

Topic Descriptions and Objectives for 2019
ADDA-SR 31st Annual Conference
Leading the Way in ADHD & Comorbid Conditions

The speakers wrote and submitted their individual topic descriptions and objectives.

Conference Objectives

This conference will to address diagnostic and evaluation tools, provide current treatment information, teach behavior management techniques for home and classroom, present effective teaching techniques, train families to advocate, teach coping and compensating skills to adults and promote a positive attitude regarding this disorder and classroom strategies.

A - Adults with ADHD, Spouses, Parents of adult children, **E** - Educators, **M** - Mental Health Professionals, **P** - Parents of Children with ADHD

General Session

8:30-10:00 Conference Welcome, Pam Esser, M.Ed., Executive Director

Joseph Ackerson, Ph.D., Pediatric Neuropsychologist, *ADHD, Concussions & Treatment Plans* AEMP

Dr. Ackerson will present on the overlap between concussions and ADHD in terms of risk factors, clinical presentation, and need for treatment plans that address pharmaceutical, behavioral, lifestyle, and academic programming.

Objectives

- Participants will be able to identify symptoms common to both ADHD and concussions
- Participants will be able to list medications employed in both ADHD and concussions
- Participants will be able to modify treatment plans where both concussions and ADHD must be considered.

BREAK OUT SESSION #1 10:15-11:30

Joseph Ackerson, Ph.D., *ADHD and Autism* AEMP

Dr. Ackerson will present on the neurodevelopmental bases of ADHD and autism, including differences and similarities, and the underlying neurobiological pathways involved, with direct implications for treatment.

Objectives

- Participants will be able to differentiate between the core behavioral deficits in each condition
- Participants will be able to identify the different neurotransmitters primarily involved in each condition
- Participants will be able to discuss the important role of sleep in both conditions.

Ron Swatzyna, Ph.D., *Pharmacology – EEG: A Scientific Approach to Personalized Medicine* AEMP

Are you frustrated with the trial-and-error method for medication selection? If so, Pharmacology-EEG is a scientific approach to personalized medicine. For many, psychiatric medications either fail to work or have unacceptable side effects. This is particularly true in children with ADHD. Diagnosing a brain disorder without first looking at the brain could, in certain instances, be compared to treating a patient experiencing chest pains without first doing an EKG. To diagnose and treat a person with psychological issues appropriately often requires more than looking at behavior alone. This presentation describes the science, methods, and

published studies supporting the need for routine electroencephalogram (EEG) and quantitative EEG (qEEG) studies prior to medicating a child with ADHD.

Objectives

- Identify the four reasons why psychiatric medications fail.
- Explain the importance of doing an EEG/qEEG study before trying another medication.
- Discuss the advantages of bring science into psychiatry.

Chris Zeigler Dendy, M.S., *Finding Hope: Surviving the Ride through the Tough Teen Years* EMP

Teenagers with ADHD often present unique academic and behavioral challenges that sometime baffle parents and professionals. These challenges are often related to their three-year delay in brain maturation, hidden learning challenges and unidentified coexisting conditions, including executive function deficits, plus ineffective doses of medication. This session will focus on identifying key challenges during the teen years and troubleshooting tips for addressing them: homework completion, academic challenges, school failure, disorganization, sleep issues, defiance, strained parent/teen relationship, medication compliance and ineffectiveness.

Objectives

- Describe one common challenge at home or school plus give and intervention strategy.
- Identify one software app that can be used to help teens deal with the myriad of challenges they face.
- Tell about one common medication problem that hampers school success and a strategy to address it.
- Describe one common sleep challenge and explain how to address it.

Joel Farb, M.A., *ADHD and Aging: What We Know and What We Can Do Now* AM

Aging can present new and varied challenges for people with ADHD. Common medical conditions can alter the utility of medications, longstanding problems of distractibility or disorganization may, in some people, mimic symptoms of mild cognitive impairment, and poor organizational skills may increase the risk of accidents or falls. Additionally, poor time- management or procrastination may increase the risk of financial difficulties or health problems. This presentation reviews what we know about the relationship between ADHD and aging and provides an overview of behavioral strategies that can be implemented given our current knowledge.

