WHO SHOULD ATTEND:
Researchers, clinicians, nurse practitioners, allied health, other professionals and trainees interested in ADHD research.

RESEARCH DAY OVERVIEW:
This day will focus on current ADHD research in Canada. It will include a plenary, presentations from senior researchers and short PechaKucha style (20 slides of 2 seconds each) reports from trainee researchers. The second half of the day will provide opportunities for multidisciplinary groups to work in collaborative research teams on the development of research opportunities or to join a discussion group with an expert research panel. Research teams will report back to the full group after this session. Entrants into the 4th Attila Turgay Poster Competition will be on display from 5-7 pm.

CONFERENCE LEARNING OBJECTIVES:
As a result of attending the day, the participants will be better able to:
1. Understand possible mechanisms influences that may underlie parent-child interaction difficulties in families with members with ADHD symptoms.
2. Recognize the findings from a study evaluating the effectiveness and acceptability of a web-based, coach-supported intervention for teachers of elementary school students with ADHD.
3. Identify ADHD child populations at risk for language impairment.

FEATURED PLENARY SPEAKER
Charlotte Johnson PhD: Professor in the Clinical Psychology Program in the Department of Psychology at the University of British Columbia in Vancouver, British Columbia; serves as the Director of Clinical Training.

SENIOR PRESENTERS
Penny Corkum: Professor in the Department of Psychology and Neuroscience, Department of Psychiatry, Department of Pediatrics at Dalhousie University in Halifax, Nova Scotia.
Alison McInnes: Assistant Professor in the Department of Educational Psychology, University of Alberta in Edmonton, Alberta.

TRAINEE PRESENTERS
Chia-Fen Hsu, York University
Jennifer Na, University of British Columbia
Kristene Cheung, University of Manitoba
Adri Khalis, University of British Columbia
Stephanie Craig, Simon Fraser University
Seyda Nur Celebi, University of Ottawa
Erin Sulla, University of Alberta

ACCREDITATION
To be arranged as in previous years.

CONFERENCE COMMITTEE
Doron Almagor, Lauri Alto, Matt Blackwell, Don Duncan, Karen Ghelani, Martin Gignac, Andrew Hall, Julia Hunter, Declan Quinn, Joseph Sadek, Derryck Smith.
WE strongly encourage you to register online at www.caddra.ca. Registration will open shortly. If you are unable to do so, please print the downloadable registration form. Please note: there is a $25 processing fee on all registrations not completed online. For questions, call Carol Simpson at 416-637-8583 or email carol.simpson@caddra.ca.

PLENARY

Families and Attention Deficit Hyperactivity Disorder
Charlotte Johnston

Abstract
Attention Deficit Hyperactivity Disorder (ADHD) is increasingly recognized as a disorder that persists across the lifespan. Thus, many children with ADHD reside in homes where a parent may also have high levels of ADHD symptoms. This talk presents an overview of recent research on families and the presence of ADHD symptoms in children and/or parents. Findings from studies assessing both child and parent ADHD symptoms, and their relations to thoughts and actions in parent-child interactions and to the presence of comorbid conditions are summarized. Research findings are presented so as to emphasize how they can best inform the development and implementation of effective interventions for these families.

Learning Objectives
After this presentation, participants will be better able to:

1. Understand possible mechanisms, including gene and environmental influences, that may underlie parent-child interaction difficulties in families with members with ADHD symptoms.
2. Understand the influence of child and parent comorbidities on parent-child interactions in families of members with ADHD symptoms.
3. Understand how different aspects of the parent-child interaction may be differentially affected by parent and child ADHD symptoms.

