

© Springer-Verlag Wien 2015



## **5th World Congress on ADHD: From Child to Adult Disorder**

**28–31 May 2015 · Glasgow · Scotland**

**Editors: Manfred Gerlach, Würzburg, Germany  
Peter Riederer, Würzburg, Germany  
Luis A. Rohde, Porto Alegre, Brazil  
Andreas Warnke, Würzburg, Germany**

## Introduction

Dear Colleagues and Friends,

On behalf of the World Federation of ADHD, we are pleased to welcome you here in Glasgow for the 5th World Congress on ADHD: From Childhood to Adult Disorder.

After the incredible success of the Milan meeting in 2013, where 2100 participants from 80 countries attended—Glasgow is the ideal setting to elucidate and discuss the current advances in ADHD diagnosis, treatment and neurobiology, contributing to our understanding of ADHD as a lifespan disorder.

We intend to offer exchange forums and give you the chance to debate on the most recent research results as well as clinical issues in the diagnosis and treatment of ADHD. This is one of the key missions of the World Federation of ADHD, and we are happy to remember our tradition of bringing together healthcare specialists from all around the world, dedicated to this challenging and extremely relevant mental disorder.

The Scientific Programme Committee has once again created an excellent scientific programme, consisting of outstanding Plenary Lectures and parallel Hot Topic Symposia as well as Research Consortia Present new Designs and Findings, Late Breaking News, and innovative Guided Poster Sessions. In two new formats, the Grand Round and the Historical Case Presentation, clinical cases will be discussed by some of the most reputed ADHD experts. Furthermore, to provide a friendly and interactive atmosphere, eight Educational Seminars and six Meet-the-Expert Sessions will take place in the afternoons.

Apart from the professional aspects of the congress, Glasgow is a beautiful city with numerous activities to enjoy. The city is located at the River Clyde, close to the Atlantic Ocean. With approximately 600,000 citizens and roughly 2 million in the greater region, the city invites you to discover its medieval architecture during pleasant strolls. In the city traditional businesses go hand in hand with modern life. If you are interested in art, the city centre is the home to the Gallery of Modern Art (GoMA) and the McLellan Galleries, built in 1855-6, now considered the largest quality, climate-controlled, temporary exhibition gallery in Scotland.

In this volume, abstracts are organized day by day. Plenary Lectures (PL) come first, then Hot Topic Symposia (HT) and Research Consortia Briefings (RC) and finally the Poster abstracts (P). Submitted abstracts have not been modified in any way. The PL have been organised in four topics: New Advances in ADHD Diagnosis, New advances in ADHD Neurobiology, Controversies in ADHD, New Advances in the Treatment of ADHD. The 15 HT and 3 RC cover the latest clinical and research developments in the broader field of ADHD and related disorders.

We are pleased to have received about 330 poster abstracts. The general quality of the abstracts is much better than in former years. We have organised several Guided Poster Tours so that presentations of the different topic categories can be represented uniformly. The topics are: Aetiology, Basic Science, Clinical Electrophysiology, Co-morbid Disorders, Diagnosis, Epidemiology, Genetics, Neuroimaging, Non-pharmacological Treatment, Quality of Life/Caregiver Burden, Miscellaneous, Pathophysiology, Pharmacological Treatment, Substance Abuse. We would like to encourage you to not only view these selected posters, but to also engage in active discussions and to exchange ideas with our young colleagues.

Of all abstracts submitted by young scientists, the top eight have been selected by the Scientific Programme Committee. The authors have been invited to give a presentation during one of the two Young scientist award sessions (YS). With this approach, we intended to highlight the importance of original scientific contributions of young colleagues at the congress.

We thank all the speakers, contributors and sponsors of the 5th World Congress on ADHD: From Childhood to Adult Disorder. We thank you for joining this exceptional event and are pleased and honoured to have you with us.

Yours sincerely

Luis Rohde  
Congress President  
President World Federation of ADHD

Manfred Gerlach  
Chairmen Scientific Programme Committee

15(12.6 %) children meet adherence criteria (Wilcoxon W.  $z = -12.220$ ,  $p < 0.0001$ ).

**Conclusions:** The two sessions group parent education may increase adherence to medication over 6 months in children with ADHD.

**P-09-007 Tomatis method as a therapy for children and adults which can improve the quality of life ADHD people**

S. Kashirina\*, Y. Golubeva

\* Moscow, Russia

**Objectives:** Children and adults with ADHD often have difficulty regulating responses to sensation and stimuli, regulating and organizing the degree, intensity and nature of response to sensory input in a graded and response to sensory input in a graded and adaptive manner that means SMD. A high incidence of sensory processing difficulties exists in children and adults with ADHD. Patients with ADHD have problems with SM. People with ADHD may be—Under responsive (intense and long-lasting sensory input)—or Sensory seeking, craving to a sensory stimuli (actively seek sensation) The other part of SPD which may be common to ADHD children is SBMD, that describes the dysfunction that occurs when the proprioceptive and vestibular systems are impaired. These atypical sensory reactions suggest poor sensory integration in the central nervous system and could explain impairments in attention and arousal. This incapacity to modulate correctly the sensory input results in self-stimulation to compensate for limited sensory input or to avoid an overloaded sensory input. Symptoms fall into a range of categories, including problems with social interaction, repetitive stereotypical behavior and movements, somatosensory disturbance, atypical developmental patterns, mood disturbances, lack of responsiveness, and problems with attention and safety.