Objectives

- Participants will be able to describe how the symptoms of ADHD change with aging
- Participants will be able to identify the medical, behavioral, and personal safety risks to monitor as people age.

Evan Weinberger, ADHD Coach, *Organization & Task Management in a Blended Digital & Paper World* EMP

Evan Weinberger will offer helpful tips for utilizing computers and smart devices to manage schedules, juggle tasks, and organize digital information in a blended digital and paper world. Having effective systems can dramatically help those with ADHD (like me!) to stay focused and productive. All audience members will leave with new ideas they can implement immediately.

Objectives

- Learn how to stay organized in a blended digital & paper world
- Learn how to manage time in a blended digital & paper world
- Learn how to manage tasks in a blended digital & paper world

Brandi Timmons, M.Ed., BCBA, LBA, *Social Skills Training: Why Not*

EMP

Social Skills Training is one of the evidence-based interventions for individuals on the autism spectrum. Research is showing that the earlier social skills training begins, the more effective it is. Children diagnosed with ADHD before ASD are 30 times more likely to receive their ASD diagnosis after age 6. A 2014 review of studies found that between 30 to 50 percent of individuals with ASD also have symptoms of ADHD and two-thirds of those with ADHD show signs of ASD. This presentation will provide a logical argument for beginning social skills training as soon as your child receives an ADHD diagnosis. Furthermore, an evidence-based model for effectively teaching social skills will be explored.

Objectives

- Identify the rationale for seeking early social skills training
- Identify characteristics of an effective social skills training program

BREAK OUT SESSION #2 12:30-1:45

Bernard Rosenberg, M.D., *Medications, Tried, True and What's New*

AEMP

This session will present a review and update of medications for ADHD and common co-morbid conditions. There will be time for a question and answer period. Come learn about the standard treatments as well as the new choices available.

Objectives

- have knowledge of medications used to treat ADHD.
- describe medications for co-morbid conditions.
- be aware of new medications being used in treatment.

Julie Jones, Ph.D. & Noah Nicodemus, College Student, *How To: Limiting Screen Time, Applying Screen Restrictions & Avoiding Screen Use Arguments*

MP

Parents beware! We have crafty kiddos who are internet savvy. Just as soon as we think we set a time limit or impose a usage restriction, they find a rabbit hole. Sometimes the rabbit hole is simply wearing us down! This presentation will cover the latest technology for monitoring and limiting the use of screens as well as HOW TO apply them today. **A young adult IT guy will demonstrate what to do so bring your screens and follow along.** Participants will also learn what drives the yearning for screen use and how to avoid arguments over screen use.

Objectives

- Participants will be able to use common methods for monitoring and restricting screen use.
- Participants will be able to discuss what makes them at risk to give in to screen time and create a plan of resistance.

Kimberly B. Harrison, Ph.D., *Adulthood: Creating a Pathway to Independence*

AEMP

Many young adults with ADHD and/or ASD are unable to independently transition into adulthood. The world that confronts young adults is filled with challenges and easy escapes. Many parents are blindsided when their young adult seems to lack the motivation to move forward in life. Whether you are concerned about a young adult who is currently living in your home, or have a teenager who does not seem to be tracking in the right direction, this workshop will provide proven strategies for change.

Objectives

- To learn proven strategies to assist teens and young adults successfully transition to responsible independent living.
- Learn pitfalls for parents to avoid which can lead to enabling teens and young adults to stay “stuck” rather than progress into adulthood.

Eddie Rodriguez, B.S., ACT, *Procrastination: The Evil Task-Eater!*

AEMP

Procrastination! The evil task eater! It can be an extremely difficult issue to conquer for ADHD thinkers. Understanding what procrastination is for you and how it effects your productivity is essential to conquering it. You can learn how to recognize it and how to position yourself to deal with it. Once you understand how procrastination can sabotage your plans and leave you feeling less than capable, the sooner you can lessen its control. Learn how to position yourself to stand up to procrastination and give yourself the best chance to avoid it and be productive in spite of it. Join us for a discussion and an exploration to the means that give you a chance to be in more control of your life and effect the meaningful things you want to do in life.

Objectives

- Understand what procrastination really is and its effects on productivity.
- Have use of tools to avoid procrastination and increase productivity.

