

People who are successful in life are successful at self-managementSM

Self-Management Summer

At the Tarnow Center, we believe that those who are successful at Self-ManagementSM are successful in life. Self-management is the ability to:

- Monitor and process internal and external information
- Weigh that information to develop a good strategy
- Execute a plan that fits the situation
- Evaluate what worked and what didn't work, and
- Use that evaluation to develop a better plan in the future

These skills develop in stages as a child grows, but each child takes his or her own path, and many will struggle at some point in the process. As parents, we need to continually assess our children's needs and self-management skills. Are they ready for the next step – be it elementary school, middle school, high school, or college? What are their strengths and weaknesses, and how do we best prepare them to launch, leave home, and find success?

The school year makes it difficult for parents to take the time necessary to make these assessments. School and extracurricular activities place such a demand on a family's time and energy that there is barely time to plan for next week, much less next year. But summer is just around the corner, and with it comes an excellent opportunity to regroup, review, and replenish. Without the added pressures of school, families can finally take that breath and work on how to use the lessons from last year to develop a successful strategy for the upcoming year. That's why this issue of *The Center Piece* is focused on the Self-Management Summer, a comprehensive series of programs that we are offering at the Tarnow Center to help promote healthy physical, mental, and emotional development. Our interactive technology includes the *SMART Family System*: a web-based behavioral management program; *Fast ForWord*, *Cogmed*, and *Interactive Metronome*: programs designed to improve reading, memory and focus; and Neurotherapy: a non-invasive treatment that uses the brain's electrical activity to teach how to repair and improve cognitive functioning.

As always, we promote the importance of self-management approaches to parenting. Our self-management seminars for parents introduces them to techniques they can use at home to promote healthy development, and our weekly SMART groups will offer parents a forum to get extra support or just share strategies.

These are just some of the programs that we offer here at the Tarnow Center. I encourage you to read on and learn more about our programs and about how you can use the Self-Management Summer to invest in your children's future.

Jay Tarnow M.D.

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TARNOW CENTER MISSION STATEMENT

To offer a Center of Excellence in the Southwest Region, providing innovative, superior quality therapy, while utilizing an interdisciplinary team approach to assessment and intervention for individuals and families affected by psychiatric, psychological, developmental, learning, and language disorders.

The Tarnow Self-Management Approach to Behavioral Change: Building a Bridge to Success

W. Walker Peacock, Psy.D.

The Self-Management approach to preparing a child for success is like building a bridge. The final goal is to establish a pathway in the brain between two previously disconnected locations. In the case of a bridge, it is a connection between two physical locations; in terms of behaviors, it is the connection between cause and effect.

'A journey of a thousand miles begins with a single step'

-Lao-tzu

When constructing our bridge, we don't know how long it needs to be and we don't know how long it will take to get there. We only know we've made the connection when we stop falling off the edge. In other words, we don't know how long it will take the child to learn the desired skills. This is important to remember because behavioral goals, like any goal, should focus less on "success" and more on "progress". A goal of "straight A's" can be overwhelming because success is an all-or-nothing demand. Each day without straight A's may be seen as a failure. It is important to break this long-term goal of "straight A's" down into smaller, short-term goals of "record assignments in planner" and "finishes homework by 7 pm". These smaller goals are less overwhelming, easier to measure, and they provide multiple opportunities for success. Additionally, each short-term success brings us closer to our long-term goal. With this thought in mind, we can begin to see that our bridge (long-term behavioral goal) is actually made up of individual bricks (short-term behavioral goal).

Behavioral management plans act as the blueprint for how, where, and when these bricks need to be placed. An effective behavioral management plan will include:

- Clear directions

- Small, specific, & scheduled tasks, and
- Immediate reward for completion of these tasks

With these components in place, behavioral management programs provide a detailed outline for: 1) What change needs to be seen, 2) Where these behaviors need to be seen, 3) When these behaviors need to be seen, and 4) How much reward the child can earn for completion of these behaviors. The reward is a very important component of the plan. Research shows that children learn better when they are rewarded for doing the *right* thing, as opposed to being punished for doing the *wrong* thing. As such, effective behavioral management plans help to build a behavioral chain: small positive behaviors combined with positive reinforcement lead to complex behaviors driven towards long-term goals.

