impairment model of ADHD
2. Plan an intensive treatment program for ADHD using a summer camp format

Joshua Lutz, Ed.S., NCSP

“Working with the ADD/ADHD Student in the School: Current Trends & Treatments”

At the end of this lecture the participant will be able to:

1. Identify current concerns in management of ADD/ADHD students in the classroom environment
2. Identify resources available in the public school system for students with ADHD
3. Demonstrate understanding of the process for determining if a student with ADD/ADHD is eligible for a Section 504 accommodation plan or placement in special education.

Trudi Gaines, Ph.D. & Leasha Barry, Ph.D.

“A New View: Behavioral Coaching for ADHD as Delinquency Prevention”

At the end of this lecture the participant will be able to:

1. Identify the relationship between ADHD and delinquent behavior
2. Identify interventions that address both ADHD symptoms and recidivism among delinquent youth.