SENIOR PRESENTERS

Using the internet to support teachers to deliver school based interventions: A randomized controlled trial of Teacher Help for ADHD
Penny Corkum

Abstract
ADHD has a substantial impact on daily life, creating difficulties with behavioural, academic, social, and emotional functioning. The impact of ADHD on school functioning is especially severe. School-based behavioural interventions are under-utilized and often delivered inconsistently. The Teacher Help for ADHD program was developed to address access and adherence issues that commonly plague school-based interventions. This is a web-based coach-supported intervention comprised of six weekly sessions, which included evidence-based intervention strategies for improving ADHD symptoms and impairment in the classroom setting. To test the acceptability and effectiveness of Teacher Help for ADHD, elementary classroom teachers (n=58), along with their student with ADHD, participated in a Randomized Controlled Trial (RCT), with 1:1 allocation to the treatment and waitlist group. Questionnaire data pertaining to students’ school and home core ADHD symptoms and impairment were electronically collected from teachers and parents pre-intervention, post-intervention (6 weeks), and after an additional six-week follow-up. Teacher acceptability and teacher and parent satisfaction ratings were also collected. Intent-to-treat analyses found significant improvements based on teacher (but not parent) reports of core ADHD symptoms and impairment for the treatment group (but not control group) at post-intervention and follow-up. Teachers reported a high level of acceptability and generally reported strong satisfaction with this program, but parents were less satisfied. This study marks an important beginning for accessible ADHD interventions in the school setting. Web-based ADHD interventions have the potential to reduce the barriers to treatment utilization and implementation that are common problems for school-based ADHD interventions.

Learning Objectives
After this presentation, attendees will be better able to:

1. Understand evidence for school-based behavioural interventions and access and adherence issues
2. Recognize the findings from a study evaluating the effectiveness and acceptability of an web-based, coach-supported
Higher level language in children with ADHD: Getting the message across.
Alison McInnes

Abstract
Language impairment has long been recognized as a common comorbid condition in children with ADHD, and yet is often overlooked clinically and educationally. Children with ADHD may show deficits in basic language abilities via standardized test scores, or deficits may manifest mainly in higher level language functioning, such as comprehending and expressing discourse. These functional impairments may limit verbal and written communication performance in the classroom in complex academic tasks that require integration of language and executive functions, such as summarizing and explaining. This presentation reviews findings of two studies of skills in explaining and informing (expository language), and verbal and visual-spatial working memory in 9-12 year olds with ADHD (n=50). Elicited language samples were analysed for content, productivity indices, and sense-making indices (cohesion, coherence) using Systematic Analysis of Language Transcripts software (SALT) for linguistic and content-based features. Information summaries (verbal re-tellings) and self-generated explanations of children with ADHD but no LI were significantly less detailed, more dysfluent, less complex syntactically, and less coherent than those of control participants. Furthermore, the ADHD (no LI) group’s language samples were as poor as those of children with ADHD+LI, suggesting similar vulnerability for communication challenges in situations with high language proficiency demands. Furthermore, written summaries of the same information were significantly poorer than their verbal counterpart. Both verbal and visual-spatial WM performance was correlated with language productivity measures suggesting that these executive skills are recruited during complex language production situations. Implications for instructional supports and scaffolding by teachers will be discussed.

Learning Objectives
After this presentation, attendees will be better able to:
1. Identify children with ADHD who are at-risk of language impairment.
2. Intervene and deal with family dynamics.
3. Propose treatment suggestions to patients and their families.

Trainee Presenters
Understanding the experience of mental effort in a non-clinical sample of individuals with varying levels of ADHD symptomology
Chia-Fen Hsu

Abstract
Aversion to mental effort is a defining criterion of ADHD and yet there is little systematic research on the experience of mental effort. We investigated if individuals high and low in self-reported ADHD symptomology differed in how they experienced mental effort and discomfort during a cognitively demanding task and also if they differed in how they remembered the task once it was completed. The high ADHD symptom group reported a significantly higher level of effort and discomfort during and after task performance compared to the low ADHD symptom group. For both groups, participants’ remembered effort and discomfort were best predicted by the maximum, final and average of real-time evaluations. The duration of the task as well as their actual and perceived performance did not influence remembered effort or discomfort. However, discomfort level at the end of the task and how well they actually performed influenced participant’s willingness to do the task again. Our findings showed that cognitive effort and discomfort followed the peak-end rule and duration neglect that has been shown for negative and positive affect (Hoogerheide & Paas, 2012; Redelmeier & Kahneman, 1996). That is, participant’s memories were based on select momentary experiences including the moment of peak intensity and the ending, rather than the length of procedure. The results of this study are significant because understanding the experience of effort may lead to strategies for people who struggle to allocate sufficient effort to cognitively demanding tasks.