An effective behavioral blueprint requires people who will act as managers -parents and teachers - who will supervise and reward the child as each brick is put into place. Unlike a structural blueprint, the behavioral blueprint is a fluid design and requires constant evaluation and changes. It is not an easy task, to be firm and flexible at the same time. This is where psychoeducational training is helpful. In addition to teaching caregivers how to design and implement an effective behavioral management plan, these trainings serve several functions. The first function is to provide an education about self-management disorders: their neurobiological roots, symptoms, and effective therapies. This process teaches caregivers, and also helps them to teach the child. A second function of psychoeducational training is to re-introduce the child to parents and teachers. It is important for caregivers to understand that the child is not "lazy, stupid, or crazy". After understanding is established, caregivers can begin to work towards a better understanding of how the child's brain works. Third, training can help parents and teachers focus on positive direction:

reward instead of punishment. This allows them to, tell the child "Go!" instead of "No!"

Creating an external source of rules and rewards, combined with the application of this source across multiple settings, is a good start. But it may not be enough. Change is hard and it takes time, effort, and persistence from everyone involved. While parent and teacher training provides education and some preliminary structure, parents and teachers require more support as they encounter the obstacles that are common with behavioral plans. These roadblocks often follow a similar course. Plans that do not produce immediate improvement lead to frustration from both parents and teachers. Frustration leads to poor communication within the home, between homes, or between home and school. A breakdown in communication often results in the "blame game", which only contributes to the chaos and takes focus away from effective parenting of the child. Another result of poor communication is that different caregivers have different expectations and definitions of "success". These inconsistencies make it difficult to measure progress or enforce consequences. The end result of these roadblocks is almost a collective "Why Bother?" from parents, teachers, and children alike.

Our experience at the Tarnow Center has been that most families, despite the best intentions, only follow a behavioral plan for a few weeks before becoming frustrated. These parents then either



return to a drug-only treatment or drop out of treatment altogether. Such noncompliance is a serious issue: not only does dropout remove the family from treatment, but parental perception of treatment failure decreases the likelihood that this family will seek treatment in the future. To return to the bridge analogy, these families need a tool to help them be more effective behavioral construction managers.

Behavioral plans often sputter or stall because they are improperly implemented, inconsistently maintained, and subsequently discarded when they do not produce results.

A team at the Center has worked together with a software developer to create this tool: a web-based behavioral management program that acts as surrogate self-manager for the entire family. The program, “SMART Family System”, enables therapists and parents to work together to incorporate the principles of SMART (Specific, Measurable, Achievable, Rewardable, Trackable) goals. The program starts with a 200-item questionnaire, which assesses the child’s self-management skills. Responses to this questionnaire then generate a list of suggested target behaviors that specifically target the areas where the child’s self-management breaks down. Parents and therapists work together to break these target behaviors down into SMART goals that are appropriate for the behavioral plan. SMART encourages families to sign contracts that clearly explain each person’s (parents and Achievers) roles and expectations, and provides examples of such contracts online.

SMART includes two methods of positive reinforcement: privileges and rewards. *Privileges* are things that the Achiever may be accustomed to as part of his or her daily life. Examples of privileges include television time, telephone time, or use of the computer. Using SMART, these privileges are now unlocked as the Achiever’s positive behaviors help them progress through the level system. *Rewards* are

special treats or activities that would be “above and beyond” what an Achiever would expect on a daily basis. Examples of rewards would be a new video game, a movie night with friends, or a gift card to a favorite store. Rewards can be saved in SMART, and then purchased with tokens or money that the Achiever earns each time he or she completes a daily task.

Similar to training wheels on a bicycle, this model is designed to support the child as he or she practices and learns self-management. The goal being that by the time the child is ready to individuate and leave home, he or she can “ride alone”.