Gayle Y. Fisher, M.Ed., Ed.Tech., *My Child/Student Can't Read, What Can I Do?*

EP

We think a child can read because they memorize flash cards. What if that was all wrong, and they can't really re-tell a story, sound out words, and don't understand graphemes and phonemes? Reading involves working memory, executive function, sensory integration, vocabulary, phonics, joint attention, behavior choices, being at peace in their own skin, intrinsic motivation, explicit instruction, understanding verbal v. written sentences, receptive/expressive language, and auditory processing. I am doing all this with my own son, and I will share these literacy interventions with you. It isn't too late or too early to help a child to read---really read. Not just, fake it.

Objectives

- Understand what tools are available
- Understand what you can do to assist your child/student toward word processing, literacy, phonetic understanding and the executive function needed.

Allison Schaberg, Special Needs Planner, *Planning for the Future with ADHD & Special Needs* AP

Ever wonder what the future holds for your child with ADHD? Often times we are caught up in the daily challenges that ADHD presents, leaving limited time to focus on important future planning considerations. Come learn invaluable information that is free and easy to implement that will pave the way for your child's future success. We will address education, advocacy, planning and future care concerns for families of children with ADHD and other comorbid conditions.

Objectives

- Address the ongoing & future care and planning concerns for an individual with special needs

BREAK OUT SESSION #3 2:00-3:15

Joseph Ackerson, Ph.D., *Juvenile Justice Initiative* EMP

Understanding executive functioning, how it's normal development is impacted by ADHD, and the consequent implications for high risk behaviors, including criminal behavior, in youth is critical for addressing the current need for juvenile justice reform.

Objectives

- Participants will be able to identify three main threats to safely navigating adolescence
- Participants will be able to identify how ADHD/EF related deficits increase the risk for court involvement
- Participants will be able to discuss at least one program that helps to address the kinds of EF deficits that may predispose youth to engage in criminal behaviors.

Tammy O'Neil, CPT, CSSC, *How Does ADHD Affect Communication?* AEMP

Communication is the process of transferring information from one place to another and the desired goal of any communication process is understanding. Understanding what the emotion is and the intention behind the information is imperative for communication to be successful. ADHD and Executive Functions deficits contribute to an individual's struggle with planning and organizing one's thoughts in concise and efficient manner. This interactive workshop will dive deep into understanding how effective communication involves minimizing potential misunderstanding and overcoming barriers to communication at each stage of the communication process.

Objectives

- Participants will learn what communication is
- Participants will learn how ADHD affects communication
- Participants will learn how to remove communication barriers

Ellen Delap, CPO, *Busy Parent's Guide to Organizing your Family with ADHD* MP

Parenting is a not for sissies! Life in an ADHD family can be chaotic with too much clutter, too much to do, too many papers and too little routine. There are simple solutions for you and your family to create a life and home with more order, routines, and cohesiveness. Certified Professional Organizer and Productivity

Consultant Ellen Delap will share ways to build your family team, organize your home and work, edit your papers, connect to digital solutions, and upgrade your routines. Learn new tools, tips and techniques to create order and be productive.

Objectives

- Participants will identify strategies for family communication and team building.
- Participants will discuss strategies to eliminate clutter in their home.
- Participants will recognize specific strategies and personal routines that lead to improved paper management.

Robin Rettie, M.Ed., *ADHD, Sensory, Both? Tell Me How To Improve BEHAVIOR!*

EMP

This session demonstrates “How To” apply research strategies for the child with behavioral challenges in all settings; home, school, community. Robin will review the Basic Principles of Behavior, Environmental, Intrapersonal and Interpersonal Triggers, and Takeaway Tools – Strategies to Apply Immediately. You’ll be engaged and encouraged learning how to apply research strategies using a variety of tools; therapeutic strategies, behavior management using research-based products that redirect energy, role-play, video modeling, social stories and more for the purpose of making needed changes that support academic, social, & emotional development. Get ready for POPCORN!

Objectives

- Identify Basic Principle of Behavior.
- Identify research-based strategies to improve development in academic, social, & emotional development.

Aaron H. Fink, M.D., *When It’s More Than ADHD: ADHD and Coexisting Disorders*

AEMP

While individuals can have only ADHD, it is very common to have one or more coexisting disorders (e.g. mood disorders, anxiety disorders, learning disabilities, tics, substance abuse). Recognizing and appropriately addressing these coexisting disorders leads to more successful treatment.

