Stephen Faraone

The World Federation of ADHD International Consensus Statement on ADHD: Implications for Diagnosis and Treatment

Bio:

Professor Faraone is Distinguished Professor and Vice Chair for Research in the Department of Psychiatry at SUNY Upstate Medical University. He is also Senior Scientific Advisor to the Research Program Pediatric Psychopharmacology at the Massachusetts General Hospital. Prof. Faraone studies the nature and causes of mental disorders in childhood and has ongoing research in psychiatric genetics, psychopharmacology, with a current focus on machine learning approaches to these areas. An author on over 1000 journal articles, editorials, chapters and books, In 2005, ISI determined him to be the second highest cited author for Attention Deficit Hyperactivity Disorder (https://bit.ly/35Nk3Kc). From 2014 to 2021 he has been listed as a highly cited researcher by Thomson Reuters/Clarivate Analytics. In 2019 and 2020, his citation metrics placed him in the top 0.01% of scientists across all fields (https://bit.ly/3j3NjEG). In 2021, expertscape indicated he was the top-rated expert in ADHD, worldwide (https://bit.ly/3j9n8w2). His Web of Science lifetime H-Index as of December 2021 was 153.

Prof. Faraone is Editor for the journal Neuropsychiatric Genetics. He heads the educational website www.adhdinadults.com. He is President of the World Federation for ADHD and was a Founding Board member for the American Professional Society of ADHD and Related Disorders. In 2002, Professor Faraone was inducted into the CHADD Hall of Fame in recognition of outstanding achievement in medicine and education research on attention disorders. In 2010 he received the Chancellor's Award for Excellence in Scholarship and Creative Activities from the State University of New York. In 2018 he received the Lifetime Achievement Award from the International Society of Psychiatric Genetics and in 2019 he received the Paul Hoch Award from the American Psychopathological Association.

Abstract på nästa sida.
Abstract:

**Objective:** Misconceptions about attention deficit hyperactivity disorder (ADHD) stigmatize affected people, reduce the credibility of health care providers, and prevent or delay treatment of individuals challenged by the disorder. To challenge misconceptions, a team of 80 authors from 27 countries and 6 continents curated findings with a strong evidence base.

**Methods:** We systematically reviewed the literature for evidence-based statements about ADHD through expert scrutiny of published meta-analyses that assessed for publication bias and single studies with more than 2,000 participants. From this literature, we extracted evidenced-based assertions about the disorder.

**Results:** We generated 208 empirically supported statements about ADHD. In addition to the authors, the contents of the manuscript have been endorsed by 337 people who have read the document and agreed with its contents. This presentation focuses on findings that are directly relevant for diagnosis and treatment. The consensus statement allows for firm statements about the nature, course, outcome causes and treatments for ADHD that are useful for training and for reducing both misconceptions and stigma. **Conclusions:** Although there are gaps in our knowledge about ADHD, nearly two and a half centuries after the first textbook description of an ADHD-like syndrome, the statements about ADHD which we have curated, make us confident that the contemporary diagnosis of the disorder is a valid and useful category that can be used around the world to improve the lives of the many people who suffer from the disorder and its complications.
Kristi Gaines

Inclusive design for people on the autistic spectrum

Bio:

Dr. Kristi Gaines is an Associate Dean of the Graduate School and Professor in the Department of Design at Texas Tech University. Through research that investigates ways built environments can accommodate diverse populations through design, Gaines has achieved international recognition as a leader in designing learning environments and other spaces for individuals with sensory sensitivities and developmental disorders. She is also co-founder of the Texas Tech University Coalition for Natural Learning and is a member of a state-wide leadership team, created by the Texas Department of State Health Services, to implement an outdoor learning environment health intervention. Gaines' book, Designing for Autism Spectrum Disorders, was recognized with awards from the four leading organizations for interior and environmental design. With more than two decades of professional interior design and teaching experience, Gaines' research investigates the impact of learning environments for people of all abilities in the United States, United Kingdom and Malawi, Africa. A current project combines neuroscience and augmented reality visualization using fMRI technology to compare the behavioral and neural responses for individuals with Autism Spectrum Disorders. She has also teamed up with researchers in apparel design and manufacturing to develop functional clothing for children with sensory integrative differences. Most recently, she was awarded the Chancellor's Council Distinguished Research Award and the President's Emerging Engaged Scholarship Award.