A web-based application provides solutions to many of the problems families encounter with behavioral management plans. Parents and children are now able to check off completed behaviors together, and the computer provides instant feedback to the child about current number of tokens, current level, and current privileges. Target behaviors are entered into the program, where they can easily be broken down and edited in order to establish specific guidelines towards self-management. Online access opens up communication with divorced or traveling parents, and allows other significant caregivers like teachers and grandparents to have access to clear expectations and definitions for success. Finding the appropriate balance between challenge and reward will always involve a learning curve, but the computer makes it easier by maintaining the structure of the plan while individual variables such as tokens, points, or levels are adjusted. Finally, complex calculations, storage of successful (and unsuccessful) plans, and detailed charts are all managed within the computer, taking care of the organization and tedious paperwork that so often send behavioral plans out the door.



Having a web-based tool like SMART helps us to resolve many of the difficulties inherent in starting and maintaining a behavioral management program. However, just as any tool requires a skilled hand in order to be effective, SMART requires a persistent family. A concern for many of our families is that the child and at least one of the parents struggle with self-management skills. Monitoring behaviors, calculating and giving rewards, and enforcing consequences are not immediately rewarding, making it less likely that parents who have their own self-management difficulties will stick with the plan once the novelty has worn off.

EXAMPLE OF SUGGESTED TARGET BEHAVIORS GENERATED BY SMART

- Study space is kept clean and neat
- Records all important assignment details in planner
- Able to explain how his/her actions affect others
- Waits until others are finished before talking – permitted one reminder
- Allows friend to choose activity during playdate
- Treats parents with respect
- Able to transition to new situation or task easily

This is where the Self-Management model provides the final layer necessary to complete our behavioral bridge. One of the most important skills that we teach at the Tarnow Center is persistence. We provide this skill through family support sessions with a trained therapist. In the early stages, these sessions serve to provide training, structure, and encouragement as the parents start to introduce a behavioral plan. Early sessions also help to support the parents, reducing the risk of dropout. As the child progresses through each developmental stage of self-management, ongoing support sessions help parents to redefine and update goals. The experience at the Center is that this practice helps parents develop the skill to use this technique as their child progresses through each developmental stage.

We have been working with parents individually since SMART was released in November, and this summer we will be offering educational support sessions in a group format. Many of the parents we see have given us excellent ideas and feedback, and the groups were designed so that parents can share this creativity directly with each other. SMART groups will be available weekly on an “as- needed” basis. Parents can sign up for a group whenever they feel like they need to check in and get some support. For more information about how to get started with SMART or how to get involved with our summer groups, contact your clinician or call 713-621-9107 (ext. 253).

SMART ONLINE ACHIEVEMENT makes it fun and rewarding for children to develop the skills necessary for their successful development.

Weekly meetings are available for parents who want extra support, or who are just looking to share strategies.

For more information about how to get started with SMART or how to get involved with our summer groups, contact your clinician or call 713-621-9107 (ext. 253) or go to www.smartfamilysystem.com.

Weekly, Tuesdays 5 p.m.
\$45 per session

Facilitator:
W. Walker Peacock, Psy.D.



Practical Help for Adult ADHD: Consider an ADHD Self-Management Coach

Diane N. Roche, Ph.D.

Adult ADHD (sometimes called ADD) can create limitations in every major realm of functioning – it reaches into all aspects of life and even into other people’s lives. Most people who have ADHD struggle with some symptoms into adulthood. Generally, the greater number of problems that were experienced in childhood, the greater the number of areas of impairment in adulthood. Table 1 shows some examples of how childhood symptoms are translated into adulthood.

Coaching has become a buzz-word over the last several years, with all sorts of people (with a range of qualifications) using the title. A coach can be helpful for an adult with ADHD, but it can be confusing to sort out the nature of the services being provided, who is providing them, what their qualifications are, and whether or not they will help. Simply having ADHD and compensating for it relatively successfully does not make someone qualified to coach others who have ADHD.

ADHD Self-Management Coaching is provided by a qualified mental health professional, who specializes in ADHD and takes an active approach to addressing the deficits of ADHD.

ADHD Self-Management Coaching focuses on specific, practical approaches to change ADHD behaviors that get in the way of success. Although it shares some characteristics with traditional psychotherapy and life coaching, it is different from either of these approaches, and is uniquely positioned to create the greatest amount tangible improvement for the adult with ADHD.