Objectives

- Participants will be able to list at least 5 different disorders that frequently coexist with ADHD.
- Participants will be able to describe how various coexisting disorders impact the treatment of individuals with ADHD.

BREAK OUT SESSION #4 3:30-4:45

Kimberly B. Harrison, Ph.D., *Screen Control Parenting*

AEMP

Children and Teenagers have become dependent on technology for leisure activities, schoolwork, communication and socialization. Individuals with ADHD are especially prone to overuse of these tools. Technology, including video games and social media, is here to stay, but relying on screens for the majority of social communication is unhealthy. Our present society seems to be working against efforts by parents to have a say in “how much is too much.” Many parents are frustrated and overwhelmed. This workshop will help you learn parenting strategies to regain your authority to instill a balance for your child’s use of electronic usage.

Objectives

- To better understand the “flip” in authority structure which has occurred in our society in which children and teens consider peers as authorities rather than parents and teachers.
- To learn strategies for instilling a balanced use of electronics

Chris Zeigler Dendy, M.S., *Understanding the Impact of ADHD, Executive Function Deficits & Learning Disabilities on Learning & Behavior* EMP

Over two-thirds of children with ADHD have at least one coexisting condition such as a learning disability, anxiety, autism, depression, or executive function deficits that impacts their school performance plus complicates treatment. This session provides a review of common coexisting conditions, ten key ADHD facts and executive functions, the overlap between ADHD, SLD, and autism. In addition, their impact on school performance and behavior will be explained. Current research on the ADHD brain will also be reviewed plus an update on medication and its role in improving academic performance will be discussed.

Objectives

- Describe the overlap between ADHD, EFD and Learning disabilities
- Identify two common learning problems often linked to ADHD and executive function deficits.

Nnenna Umelloh, Higher Education Consultant, *Paving a Path to College or Trade School with Scholarships* AEMP

The presentation would cover various options for achieving a quality higher education- namely college, university, grad school, trade school, online programs, apprenticeships. It would also cover various resources attendants should be aware of with respect to special needs and various accommodations. The presentation would then conclude with an in-depth discussion on scholarship resources to fund a higher education.

Objectives

- Determine whether or not an individual should attend college or trade school based on their career objectives and competencies.
- Learn how to earn scholarships to attend college or trade school.

Susan MacHugh, TECPDS Trainer, *Empathetic Discipline Tools & Techniques for Parents & Educators* EMP

Discover how constructive discipline becomes a valuable tool for creating a happy and healthy early childhood environment at home and in school. Learn appropriate and interactive techniques for developing the lifelong training of self-control. See how validating children’s feelings will build confidence and self-esteem.

Objectives

- Recognize the importance of maintaining strong and trusting relationships with parents, teachers and grandparents.
- Create experiences that capture a child’s attention and interest.
- Provide children the opportunity to make choices and feel successful as they take control of their learning.
- Be exposed to valuable resource information for continuing education.

Sandra Moore, LPC, Intersection of ADHD, Anxiety, OCD, and Hoarding

AMP

Just about everyone with ADHD experiences anxiety and 40% rise to the level of a diagnosis. In the anxiety, it can become very difficult to decide an approach to solve a problem, the individual becomes overwhelmed and steps away from the issue. This happens at home more than most realize-the house starts to look crowded and cramped with “stuff” or “junk”...if we’re being honest. The person “can find a use for this” or “might wear it again sometime” or are reluctant to discard because “it’s perfectly good” and then the clutter becomes overwhelming. We will look at coping and how solutions can be rigid and result in another type of OCD.

Objectives

- Understand the intersection of ADHD, Anxiety, OCD, and Hoarding
- Examine strategies to manage the overwhelming and obsessive urge "to hang on to it!"

Speaker Bios 2019

Each presenter wrote and submitted their bio. * Denotes a member of the ADDA-SR Professional Advisory Council.

Joseph Ackerson, Ph.D.

