

Symposium: Early intervention in ADHD

Title of the symposium: Early intervention in ADHD

Organized by: Lene Straarup, Birthe Rusike

Chair: Lene Straarup

Early identification and intervention for ADHD have the potential of limiting the disorder's negative impact and altering adverse trajectories. **Anne-Mette Lange** will present up-to date research regarding early identification at treatment.

Much is still unknown about the association between language problems and ADHD. **Ida Bonnerup Jepsen** is investigating this topic as a phd-student and will share her results at the symposium.

Presentation 1:

Title: The case for early identification and intervention for children with ADHD and their families.

Presented by: Anne-Mette Lange, cand.psych, MSc ClinPsy. Research Department of Child & Adolescent Psychiatry, Aarhus University Hospital – Skejby.

Abstract: Attention-deficit hyperactivity disorder (ADHD) is a prevalent neurodevelopmental disorder which impacts on daily functioning across a range of domains. It often emerges in the preschool period and remains impairing and predictive of long-term burden to families and health, social, education and criminal justice systems. Early identification and intervention for ADHD have the potential of limiting the disorder's negative impact and altering adverse trajectories.

This talk will present up-to-date research regarding the early identification and treatment of ADHD. The clinical presentation of preschool ADHD and its persistence into later childhood and adolescence will be addressed. The consequences of untreated ADHD will be presented. Current findings from randomized controlled trials of non-pharmacological early interventions for ADHD will be outlined. The barriers to and opportunities for timely recognition and access to care for children with ADHD and their families will be discussed

Presentation 2:

Title: Language abilities in children with and without Attention Deficit/Hyperactivity Disorder (ADHD)

Presented by: Ida Bonnerup Jepsen, cand.psych., ph.d. student, Department of Psychology and Behavioral Sciences, Aarhus University

Abstract: Much is still unknown about the association between language problems and ADHD. The overall objective of the study was to investigate language in children with ADHD by investigating (i) Narrative abilities in children with ADHD, (ii) the association between narrative abilities and executive functions, general language function and ADHD symptoms and (iii) the association between language and social and academic abilities in children with and without ADHD. Method: Cross-sectional case-control study (ongoing) comparing 100 children with ADHD to 100 typically developing children (7-11 y.o.). Results: the study is still ongoing but results from a meta-analysis (K=15) suggest that children with ADHD have problems with several areas of oral narrative production, in particular coherence, cohesion and syntactical complexity, with small to moderate

mean effect sizes (Hedges' $g = 0.22-0.58$). Screening for problems within narrative language should be considered when assessing language and communicative abilities in children with ADHD.