Traditional Psychotherapy

- Provided by a licensed mental health professional with training & experience in understanding a variety of psychological issues
- Often considers how the past impacts the present
- Generally less directive
- Seeks understanding
- Typically focuses on exploring complex psychological and interpersonal experiences
- Usually, an emphasis on what is going wrong (symptoms, difficulties)

Table 1

Symptom Domain in Children	Common Adult Manifestations
Runs/climbs excessively Squirms and fidgets Unable to stay seated Unable to play/work quietly Is “On the go” or “driven by motor” Talks excessively Blurts out answers Intrudes/interrupts others Difficulty sustaining attention Doesn’t listen No follow through Can’t organize	Inefficiencies at work Can’t sit through meetings Drives too fast Self-selects very active job Can’t tolerate frustration Talks excessively Makes inappropriate comments Interrupts others Difficulty sustaining attention Paralyzing procrastination Slow, inefficient; poor organization Poor time management

THE TARNOW CENTER FOR SELF-MANAGEMENT SM

- The patient depends on the therapist as expert
- Sessions are in person, typically one or more times per week
- Reimbursable by insurance companies

Life Coaching

- Provided by a variety of individuals, varied in levels of training, often without training or understanding of psychological issues in general, or ADHD-related issues in particular
- Stays focused on the present
- Directive
- Seeks tangible accomplishments in a wide range of areas the client might present
- Focuses on pragmatic strategies to address less psychologically complex issues
- An emphasis on enhancing strengths (what the client wants to do more of)
- The coach depends on the client as expert; the client determines what to work on and is seen as 100% capable of determining their own solutions
- Sessions provided in person, by phone, or by email, typically according to a standard schedule
- Not reimbursable by insurance companies
- No license or degree required; no regulations

ADHD Self-Management Coaching

- An integrated biopsychosocial approach provided by a licensed mental health professional who has training and experience in a variety of psychological issues, but specifically in ways to deal with the core biological, psychological and social issues faced by the ADHD adult
- Stays focused on the present
- Directive and goal-driven
- Seeks understanding of expression of ADHD in the particular individual and tangible results in the specific areas that will improve daily life management
- Focuses on pragmatic strategies designed to address complex issues in a step-by-step fashion
- An emphasis on understanding what is going wrong (ADHD symptoms and impairments specific to the individual) *and* strengths and gifts that can be used to compensate for weaknesses (what the client should do more of)
- Collaborative problem-solving process between the ADHD adult, who is an expert regarding him or herself, and a ADHD self-management coach, who is an expert in both ADHD and self-management strategies
- A customized plan is created. This might include individual in-person sessions, an educational group, telephone contacts, or email contacts
- Reimbursable by insurance companies (because as defined, ADHD Self-Management Coaching is broader than coaching and can be understood as directive psychotherapy)

The right treatment for the difficulties with life management associated with Adult ADHD is ADHD Self-Management Coaching. Self-Management ADHD coaching will help you manage and compensate for your ADHD more effectively by utilizing the extensive training and expertise of the provider in a practical, flexible, here-and-now, results-oriented format you need to make real changes and create optimum success.

Call Dr. Roche to schedule an initial consultation and create a customized plan for your ADHD Self-Management Coaching. New ADHD Self-Management clients will receive free Adult ADHD and Self-Management questionnaires and a 30% discount on Dr. Roche's \$205 initial patient fee. Don't put it off; call now before your commitment to yourself is lost in the shuffle.

Self-Management Coaching for Adults with ADHD

Diane N. Roche, Ph.D.

- 8 week group
- \$80 per session
- Next group begins May 2009

Create a customized plan for self-management coaching:

- Group Education
- Individual Therapy Sessions
- Telephone appointments
- Email support

Develop practical strategies and resources for more effectively meeting life responsibilities and goals.

The Tarnow Center College Transition Program

Sophia K. Havasy, Ph.D.