Dr. Joe Ackerson is a pediatric neuropsychologist and chair of the Alabama Statewide Sports Concussion Taskforce. He is currently in private practice and senior clinician at Ackerson and Associates which houses the Ackerson ADHD Clinic. Ackerson has been serving individuals with ADHD, Traumatic Brain Injury (including concussions), and other neurological and psychological disorders for over 20 years. He has served as director of psychology for Children's Hospital of Alabama and director of pediatric neuropsychology for The University of Alabama at Birmingham. He has 25 publications and over 50 presentations. Ackerson has served as a consultant for the NIH, several National Neurocognitive Study Groups for demyelinating and genetic disorders, and is currently on the Alabama Board of Examiners in Psychology.

Ellen Delap, CPO *

Ellen is a certified professional organizer and productivity consultant, launched Professional-Organizer.com in 2000. She is an award winning Certified Professional Organizer recognized for her contributions in the industry and community. She has extensive experience and training in working with ADHD individuals with certificates of study in Workplace Productivity, Life Transitions, ADHD and Chronic Disorganization. Ellen enjoys sharing organizing and productivity tips, tricks and techniques as a blogger and on podcasts My.Organized.Life and Faster than Normal. She is an accomplished

speaker and was interviewed by ABC13 Houston, New York Times and Houston Chronicle. She holds a Bachelor's degree from Smith College and a Master's degree in education from Boston College. She is currently the President of the National Association of Productivity and Organizing Professionals (NAPO). Ellen's goal is to empower her clients by making a difference in their lives.

Chris A. Zeigler Dendy, M.S. *

Chris A. Zeigler Dendy is a popular author, former educator, school psychologist, mental health professional with 45+ years of experience and is the mother of three grown children with ADHD. She provides training nationally and internationally. She has authored four popular books including *Teaching Teens with ADD, ADHD and Executive Function Deficits*. Her latest book, *Teenagers with ADD, ADHD, & Executive Function Deficits (2017)* has sold over 120,000 copies. In 2015, *A Bird's-Eye View of Life with ADHD....ten years later! 3rd ed.* was published. *Bird's-Eye View* provides an update on the current lives of the twelve teens that were originally featured in the first edition of the book. In November of 2014, she received CHADD's Lifetime Achievement Award; only the second time the award has been given in CHADD's history. . She and her husband, Tommy, were awarded ADDA-SR's Eisenberg award that same year. As a volunteer, she was the lead author for the CHADD Educator's Manual on ADHD and is a co-founder and teacher for CHADD's Teacher-to-Teacher training program.

Joel Farb, M.A.*

Joel Farb, M.A., is executive director of The Center for Behavior Therapy in Houston, and did his master's and doctoral work in child and developmental psychology at the University of Kansas. He has worked in applied behavior analysis and behavior therapy for more than 40 years. He has served on the Professional Advisory Committee of the Attention Deficit Disorders Association – Southern Region since 1993. For many years, he consulted with public school districts throughout the state of Texas as well as consulting private schools, clinics, and public agencies. A researcher at heart, one of his key interests is the interface between behavior analysis, behavior therapy, and medicine. Joel currently specializes in home-based behavioral programming with children, adolescents, and adults; especially people with ADHD, the anxiety disorders, or depression

Aaron H. Fink, M.D.*

Aaron H. Fink is a child, adolescent and adult psychiatrist with a special interest in sports psychiatry. He is certified by the NFL and MLB to perform ADHD evaluations to qualify players for TUE's. Dr. Fink serves on the ADDA-SR Professional Advisory Council and was involved in the founding of the organization in 1988.

Gayle Fisher, M.Ed., Ed.Tech

Gayle is the mother of two very different learners, an educator and an author. She teaches at LSC-M Academy of Lifelong Learning and helps to run two non-profit organizations. Additionally, Ms. Fisher writes eBooks, blogs and loves to collaborate. She presents workshops on learning differences in the community. In a former lifetime, Gayle was a corporate warrior for 20 years. More about our community learning teams at www.GettingSorted.com.

Kimberly (Kymn) Harrison, Ph.D.

Dr. Harrison is the founder of The Conative Group, PLLC, and provides individual and group therapy and psychoeducational testing services. She has a special area of interest in helping persons with ADHD, as well as individuals with high-functioning autism spectrum disorders. She is passionate about helping parents and children get to root issues that are causing difficulty at home and school, and also works with adults with ADHD. Dr. Harrison is an authority on parenting issues for all ages of children and teens. She also leads an Adulting program for young adults who are failing to launch into adulthood. Dr. Harrison can be reached at dr.harrison@theconativegroup.com.

