

# 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

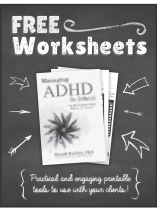
There will be two 15-min breaks (mid-morning & mid-afternoon).  
Actual lunch and break start times are at the discretion of the speaker.  
A more detailed schedule is available upon request.

# 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

## Live Interactive Webinar Thursday, March 30, 2023

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# Changing the ADHD Brain: Moving Beyond Medication

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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: Dr. David Nowell maintains a private practice and has employment relationships with Clark University, Massachusetts Rehabilitation Commission Disability Determination Services, and Fairlawn Rehabilitation Hospital. He is a presenter with TATRA Training and receives compensation. Dr. Nowell is an IME provider and receives compensation. He receives a speaking honorarium and recording royalties from PESI, Inc. He has no relevant financial relationships with ineligible organizations.

Non-financial: Dr. David Nowell is a member of the American Psychological Association, the Massachusetts Neuropsychological Association, and the International Neuropsychological Society.

### CE CREDITS AVAILABLE FOR LIVE WEBINAR

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

For specific credit approvals, details, and planning committee disclosures, please see the “credit approvals and details” URL below. For speaker disclosures, please see speaker bios.

#### National CE Credit Approvals For Live Webinar

Credits listed are for full attendance at the live webinar only. The CE certificate can be downloaded/printed after completing the webinar, passing the online post-test (80% passing score), and completing the evaluation. 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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continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2020 - January 27, 2023. Social Workers completing this course receive 6.25 Clinical continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

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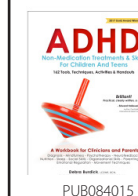
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### Recommended Reading:

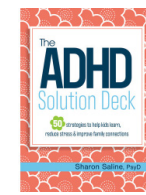


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