Learning Objectives
After this presentation, attendees will be better able to:
1. Identify that expenditure of mental effort was associated with negative emotions such as discomfort
2. Recognize that maximum, final and average experienced effort predicted people’s memory of overall effort employed, whereas duration and how well they actually did on the task did not influence retrospective judgments of effort.
3. Understand actual performance and discomfort level at the end of the task predicted people’s intention to repeat the task.
Children’s Perceptions of ADHD Behaviours Predict Sociometrics Given to Peers with ADHD
Jennifer Na

Abstract
To understand why children with ADHD experience difficulties in their peer relationships, researchers have focused on the characteristics of children with ADHD that contribute to rejection, while neglecting the peers’ contributions to social problems. We explored whether children’s initial inclinations to like and help a hypothetical classmate with ADHD, and attribution of uncontrollability to ADHD symptoms, upon enrollment into a summer camp, predicted their “like”, “dislike”, friend nominations and liking ratings given to previously unacquainted, actual classmates with ADHD on the last day of camp (2 weeks later). Participants were 137 children (male = 66; ADHD diagnosis = 24; 6-9 years). Children who had rated the hypothetical child with ADHD more positively gave higher sociometric ratings (b = .38, p = .004) and fewer “dislike” nominations (b = -.11, p = .02) to their actual peers with ADHD at camp. An association between children’s inclination to help the hypothetical child with ADHD and friend nominations given to actual classmates with ADHD was positive and significant for ADHD children (b = .18, p = .001) but not for typically-developing children (b = .013, p = .83). Lastly, children with ADHD who believed the ADHD behaviours to be uncontrollable were more likely to give fewer “like” nominations to classmates with ADHD (b = -.28, p = .003), but this was not found for typically-developing children (b = -.01, p = .81). Findings shed light on why peer relationships for children with ADHD may remain impaired even after receiving treatment for ADHD symptoms.

Learning Objectives
After this presentation, attendees will be better able to:
1. Understand how pre-existing perceptions of classmates with ADHD may predict the sociometrics given to previously unacquainted peers with ADHD in a new setting.
2. Predict how inclination to help a hypothetical child with ADHD and attribution of uncontrollability to ADHD symptoms significantly predicts sociometrics given to peers with ADHD only for children who had ADHD themselves.
3. Assess the potential utility of treatment approaches to alter biases or expectations held by peers toward children with ADHD as an intervention for peer rejection among children with ADHD.

Parental psychopathology in families of children with ADHD: A meta-analysis
Kristene Cheung

Abstract
There is a large body of literature that examines the association between parental psychopathology and child ADHD. The strength of the relationship varies across studies due to differences between the sample characteristics and methodologies utilized. A meta-analysis was conducted to evaluate the strength of the association between parental psychopathology and ADHD in order to review the research findings and to establish the degree and size of the effect. The present study included published and unpublished research that considered a quantitative comparison between parental psychopathology status or symptomology and child ADHD status or symptomology. Parents of children with ADHD had higher rates of psychopathology symptoms than parents of children without ADHD (d = 0.39; 95% CI [0.31, 0.47], p < .001, k = 33). Approximately 17.36% of parents of children with ADHD had a mental disorder (95% CI [14.87, 20.16], p < .001, k = 61). Parents of children with ADHD had 2.51 times the odds of parents of children without ADHD of having a mental disorder (95% CI [1.64 3.84], p < .001, k = 24). Type of publication was the only moderator analysis that was statistically significant (Q = 5.01, p = .025, k = 19). Unpublished reports, such as Master’s theses and doctoral dissertations, were associated with larger effect sizes in comparison to published journal articles. Clinicians and researchers will benefit from the results of this research by developing a better understanding of impact parental psychopathology may have on treatment outcomes.