Julie Jones, Ph.D.

Dr. Julie Jones is a family therapist at the Tarnow Center in Houston. She has extensive treatment experience working with families where one or more individuals identify with symptoms of AD/HD, autism and/or extreme anxiety. Dr. Jones has an extensive background in education from various roles as school counselor and director of research to university professor. She currently teaches graduate students and supervises professional counselor interns and marriage and family therapy associates. For over a decade, she has served in trauma response as a disaster mental health responder for the American Red Cross. www.tarnowcenter.com

Susan MacHugh, TECPDS Trainer

Susan MacHugh has worked in the field of Early Childhood for over 30 years as a Preschool Founding Director/Master Teacher, Early Childhood Specialist, and Trainer with the Texas Early Childhood Professional Development System (TECPDS). She is the owner of The Singing Bag Solution, a published author, and serves as a support group leader for the Kingwood/Humble/Atascocita Chapter of Attention Deficit Disorder – Southern Region (ADDA-SR).

Sandra Moore, LPC, LMFT

Sandra G Moore, LPC, LMFT, earned an MA in Psychology from the University of Windsor in Canada in 1971. She has worked with children, adolescents, and adults in Ontario, Alberta, and for the past 30 years, in Houston. Diagnosis and Treatment of ADD has been a key professional focus. She authored *The Adult ADD Handbook: What You and Your Family Need to Know*. This E book distillates the factors and problems that are often present in individuals with ADD. It then focuses on the development of Cognitive Discipline and subsequent coping strategies.

Noah Nicodemus, College Student

Noah Nicodemus is a college student at the University of Houston-Clear Lake where he is studying management information systems (MIS). Noah is the owner of a small business. His organization helps individuals and small companies setup and manage systems across technology.

Tammy O'Neil, CPT, CSSC

As an ADHD Coach and a Professional Organizer that specializes in ADHD, Chronic Disorganization and Hoarding, Tammy's Business and Communication degrees, continuing education and community volunteer work enhance her abilities to "think outside the box." Being the mother of two adult children (one with ADHD) and five grandchildren, (three with ADHD) has enhanced her combined unique gifts of creative coaching and organization. She is also a Certified Student Success Coach and Certified Parent Trainer. Tammy is Co-Coordinator of North Tarrant County- Children & Adults w/Attention Deficit Disorder (CHADD), Institute of Challenging Disorganization (ICD), International Coaching Federation (ICF) National Association of Productivity and Organizing Professionals (NAPO), Dallas Hoarding Task Force (DHTF) and Tarrant County Hoarding Task Force (TCHF). Tammy fosters a co-active coaching partnership with her clients and collaborates with them to reach their goals. tammy@theorganizercoach.com

Robin Rettie, M.Ed. *

Robin Rettie provides hands-on, research-based Sensory Processing Dysregulation training for home, school, and community for ages Early Childhood through Adults in the workplace setting. Robin has a life-time of experience; sibling to Laurie Lorraine Rettie (LLR) born with Microcephaly and 36 years directly in the field working to support individuals with neurological and genetic differences. Robin is the founder of Lighthouse Learning Resources (LLR), an online specialty and training company.

Eddie Rodriguez, B.S, ACT *

Eddie Rodriguez is a practicing ADHD Coach in Houston. He is a professionally trained and certified coach that specializes in working with adolescents, adults and parents of children with ADHD. Eddie has over 19 years of coaching experience and is the Founder and Director of The Center for Assisted Learning. He provides coaching services to individuals, schools and organizations. Eddie is an ADDA-SR Professional Advisory Council Member.

Bernard Rosenberg, M.D.*

Bernard Rosenberg, a Houstonian for over thirty years, received his B.A. in History from Columbia College of Columbia University in New York. He came to Houston to attend Baylor College of Medicine. After graduating he took his Internship and Residency Training at Baylor. In the last years at Baylor, when he won the coveted Eugene Khan Award for Excellence in Psychiatry, he was the Chief Resident in General Psychiatry. Dr. Rosenberg has special experience in the areas of Quality Improvement, Addictions, Administration and Psychiatry. He was certified by the American Board of Psychiatry and Neurology in 1984; by the American Board of Quality Assurance and Utilization Review Physicians in 1987; by the American Board of Medical Management in 1989 and by The American Society of Addiction Medicine. He is a well known lecturer on mental health issues and serves on the ADDA-SR Professional Advisory Council.