Continuing education after high school is imperative for your young person whether through college or vocational training and certifications. In the current economy, parents, more than ever, will need to factor in return on investment when making decisions about their children's education. No longer can a family afford to risk losing \$30,000 or more by sending a child who is not ready to be successful away to college. College dropout rates are highest the freshman year. For at-risk young



adults -- a group that includes young people with histories of ADHD, learning disabilities, substance abuse, and/or emotional disorders -- we recommend that parents consider the Tarnow Center College Transition Program. This structured support system utilizes Tarnow Center resources and local colleges and universities. It provides at-risk young adults a structured transition to independence. The student stays on track with enhanced potential for success and parents can feel more comfortable that a year's tuition will not be wasted on a child ready to tackle college but not quite ready to do so on their own. The program provides your young adult with time to mature and the skills to manage their lives.

Research on college graduation rates suggests that goodness of fit between the student and the program, academic self-confidence, and time management and persistence in one's efforts towards a goal are the key ingredients of successful college completion. A poor fit can result from sending the young adult to the school they want that may not be the one that they need. Large lecture classes can be quite difficult for someone with an auditory processing disorder or an attention deficit disorder. Young people who have not developed the skills to manage their time,

to persist in their goals, or to go the extra mile to find the right tutor or talk to the teacher are particularly vulnerable to floundering after they leave home. High school may not have provided the proving ground that you hoped for in order to feel confident to send your student away to school. A year of structured transition can provide the bridge between high school and a successful independent college.

The College Transition Program is similar to the SALT program at the University of Arizona and the TECHniques program at Texas Tech. To be accepted into these support programs the student has to be accepted in the university and demonstrate a statistically significant learning need based on psychoeducational testing. The student agrees to tutoring and to meet with the counselor weekly. Attendance at scheduled appointments is tracked. Parents can learn, with the students permission, whether or not the student attends her appointments.

In the Tarnow Center College Transition Program, we plan to do more. We have found that our students often need more hands-on assistance and accountability. When the parents try to function in this coaching role at the college level, the young people tend to be very resistant and

take it as intrusive and as a vote of no confidence. The young person will say, "I'm in college. Let me handle it." The truth is these students have good intentions but often lack the skills to "handle it."

Students participating in the Tarnow Center College Transition Program will enroll in a local college or university. They can choose to live at home, on campus or in independent housing. Through the Program, they will

have access to tutors and will participate in group sessions to reinforce self-management skills around independent education. Their progress will be monitored and the program will be tailored to a student's individual situation and needs. Each participating student and family will develop a contract with behavioral markers so a student can understand and work towards a situation of greater independence. Some students can use the transition year to achieve the life and study skills necessary to go off to college away from home. Others may choose to utilize the program throughout their university career, accomplishing their educational goals within the context of a structured support environment.

Skills the program will focus on:

1. Improve self-awareness of strengths and weaknesses as a learner and as a self-manager.
2. How to become one's own advocate. Knowing what you need, who to speak to, and what considerations to request.
3. How to create allies wherever you are and why you would want to.
4. Goal-setting and making plans to reach the goals.

5. Time management or how to move beyond wishful thinking and good intentions.
6. Sustaining motivation.

In the College Transition Program, we will monitor attendance at tutoring and also to what degree the student is prepared, and making good use of the services. Depending upon which school the student attends, we will work with academic advisors to monitor academic functioning. When the student agrees to work with us, that student is creating allies for success.

Beginning the summer after high school graduation, the young person will meet with clinicians and learning specialists skilled in addressing the needs of this population. Students who have gone away to school, failed, and are now receptive to help are also eligible. Dr. Havasy calls them “complicated launchings”. During each semester, we will meet with the young adults in groups and individually to assist them to define their goals, teach them to persist and sustain motivation, and help them to better understand what they require to optimize the likelihood of their own success.

We will work with the families to write contracts that define the self-management skills and the behavioral markers that demonstrate competence so that everyone knows what is necessary to have in place in order to leave home with financial support. This is an opportunity to do it right. If, as a parent, you know that your young adult is not ready to go away to school and be successful, then this is a program you should consider.

Contact Sophia K. Havasy, Ph.D. to get started with planning for the College Transition Program.