**Methods:** The Tomatis Method is able to regulate the sensory perception and integration of a sensory input with ADHD. The ear delivers to brain about 90 % of sensory information, and at the same time has various functions and influences on the whole body. The objective of the method is to improve the ability of nervous system to use the sound information with a purpose of learning and communication involving the body and emotions in the process. Techniques—Electronic gating that brings about a perceptual sound contrast meant to constantly surprise the brain so that it stays awake and attentive.—Bone conduction Sound is transmitted, on the one hand, by bone conduction caused by a vibration in the upper part of the cranium, and on the other hand, by aerial conduction passing through the ear's auricle.—The timing delay The timing delay of sound perception between the bone and air conduction can be changed to slow down the processing of interaction internally and to awaken the individual to attend to incoming information.—Sound Filtering Filtering permits the brain to orient itself toward the acoustic analysis of specific zones, that corresponds to a pre-natal experience.—Latency time Repetition of the gating action over time conditions prepare the ear to operate more efficiently to perceive and analyze sound properly.—Laterality The Electronic Ear provides a control to vary the balance of sound between the right and the left ear.

**Results:** The TOMATIS Method acts on the limbic system in the medial part of the brain, to which the auditory system is linked. Among other things, this part of the brain is responsible for the mechanisms of emotion, memory, and learning. Moreover, an organ in the middle ear known as the cochlea plays the role of a cortical charger. By acting on the limbic system and prefrontal cortex, the TOMATIS Method intervenes in the regulation of emotional

disorders related to depression and anxiety. And it will also act effectively on the regulation of stress.

**Conclusions:** Method Tomatis regulate and balance the functioning of diencephalon that influence on self-regulation, emotional control, activity, working memory, sequencing.

**P-09-008 Addressing disparities between Latinos and non-Latinos accessing a school-home collaborative behavioural treatment for ADHD**

L. Haack\*, E. A. Araujo, M. Capriotti, A. Beaulieu, K. McBurnett, L. Pfiffner

\* San Francisco, USA

**Objectives:** US Latino youth experience similar rates of Attention-Deficit/Hyperactivity Disorder (ADHD) as non-Latino youth but are less likely to receive services. Limited access to care and/or differential problem recognition (i.e., Latino parents under-recognizing ADHD symptoms compared other informants) may contribute to this disparity. Subsequently, only the most severe Latino ADHD cases appear to receive services. We examined potential disparities between Latinos and non-Latinos with access to a behavioral treatment for ADHD delivered through schools: the Collaborative Life Skills (CLS) program. We predicted that, relative to non-Latinos, Latinos would be less likely to participate in CLS. Also, participating Latinos were predicted to show more discrepant parental problem recognition and more teacher-rated symptoms than non-Latinos.

**Methods:** Information about CLS was presented to all public schools in the San Francisco Unified School District (SFUSD) and 16 schools enrolled; Spanish-language groups were offered in two schools. School personnel identified candidate children and contacted families about participating. Parents and teachers of participating children completed a validated measure of ADHD symptoms.

**Results:** The percentage of Latino students in CLS schools was comparable to the SFUSD population ( $p = .82$ ). The percentage of Latinos participating in English-cohorts of CLS was comparable to that of the student bodies of CLS schools and significantly greater when Spanish-cohorts are included. Of those participating in CLS, teachers endorsed significantly more inattentive symptoms for Latinos than non-Latinos ( $p = .03$ ) and discrepancy in parent and teacher reported inattentive symptoms was marginally greater for Latinos than non-Latinos ( $p = .08$ ); no differences were noted ratings of hyperactive/impulsive symptoms ( $ps > .25$ ).

**Conclusions:** Given the comparable rates of Latino and non-Latino participation, recruitment methods used in CLS appear to reduce access disparities for Latinos relative to typical practices. Our findings also suggest that Latino parents may under-recognize inattentive symptoms relative to non-Latino parents, underscoring the need to address potential problem recognition disparities.

**P-09-009 Listening therapy as a non-pharmacological treatment, which can reduce ADHD symptoms to children**

S. Kashirina\*, Y. Golubeva

\* Moscow, Russia

**Objectives:** ADHD known as a complex disorder. Children with ADHD has problems with self-regulation, attention deficit, following verbal command, working memory, motor planning, balance, spatial