Allison Schaberg, Special Needs Planner

Allison Schaberg has spent more than 20 years in the insurance and financial services industry. She is a married mother of four kids ranging from 14-30 and a key contributor in the Special Needs Community. As the owner of Consolidated Planning Group, Allison and her team provide real strategies for complex situations through holistic planning. Allison is a co-leader of the ADDA-SR support group for parents and teens in the Sugar Land area where she also resides.

Ronald J. Swatzyna, PhD

Ronald J. Swatzyna, PhD received his Masters of Science and Doctorate of Philosophy in Social Work from The University of Texas Arlington. Currently, he is the Director of Electro-Neurophysiology Research and Director of Neurotherapy at the Tarnow Center for Self-ManagementSM located in Houston, Texas. Dr. Swatzyna is a licensed clinical social worker supervisor, and board certified in neurofeedback and biofeedback by the Biofeedback Certification International Alliance (BCIA). For the past 15 years, Dr. Swatzyna has used electroencephalography (EEG) and quantitative EEG (qEEG) data to assist psychiatrists in medication selection and titration. He also holds the distinction of being the first integrate Pharmaco-EEG into private practice in the United States. For the past 20 years, Dr. Swatzyna has analyzed and treated the most diagnostically challenging cases in both inpatient and outpatient settings. As a researcher, he has presented and/or published 70 peer-reviewed papers on brain dysfunction, psychotropic medication and other related topics at national and international conferences. In addition to his contributions to the literature, Dr. Swatzyna is a peer reviewer for Clinical EEG and Neuroscience and the Journal of Autism and Developmental Disorders. Dr. Swatzyna is the Chair of the Sigma Xi Institutional Review Board, Rice University/Texas Medical Center Chapter and is on the board of directors. Prior to his career in mental health, Dr. Swatzyna served in both the Vietnam and the first Gulf War. Finally, his personal battle with a traumatic brain injury and posttraumatic stress disorder has motivated him to become a leading expert in brain dysfunction.

Brandi Timmons, M.Ed., BCBA, LBA

Brandi Timmons has over 16 years' experience in autism and behavior analysis. She is currently the Education director at Social Motion, Inc--a program providing a lifespan of services to those with social challenges teaching them the skills needed to live fulfilling, independent lives. She has worked as a self-contained life skills teacher, an autism specialist, and a BCBA. She has most recently taught social skills classes at Texas Children's Meyer Autism Center as part of a collaboration with Social Motion, Inc. and KNOWAutism. Brandi has spent numerous hours training parents, teachers and administrators; developing social skills and behavior programs; leading educational planning meetings; and developing and writing social skills lessons.

Nnenna Umelloh, Consultant

Nnenna Umelloh is a Higher Education Consultant who helps people go to college, graduate school or trade school with scholarships. She started her consulting practice, Achievement Consulting by Nnenna Umelloh, in October 2016 on the basic premise that everyone deserves access to a quality higher education. She earned \$80,000 in scholarships and graduated magna cum laude at the University of Houston. Now she helps other people do the same thing. In August 2018, she published her second book, The Scholarship Starter Guide for New College Students: How I earned \$80,000 in Scholarships. To learn more about Nnenna Umelloh and to find her book, please visit www.achievementconsulting.org

Evan L. Weinberger, ADHD & an Academic and Executive Functioning Coach *

Evan Weinberger is the president and founder of *Staying Ahead of the Game!*, LLC, a Houston-based academic coaching and tutoring company with a focus on helping students build the skills they need to be successful in the classroom and beyond. The core components of his program include organization, time-management, and managing the perceptions of others. Evan particularly enjoys speaking to parents, counselors, and educators all over the country about the most useful ways to assist students in getting the most out of school and achieving their goals. While Evan has several established offices around Texas, his newest office brings services to the Greater Washington DC Area.