<p>The Tarnow Center College Transition Program: Extra Help To Get It Right</p>	<p>You can't afford to waste a year of tuition.</p> <p>The Tarnow Center College Transition Program keeps young adults on track with their education while providing them with time to mature and the skills to manage their lives. Through the program, parents can feel comfortable that a year's tuition will not be wasted on a child ready to tackle college but not quite ready to do so on their own</p>
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<p>High School Launching Prep Group</p> <p>For: Adolescents in high school (10th—12th grade)</p> <p>Time: One hour each week, Wednesdays 6:15-7:15 PM June 10– July 8</p> <p>Cost: \$640 (eight sessions) (Participants who are new to the practice require a one-hour evaluation by Dr. Havasy. The cost of this evaluation is \$205.)</p>	<p><i>By Sophia K. Havasy, Ph.D.</i></p> <p>Topics: Self-awareness, Strengths, Weaknesses, Motivation, Goals, Active processing, & Skills and accomplishments.</p> <p>Parent</p> <p>Topics: Defining launching goals, In place vs. under construction, Risk factors, and Life skills development.</p> <p><i>*Parents meet one hour three times, Wednesdays 5-6 PM</i></p>
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<p>College Launching Group</p> <p>For: Incoming college freshman and college students who have already faced significant struggles</p> <p>Time: One hour each week, Thursdays 6:15-7:15 PM June 11– July 9</p> <p>Cost: \$640 (eight sessions) (Participants who are new to the practice require a one-hour evaluation by Dr. Havasy. The cost of this evaluation is \$205.)</p>	<p><i>By Sophia K. Havasy, Ph.D.</i></p> <p>Topics: Self-awareness, Strengths, Weaknesses, Stress management, Time management, Goals/motivations, Expectations, Temptations and Keys to success</p> <p>Parent</p> <p>Topics: Risk factors, Expectations, and Plan B</p> <p><i>*Parents meet one hour three times, Thursdays 5-6 PM</i></p>
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Improving SAT and College Performance : Up to the Minute Approaches

Linda Narun, M.A., CCC-SLP & Lynn Ayres, M.Ed.

We are at an exciting time in the world of education, where the technological revolution is beginning to cross paths with a newer educational revolution. Educators are beginning to understand that you can't unlock every door with the same key: each brain is wired differently and benefits from different teaching methods. Educators in many fields have predicted that the computer will be the primary means of teaching in the 21st Century because programs can be individualized to meet these needs. These methods are particularly helpful for students with ADHD and Learning Disabilities who benefit from different approaches to learning, and who need different ways to demonstrate what they have learned.



Through the use of radiological brain measures like the FMRI and PET Scans, we know that the brain is plastic and that the brain never stops learning. It can be stimulated to process information faster and more efficiently, thus enabling it (and the student) to do better in many academic areas. We can literally make the brain grow. It stands to reason that a more efficient brain will help a student perform better academically. We can use this information to teach more effectively.

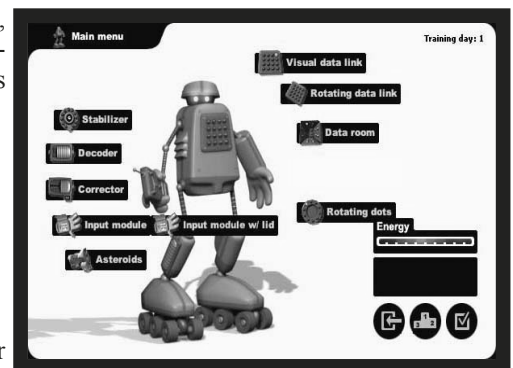
One area that has not yet adequately used these breakthroughs is the area of SAT and ACT preparation programs for students. Traditional approaches have been in use for more than forty years and do not account for students with ADHD or learning differences. Current programs lack the specificity necessary to help students learn and improve performance. It is time to upgrade these programs and take them into the 21st Century of education.

This summer the Tarnow Center is pleased to introduce a SAT/ACT preparation program that will combine technology with individualized education. Each of our participants will have a customized training program specifically designed to maximize his or her learning capabilities. Computerized programs that increase brain functions like working memory, reading comprehension and processing speed will accompany the tutorial program. These programs are Cogmed, Interactive Metronome and Fast ForWord which are described below. Educational specialists Linda Narun and Lynn Ayres will direct the summer program, and will provide personalized SAT/ACT test preparation along with the computerized brain training exercises. In this way, our participants won't just be practicing the SAT/ACT; they will be learning *how* to learn. Contact us to find out how you can unlock your child's full potential.