Learning Objectives
After this presentation, attendees will be better able to:
1. Understand the unique challenges experienced by families of children with ADHD
2. Examine the association between a child’s ADHD symptomology and parental psychopathology
3. Estimate the prevalence rates of parental psychopathology in families of children with ADHD.

Peer relationships and ADHD symptomatology incrementally predict adjustment and psychopathology during transition to university
Adri Khalis

Abstract
Students with ADHD symptomatology are at risk for adjustment problems in their transition to university; we investigated whether peer relationships facilitate a positive transition. Participants were 317 female and 447 male first year university students (M=18.69 years) attending a 2-week orientation program. Participants completed self-report measures: Current Symptoms Scale (ADHD symptoms), Brief Symptom Inventory (depression and anxiety), Anticipated Student Adaptation to College Questionnaire (social adjustment, personal-emotional adjustment, institutional attachment), and a sociometric procedure whereby each participant rated the
peers in their program group (approximately 30) on how much they liked them, and nominated those whom they considered friends. Participants' average liking rating received indexed peer acceptance. The number of reciprocated friendship nominations (where both participant and peer nominated one another), divided by the number of peers making nominations, indexed friendship. Unsurprisingly, ADHD symptomatology was associated with poorer adjustment and increased psychopathology. More peer acceptance predicted lower anxiety (β = -.134), depression (β = -.149), and personal-emotional adjustment (β = -.071). However, after statistical control of ADHD symptoms, gender, and peer acceptance, more reciprocated friendships predicted lower depression (β = -.121) and anxiety (β = -.116), and higher institutional attachment (β = .187) and social adjustment (β = .217). Three 2-way interaction effects existed whereby more friendships were associated with lower anxiety, better social adjustment, and more institutional attachment in participants with higher levels of ADHD symptoms but not those with lower ADHD symptoms. Reciprocated friendships may play an incrementally buffering role against maladjustment during major life transitions (such as beginning university) especially for students with ADHD symptoms.

**Learning Objectives**

After this presentation, attendees will be better able to:

1. Recognize the incremental power of reciprocated friendships relative to peer acceptance in predicting psychopathology and adjustment.
2. Understand that reciprocated friendships may serve as a buffer against depression, anxiety and poor social adjustment in university students, especially those more severely affected by ADHD symptoms.
3. Discuss why university orientation programs that help transition new students into university might focus on encouraging reciprocated friendships as a way to improve students’ overall well-being.

**The complex relationship between childhood ADHD and sleep difficulties: Longitudinal evidence from a naturalistic study**

**Stephanie Craig**

**Abstract**

Background: Children with Attention Deficit Hyperactivity Disorder (ADHD) display higher rates of sleep problems such as bedtime resistance, sleep onset difficulties, night awakenings, sleep related breathing disorder (SRBD), and excessive daytime sleepiness (EDS). Both sleep and ADHD have been shown to impact functional impairment in childhood. Purpose: To examine the frequency and relationship between sleep problems and ADHD, and their impact on functional impairment. Methods: Participants (N=195, 76.9% male; Mage= 10.23) were evaluated on ADHD symptoms, Sleep Disorders, and comorbid symptoms.