Abstract:

Many individuals with autism spectrum disorders view their environment differently than the general population. Typically, people receive information about the surrounding environment through their senses collectively. However, sensory processing problems may occur when sensory signals do not integrate to provide appropriate responses. As a result, the environment may cause a person to feel confused or irritated resulting in learning delays or problems with behavior. The data from our studies over the past 15 years have been collected through mixed methods including interviews, observations, surveys, and the use of virtual environments and fMRI technology to identify environmental responses for people on the autism spectrum. This data was analyzed and coded to reflect six sensory categories: sight, touch, hearing, taste, smell, and motion (includes proprioception and vestibular senses). Each of these themes were further evaluated to develop design recommendations. This presentation will discuss practical strategies to alleviate sensory sensitivities typically experienced by individuals on the autism spectrum. The findings also show that all users of a space benefited from the integration of inclusive design principles.
Bio:

Christina Nicolaidis, MD, MPH is a Professor in the School of Social Work at Portland State University (PSU) with a secondary appointment in the School of Medicine at Oregon Health & Science University (OHSU). She is the co-founder and co-director of the Academic Autism Spectrum Partnership in Research and Education (AASPIRE), a long-standing academic-community partnership that uses community-based participatory research (CBPR) to address the priorities of autistic adults. Her autism-related research projects focus on adult outcomes, healthcare, pregnancy, employment, suicide prevention, and autistic burnout. She also is the founding Editor-in-Chief of the peer-reviewed journal, *Autism in Adulthood*. More broadly, Dr. Nicolaidis’ research aims to improve health equity and address social determinants of health. She directs the Social Determinants of Health Initiative, teaches research methods at PSU, teaches and practices hospital-based internal medicine at OHSU, and mentors dozens of junior faculty members and trainees across the world.

Abstract:

While the vast majority of autism research, training, practice, and policy is focused on children, most autistic people will spend far more years living as adults than they do as children. Unfortunately, the relative dearth of research on autism in adulthood often leaves us without good evidence to guide practice in the real world. As the large cohort of children diagnosed with autism in the late 1990’s and early 2000’s has transitioned to adulthood, attention to adult issues has started to skyrocket. Although there are still more questions than answers, Professor Nicolaidis will review highlights from the rapidly growing field of research on autism in adulthood, focusing on findings that may have practical significance. She will also incorporate lessons from her own clinical and research experience working in partnership with autistic adults to try to create a world where autistic people with diverse characteristics can thrive.
Torsdag 7 april
13:00 - 14:00

Will Mandy & Alasdair Churchard

Autism and homelessness

Bio:
Information kommer inom kort.

Abstract:
Information kommer inom kort.
Torsdag 7 april
15:15 - 16:00

Nelli Kalnak

Språkstörningar och dyslexi i aktuell forskning och praxis

Bio:

Abstract:
Den här presentationen kommer att beskriva förekomst och samförekomst av utvecklingsrelaterad språkstörning och dyslexi, samt vilka negativa konsekvenser dessa tillstånd riskerar att leda till hos individen. Lyssnarna kommer att få höra om forskningsläget kring intervention till barn med språkstörning och dyslexi, samt om psykisk hälsa hos ungdomar med DLD. Resultat från en ny studie om självskattad självkänsla baserad på en svensk population skolbarn som har både DLD och dyslexi kommer att presenteras. Kliniska implikationer är en röd tråd genom presentationen.
Bio:

Dr. Meng-Chuan Lai is a psychiatrist and clinician-scientist at the Centre for Addiction and Mental Health and the Hospital for Sick Children, Toronto. He is an Associate Professor and Co-Chair, Advisory Council for Equity, Diversity and Inclusion in Clinical Care in the Department of Psychiatry, and Graduate Faculty at the Institute of Medical Science and Department of Psychology, University of Toronto. He is an Honorary Visiting Fellow at the Department of Psychiatry, University of Cambridge, and an Adjunct Attending Psychiatrist at the National Taiwan University Hospital. He is an Editor of the journal Autism. As a Canadian Institute of Health Research Sex and Gender Science Chair, Dr. Lai’s work focuses on how sex- and gender-related factors act as modulating mechanisms for the presentation and adaptation, clinical recognition, neurobiology and aetiologies of neurodevelopmental and co-occurring mental health conditions across the lifespan.