Cogmed

As technology continues to place endless amounts of information at our fingertips, working memory has become even more essential to our ability to function successfully since it allows us to focus our attention and organize and prioritize the things we do everyday.

- Socially, you use it the moment you are meeting someone and hearing his or her name for the first time.
- Academically, it is used when you're reading and find it hard to comprehend what you've just read and have to reread the material.
- Professionally, working memory is what drives your ability to concentrate and not lose your train of thought.
- Working memory is one of our most crucial cognitive capabilities, essential for sustaining attention, following directions, carrying out multistep instructions, remembering information momentarily, complex reasoning or staying focused on a project.
- Working memory helps us to control attention and resist distractions
- Working memory is crucial for math, reading comprehension, complex problem solving and test taking.
- Working memory skills at four years are excellent predictors of children's achievements several years later; the better the child's working memory skills the better they will perform in school.
- Working memory is a key function that is necessary for many cognitive tasks.



The training consists of a specific set of working memory tasks that are performed on a computer, where the difficulty level is

adjusted according to a specific algorithm. The children complete a fixed number of trials everyday, taking about 30-40 minutes daily. This is done for five days a week over five weeks. During training, performance results are monitored and reviewed weekly with the parents and/or child. The results are saved and can be used for later analysis.

Cogmed's working memory training has been used by more than 10,000 users in the United States and Europe.

Cogmed is a video-game like software through which users participate in specialized and challenging working memory exercises. Cogmed strengthens visual and auditory working memory skills, and improves attention and focus.

Cogmed is currently participating in research projects at Notre Dame University, New York University - Child Study Center, Boston Children's Hospital - Harvard Medical School, Stanford University and many more. For more information and research go to www.adhdselfmanagement.com.

Interactive Metronome

Training: The Interactive Metronome (IM) uses a patented auditory guidance system to systematically exercise and thereby improve a person's timing and capacity to plan action. The IM enables improvements to be clearly measured and it progressively challenges the trainee to enable continuing progress. The standard protocol includes 15 one-hour training sessions performed 3-5 times/week where the trainee performs a series of physical exercises guided by the computerized metronome program.



Benefits of Interactive Metronome:

- Attention/focus
- Motor Control/coordination
- Balance & Gait
- Language Processing
- Control of aggression/Impulsivity

Academic Performance: A white paper was recently released that showed a strong relationship between IM score and Academic Performance. Using data from several research studies, IM scores were shown to track closely with academic tests within California Achievement Test. The strongest correlations were found with vocabulary, reading, spelling, language, mathematics, science and social studies. It also showed that IM score was related to the ability to pay attention.

Fast ForWord

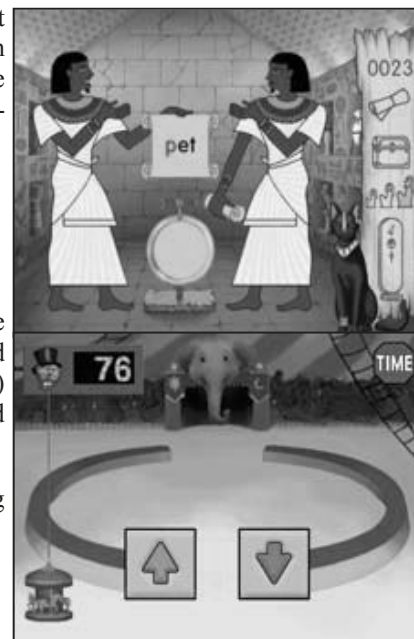
The Fast ForWord software products have been designed by neuroscientists to provide the most comprehensive series of learning interventions available. The program is a reading intervention designed for K-12 education institutions and clinical specialists worldwide whose students are reading below grade level. Each of the ten intervention products provide different but coordinated levels of cognitive training of memory, attention, and processing.