Results: The sample had significantly higher rates of insomnia χ²(1) = 26.56, p < .001 and EDS (χ²(1) = 35.09, p < .001) compared to a normative sample. ADHD symptoms were significantly related to SRBD (r = 0.57, p < .001), EDS (r = 0.19, p < .01) and periodic limb movement disorder (r = 0.26, p < .001). After controlling for ADHD symptoms and Oppositional Defiant Disorder, sleep variability (β = .14, p < .05) and EDS (β = .22, p < .05) predicted lower levels of quality of life. Social functioning was predicted by Insomnia (β = .26, p < .01) and lower levels of PLMS (β = -.22, p < .05) above and beyond ADHD symptoms. Discussion: Results replicate findings and support the hypothesis that ADHD represents a disorder of arousal regulation in which hyperactivity may co-exist with somnolence. Of particular interest sleep problems were associated with a significant impact on functioning and the quality of life of the child. Clinical significance will be discussed.

**Learning Objectives**

After this presentation, attendees will be better able to:

1. Discuss the relationship between ADHD and sleep in childhood
2. Evaluate the impact of ADHD and sleep on functional impairment and quality of life
3. Compare the rates of sleep disorders in ADHD to that found in a normative population

**ADHD symptoms as a predictor of parent-teacher trust relationship quality**

**Seyda Nur Celebi**

**Abstract**

Introduction: Previous research has found that parents and teachers have high level of conflict when the child has Attention-Deficit/Hyperactivity Disorder (ADHD). However, the trust relationship quality between teachers and parents of children who have high ADHD symptoms remains unclear. Therefore, the aim of the current study is to investigate the parent-teacher trust relationship quality when children have high levels of ADHD.

Methods: Data were collected from teachers of 68 kindergarten children (39 boys, 29 girls) aged from 62 months to 80 months (M = 69.36 months, SD = 3.67) in Montreal, Canada. Teachers completed questionnaires about children’s ADHD symptoms (ADHD Symptoms Checklist-4: Gutman, Sameroff, & Eccles, 2002) and behavioral problems (Brief Problem Monitor-Teacher Form: Achenbach, 2011), and their feeling of trust in children’s parents (Family-School Trust Scale-Teacher Form: Adams & Christenson, 2000).

Result: Multiple regression analyses indicated that children’s ADHD symptoms predict lower levels of teachers’ trust in parents even after controlling for externalizing behavior (R² = .43, p = .003). Both boys’ and girls’ ADHD symptoms significantly predicted the
Conclusion: This study suggests that impairments in the parent-teacher trust relationship quality may be associated with high levels of ADHD symptoms in children, even if they have co-occurring externalizing behavior problems.

Learning Objectives
After this presentation, attendees will be better able to:
1. Evaluate whether ADHD symptoms predict trust relationship between parents and teachers from the perspective of teacher.
2. Discuss whether this relationship exists once externalizing behavior is controlled.

Examining Internal and External Assets Supporting Academic Success in Post-Secondary Students with ADHD
Erin Sulla

Abstract
Young adults with ADHD are less likely to graduate from high school and pursue post-secondary education than young adults without ADHD (Barbaresi et al., 2007; Barkley, 2006; Molina et al., 2009). Yet, little is known about those who persist in school and do well academically. University students with ADHD, given their enrolment in postsecondary education, have likely experienced previous academic success and have good compensatory skills (Glutting, Monaghan, Adams, & Sheslow, 2002). However, factors associated with academic persistence and success in post-secondary students with ADHD have not been explored to date, particularly from a strengths-based approach. To address this gap, the researcher examined the question “What is the experience of persisting in school with a diagnosis of ADHD?” Another objective of the study was to explore both internal and external assets that helped students with ADHD to persist through high school and university, despite the academic challenges that are common to this population (Young, Toone, & Tyson, 2003). An exploratory, qualitative design was used to explore developmental and external assets related to school success in ten undergraduate students with a confirmed adult diagnosis of ADHD, using interpretative phenomenological analysis (IPA) to analyse data from semi-structured interviews (Smith, Flowers, & Larkin, 2009). Broad themes identified in the data include the importance of students having had a teacher or adult figure who believed in them, individualized study strategies, personal motivational factors, and technology as both a support and hindrance. The discussion will highlight effective academic supports and strategies for individuals with ADHD.