Abstract:

There is increasing awareness and research into the influences of sex-related and gender-related factors on the presentation and recognition of autism. This accumulated knowledge comes from the generous sharing of lived experiences of autistic people, psychological and clinical studies, and epidemiological as well as health and education service investigations. With the new knowledge and enhanced awareness, autism is increasingly recognized and diagnosed in girls and women (as well as in gender diverse individuals). Meanwhile, there are increasing better-powered biological studies on the heterogeneity of autism in association with sex and gender, as well as research into the aetiological relations between sex/gender-related mechanisms and developmental mechanisms associated with autism. In this talk I will summarize this rapidly evolving field across the areas of clinical conceptualisation, behavioural presentation, developmental changes, recognition biases, biological heterogeneity, and aetiological research especially in the past 5 years. I will also discuss about practical implications, current knowledge gaps, and future research and practice directions to improve the wellbeing of autistic people across sexes and genders.
Bio:

Dr. Eileen T Crehan is an assistant professor in the Eliot-Pearson Department of Child Study & Human Development at Tufts University. A licensed clinical psychologist, Dr. Crehan is also the founder of Pegasus Consulting, Assessment, and Psychological Services, which offers services to autistic adults and trainings to environments that serve these adults. Prior to Tufts, she was the associate clinical director at the Autism Assessment, Research, and Treatment Services Center at Rush University Medical Center in Chicago. At Tufts, Dr. Crehan directs a research group focused on accessibility to services for autistic adolescents and adults. Much of this work examines how sexuality and relationship education can be improved for autistic individuals. Dr. Crehan’s lab works closely with an Autism Community Advisory Board, to ensure that her line of research reflects the priorities of autistic people.

Abstract:

Comprehensive sexuality and relationship education reduces risk of negative outcomes. Unfortunately, autistic individuals too often face limited access to such education, due to stigma, teaching materials that are not accessible, or a mismatch between their identity and the available curriculum. To inform improvements in accessibility of sexuality and relationship education, we must determine what pieces are currently overlooked, the format that best meets the learning needs of autistic individuals, and when this information should be taught. Using self-report from US-based autistic adults, we are examining different facets of sexuality and relationship education. Additionally, we will be sharing the results of a recent pilot of an adult-focused sexuality program, along with recommendations for future work.
Fredag 8 april  
11:15 - 12:15

Sarah Hampton

‘I have strengths and weaknesses like any other mum’: How autistic mothers navigate pregnancy, childbirth and the postnatal period

Bio:

Sarah Hampton is a research fellow at the University of York (UK), where she works on clinical trials of complex healthcare interventions aimed at improving patient safety. Prior to this, Sarah was a postdoctoral research associate at the Autism Research Centre at the University of Cambridge (UK) where she also completed her PhD. At the Autism Research Centre, Sarah drew on a broad range of quantitative and qualitative methods to research the experiences of autistic mothers and the development of their infants. Previously, she explored the experiences of bilingual families raising an autistic child as a research assistant at the University of Edinburgh (UK). She obtained her MSc in Cognitive Neuroscience at University College London and completed a BA in Philosophy and Modern Languages at the University of Cambridge.

Abstract:

The experiences of autistic mothers is a topic almost entirely neglected by research. Given the common conceptualisation of autism as a predominately male condition, autistic people who are assigned female at birth have been underrepresented within the scientific literature. As such, while pregnancy, childbirth, and the postnatal period represent significant aspects of adult life for many individuals, autistic people’s experiences of these events has received little attention among researchers. Pregnancy, childbirth, and the postnatal period can present difficulties for any parent. However, these events may pose additional challenges for autistic people, who can be vulnerable to issues surrounding physical and mental health who are often not provided with healthcare that meets their needs. This talk will present findings from some of the first studies in this area. Drawing on data from first-hand qualitative accounts by autistic parents, as well as quantitative methods, this talk will discuss how autistic parents navigate pregnancy, childbirth, and the postnatal period. Findings will be presented on autistic parents’ physical and mental health during this time, as well as their experiences with accessing healthcare appropriate to their needs. The unique challenges that autistic people can face as a parent to a newborn will be discussed, in addition to the parenting-related strengths that being autistic can bring. There is currently very limited existing guidance for healthcare professionals to draw on when supporting autistic parents; this talk will offer some recommendations for best practice for professionals working in this area.