COMMUNICATING WITH SCHOOLS
HOW PEDIATRICIANS AND SCHOOL NURSES CAN WORK TOGETHER TO BETTER SUPPORT CHILDREN WITH ADHD AND THEIR FAMILIES

COMMERCIAL INTERESTS DISCLOSURE
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HOW THIS IS GOING TO WORK???????
Back Round- Epidemiology supporting treatment including current controversies
Important role of School
Hiccups
Hopes
Panel Discussion

WHY TREAT?
30% of Children will repeat a Grade
More Likely to Drop Out of School: 10-35%
Poorer Performance on Standardized Achievement Tests
Lower Grades

(Langberg J, 2012)
WHY TREAT?

- 30% higher risk of injury
- Effects on social functioning
- Increased issues with accidents and license suspension
- Increased risk of suicide attempt
- Increased risk of obesity

(Asherson, 2017; Cortese, 2017; Lichtenstein, 2012; Huang, 2018)

SUBSTANCE USE DISORDER

- Earlier onset of substance use
- Increased variety of substances tried
- 2.5 times more likely to develop SUD than children without ADHD
- Similar biologic underpinnings: dopamine...
- Significant evidence from large data bases that treatment with psychostimulants reduces substance use related problems. Timing seems to be important; treat earlier.

(Asherson, 2017)

TREATMENT

- Treatment with stimulants >3yrs slight improvements on Achievement Test scores
- Little effect on grades or grade retention
- Recent prospective longitudinal study assessing symptoms at entry and 6 years matched group with ADHD receiving Stimulants versus Group who did not receive stimulants showed no differences in ADHD sx, Social Emotional Functioning, Motor Control or Working Memory (Schweren L, 2018)

TREATMENT

- Compliance with medication estimated 30%
- MTA follow up ~43%
- Long term studies- Community Based- Compliance issues/Follow up issues/
- Titration and control in community setting less regimented than academic.
PARENTS ARE BUSY

SCHOOLS

- Children spend on Average 7 Hours a day 180 days a year
- Diagnostic Criteria assess Behaviors often observed at School
- Diagnostic Criteria – Symptoms are present in 2 or more settings
- Diagnostic Criteria- Symptoms Interfere with functioning
- Effect of Treatment often most immediately observed at school
- Medications administered at School

**Labor force participation rates 1975-2013**

*Note: Participation rates for all women are 1975-2013 annual averages; participation rates for mothers with children under 18 are for March 1975-2012.*


**Labor force participation rates, 2013 annual averages**

"Resilience is predicted by both the capacity of individuals, and the capacity of their social and physical ecologies to facilitate their coping in culturally meaningful ways."

(Ungar M, 2015)
COMMUNICATION

• A New Tool To Try
• Modeled After Asthma Action
• Feedback from nurses, behavioral
  Specialist, Educators

PANEL

• Carrie Woodcock Maine Parent Federation
• Linda Morris RN Harriet Beecher Stowe Elementary School Brunswick
• Lori Huot RN Harriet Phillip W. Sugg Middle School Lisbon

REFERENCES


REFERENCES

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• Duffy et al., “A Unique Pattern of Cortical Connectivity Characterizes Patients with Attention Deficit Disorders: A Large Electrocorticographic Coherence Study.” BMC Medicine, March 9, 2017. https://doi.org/10.1186/s12104-017-0800-9

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