Learning Objectives
After this presentation, attendees will be better able to:
1. Recognize individual strengths (assets) in students with ADHD that contribute to successful transition to post-secondary education
2. Explain how internal (developmental) and external assets for school success can be supported
3. Implement a focus on internal and external assets in clinical interviews regarding students’ educational histories

RESEARCH DAY FEES
Current CADDRA members receive a 20% discount on the Research Day fee.

<table>
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<tr>
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<th>Early Bird Registration (before August 1)</th>
<th>Standard Registration (August 1 – October 16)</th>
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All fees are subject to applicable tax.

REFUND POLICY
Should you need to cancel your Research Day registration, you must email carol.simpson@caddra.ca by midnight September 18, 2015. Your registration fee, less a $25.00 administration charge, will be refunded. After September 18, 2015, no refunds will be granted for withdrawal. However the registrant may secure a replacement to fill the spot.
2015 ADHD Research Day
Program Schedule

8:30 - 9:00 Registration and Coffee

9:00 - 10:15 Plenary
*Families and Attention Deficit Hyperactivity Disorder*
**Charlotte Johnston PhD**
10:15 - 10:30 Coffee Break

10:30 - 11:30 Senior Research Presentations

*Using the internet to support teachers to deliver school based interventions: A randomized controlled trial of Teacher Help for ADHD*
**Penny Corkum**, Professor, Department of Psychology and Neuroscience, Department of Psychiatry, Department of Pediatrics, Dalhousie University, Halifax, Nova Scotia.

*Higher level language in children with ADHD: Getting the message across.*
**Alison McInnes**, Assistant Professor, Department of Educational Psychology, University of Alberta, Edmonton, Alberta.

11:30 - 12:15 Trainee Research Presentations
*PechaKucha style: 20 slides of 20 seconds each*

- **Understanding the experience of mental effort in a non-clinical sample of individuals with varying levels of ADHD symptomology**
  Chia-Fen Hsu, York University, Toronto, Ontario
- **Children’s Perceptions of ADHD Behaviours Predict Sociometrics Given to Peers with ADHD**
  Jennifer Na, University of British Columbia, Vancouver, British Columbia
- **Parental psychopathology in families of children with ADHD: A meta-analysis**
  Kristene Cheung, University of Manitoba, Winnipeg, Manitoba

12:15 - 13:15 Lunch and Networking

13:15 - 14:15 Trainee Research Presentations
*PechaKucha style: 20 slides of 20 seconds each*

- **The complex relationship between childhood ADHD and sleep difficulties: Longitudinal evidence from a naturalistic study**
  Stephanie Craig, Simon Fraser University, Burnaby, British Columbia
- **ADHD symptoms as a predictor of parent-teacher trust relationship quality**
  Seyda Nur Celebi, University of Ottawa, Ottawa, Ontario
- **Peer relationships and ADHD symptomology incrementally predict adjustment and psychopathology during transition to university**
  Adri Khalis, University of British Columbia, Vancouver, British Columbia
- **Examining Internal and External Assets Supporting Academic Success in Post-Secondary Students with ADHD**
  Erin Sulla, University of Alberta, Calgary, Alberta

14:15 - 16:15 Collaborative Research Teams Development Break Out Groups or Expert Panel Discussion

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<th>Social-Emotional Factors</th>
<th>Behavioural &amp; Parenting Factors</th>
<th>Learning &amp; Educational Factors</th>
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<th>Assessment &amp; Comorbid Conditions</th>
<th>Diversity: Teens, Girls, Adults, Culture</th>
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<td>Research methodology &amp; expert panel Q&amp;A</td>
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16:15 - 16:45 Summaries of Research Team Project Ideas

16:45 - 17:00 Closing Remarks

*Janet Mah, PhD & Maggie Toplak, PhD*

17:00 - 19:00 Poster session

*In conjunction with the Opening Reception of the 11th Annual CADDRA ADHD Conference*