

# Outline

## Why Not Medication?

- Useful as a short-term tool
- Concerns with long-term use: Effects on the brain

## ADHD and the “Immature” Brain

- Brain imaging evidence of ADHD
- Research regarding ADHD brain development
- Frontal lobes mature more slowly in the ADHD brain
- Excess theta brainwaves
- Implications for treatment

## Movement-Based Strategies

- Wake up an underaroused ADHD brain
- Hyperactivity as an adaptive mechanism
- The impact of play and exercise on the brain
- Role of rhythm and timing training
- Integrated movement systems for ADHD

## Frontal Lobe/Working Memory Strategic Tools

- Use it or lose it: Increase memory, attention and focus
- Games for impulse control and working memory
- Computerized cognitive training programs
- Meditation and mindfulness for ADHD
- Neurofeedback

## Diet and Nutrition

- The impact of sugars, fats, proteins and water
- Diet and dopamine
- Omega 3-6-9: What you need to know for brain health
- Multivitamins/minerals: Do they make a difference?
- Gluten, food additives and pesticides

## ADHD and Nervous System Overstimulation

- “Overaroused” subtype of ADHD
- Stress, anxiety and ADHD: the connection
- Breathwork and movement for nervous system calming
- Heart rate variability biofeedback
- Art therapy techniques to quiet and focus the brain

## Environmental Influences

- Video games and Social Media
- Sleep deprivation
- Same symptoms as ADHD
- Strategies to help insomnia
- Environmental toxins: lead, phthalates, pollution
- The impact of time in nature on ADHD symptoms

## Limitations of the Research and Potential Risks

## Live Webinar Schedule (Times listed in Eastern)

- 8:00** Program begins
- 11:50-1:00** Lunch Break
- 4:00** Program ends

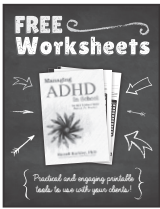
There will be two 15-min breaks (mid-morning & mid-afternoon).  
Actual lunch and break start times are at the discretion of the speaker.  
A more detailed schedule is available upon request.

# Objectives

1. Evaluate the relationship between the frontal lobe of the brain and ADHD symptomology for the purpose of client psychoeducation.
2. Determine the impact of movement and exercise on the reduction of ADHD symptoms as it relates to assessment and treatment planning.
3. Employ treatment interventions for improving impulse control and working memory in clients.
4. Analyze the influence of diet and nutrition on ADHD symptoms in relation to assessment and treatment planning.
5. Develop clinical strategies to calm the nervous system of clients diagnosed with ADHD.
6. Assess the clinical implications of environmental influences on ADHD symptoms in clients.

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# Changing the ADHD Brain: Moving Beyond Medication

Featuring: **David Nowell, Ph.D.**

- The BIG 5 non-medical supports for the distracted brain!
- Safety and efficacy of non-medication treatments
- Impact of exercise, sleep and diet on ADHD
- The latest research on the brain’s response to non-medication strategies

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## Changing the ADHD Brain: Moving Beyond Medication

Many persons diagnosed with ADHD prefer not to take medication. There are various reasons for this including side effects and concerns with long-term use. In this seminar, you will learn more about these reasons, as well as alternative interventions for ADHD.

Looking at ADHD from a developmental perspective, we will consider reasons for the apparent increase in ADHD diagnoses over the past two decades. By understanding the way the brain works in ADHD, you will be able to better identify a variety of strategies to significantly impact the nervous system and positively influence symptoms of ADHD in your clients.

Not only will you walk away with information about some of the most common non-medication interventions for ADHD such as computerized cognitive training, mindfulness meditation and neurofeedback, you will also learn a variety of practical strategies that can be implemented immediately and at low cost.

We will navigate the vast research on exercise, movement, diet, sleep, disruptive technologies, supplements and the impact of the environment on ADHD, summarizing the findings and applying the information to “real life.” You will leave this seminar with the tools and knowledge to develop a holistic approach to working with adults and children with ADHD.

### Target Audience:

Counselors • Social Workers • Psychologists • Marriage and Family Therapists  
Speech-Language Pathologists • Teachers • School Administrators • Addiction Counselors  
Occupational Therapists • Occupational Therapy Assistants • Nurses • Physicians  
Other Helping Professionals who Work with Children



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## Meet Your Speaker

**David Nowell, Ph.D.**, is a clinical neuropsychologist in private practice in Northborough, Massachusetts. He offers consultations to patients on an inpatient rehabilitation unit and is an adjunct instructor in neuropsychology to graduate students in the Clark University psychology program. He serves as a physician advisor with the University of Massachusetts Medical School Disability Evaluation Service where he was the former clinical director of the Learning Disability Assessment Program. Dr. Nowell writes a popular blog at *Psychology Today* on motivation and time management, and speaks internationally to clinicians on such topics as executive functioning, non-medication management of ADHD, and applying findings from *Positive Psychology*.

#### Speaker Disclosure:

Financial: David Nowell maintains a private practice. He receives a speaking honorarium from PESI, Inc.

Non-financial: David Nowell has no relevant non-financial relationship to disclose.

### CE CREDITS AVAILABLE FOR LIVE WEBINAR

This continuing education activity is designed to meet state board requirements for the following professionals: **Counselors, Social Workers, Psychologists, Marriage and Family Therapists, Speech-Language Pathologists, Physicians, Addiction Counselors, Occupational Therapists, Nurses, and Educators.**

For specific credit approvals and details, visit [pesikids.com/webcast/86405](http://pesikids.com/webcast/86405)

#### National CE Credit Approvals For Live Webinar

Credits listed are for full attendance at the live webcast only. The CE certificate can be downloaded/printed after completing the webcast and passing the online post-test evaluation (80% passing score). Please see schedule for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

This course has been approved by PESI, Inc., as a NAADAC Approved Education Provider, for 6.0 CE in the Counseling Services skill group. NAADAC Provider #77553. PESI, Inc. is responsible for all aspects of their programming. Full attendance is required; no partial credit will be awarded for partial attendance.

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This course is offered for 6 ASHA CEUs (Intermediate level, Professional area).

*\*\* Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program.*

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\*Content and materials in this course may include interventions and modalities that are beyond the authorized practice of your profession. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

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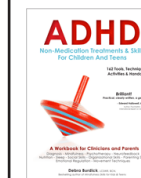
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### Recommended Reading:



PUB084015

**ADHD**  
*Non-Medication Treatments and Skills  
for Children and Teens*

Debra Burdick, LCSW, BCN

~~\$29.99~~ **\$22.99\***



PUB086395

**The ADHD Solution Deck**  
*50 Strategies to Help Kids Learn,  
Reduce Stress & Improve Family  
Connections*

Sharon Saline, PsyD, ADHD-CCSP

~~\$19.99~~ **\$14.99\***

*\* Discount Included with purchase of the Webinar*

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