“ForWord Products are: Efficient. Effective. Enduring. Averaging a one to two grade level reading gain in 8-12 weeks. When the brain's processing skills become more efficient, substantial and quick gains in reading skills are often the outcome.” - www.scilearn.com

Training: The programs consist of a specific set of tasks that are performed on a computer five days a week for one to two hours. The intensive intervention programs (Language/Literacy and Language to Reading/Literacy Advanced) are blended with the reading programs (five levels) and/or the Reading Assistant. Each day the child has an individual protocol which is adjusted daily as tasks are mastered.

• Goals: The research based programs are designed to enhance the brain's processing efficiency by:

- ♦ Improving perception
- ♦ Sharpening phonological representations
- ♦ Enhancing oral language abilities
- ♦ Improving listening, working memory and auditory processing
- ♦ Strengthening reading, writing and spelling



- The five reading programs target vocabulary, spelling, comprehension, phonemic awareness, and decoding.
- The Reading Assistant promotes accelerated reading success by enhancing fluency, comprehension, vocabulary, phonics, and phonemic awareness.

More than 100 school districts in the US and Canada have done their own independent evaluation of their student populations for a truly unbiased assessment. Because they have seen such positive results, many are willing to share that information with educators who have yet to try Scientific Learning products. Visit www.scilearn.com to view the extensive research compiled over the last 10 years.

SAT/ACT Tutoring Program

Specialists: Lynn Ayres, M.Ed. & Linda Narun, M.A., CCC-SLP

**Not your standard SAT/
ACT Program**

Our program combines tutoring with personalized, professional instruction, evaluation and proven brain training exercises. Specialized for children with ADHD/Learning Differences.

- Pre - and Post assessment of cognitive functioning
- Test-taking strategies developed specifically for the at-risk learner
- Brain Training exercises
- Personalized tutoring sessions

Call for Pricing

Educational DVDs

Mysteries of Learning

Content:

- Explanation of the relationship between ADHD and Learning Difficulties
- Procedures for accurate diagnosis and treatment options for ADHD and Learning Difficulties
- Description of Learning Anxiety Syndrome
- Includes PowerPoint slides

Featuring: Jay D. Tarnow, M.D.

Brain Plasticity

Content:

- Discussion about Brain Plasticity and its effect on learning and memory
- Explanation of Working Memory
- Introduction to three effective, innovative interventions designed to retrain the brain
- Includes PowerPoint slides

Featuring: Jay D. Tarnow, M.D. & Linda Narun, M.A., CCC-SLP

Help Your Child/Teen Develop Self-Management Skills: A Parent Workshop

- This program is a cost-effective way for participants to learn to evaluate their child or adolescent's self-management skills, understand their child's strengths and weaknesses, focus on the most important issues, develop specific plans to change unwanted behaviors, and enhance their child's self-management.
- If you wish, following the workshop portion of the program, you will receive a free tutorial for the SMART Family System, an innovative web-based software program designed to assist parents in carrying out the principles of self-management at home. Create a customized behavioral program for your child that makes good behavior fun and rewarding, using the latest technology.
- Implementing Self-Management strategies in conjunction with a behavioral program can make therapy more efficient and more effective — get more for your money in challenging economic times.

Diane N. Roche, Ph.D.

Clinical Psychologist, Tarnow Center for Self-Management;
Clinical Assistant Professor,
Department of Psychiatry & Behavioral Sciences,
Baylor College of Medicine.

W. Walker Peacock, Psy.D.

Therapist, Tarnow Center for Self-Management;
SMART Family System Coordinator

**Course Fee: \$120, One participant; \$ 60, Each additional family/household member
(Space is limited. Payment is required upon registration in order to guarantee your participation.)**

Upcoming dates: May 30, July 17, September 26 and November 14, 2009

To schedule please call Uyen or Patricia at 713-621-9515

Transition Groups: Middle & High School

Transitions in a young person's life can be particularly challenging, such as entering middle school or high school. These new stages require an additional level of self-management skills. For children who have attention disorders, learning problems, or other challenges, successful transitions into new stages may require special assistance. Our summer groups are designed to prepare them for the next stage. Through adequate preparation difficulties are prevented, and every child can experience a successful transition.

Call today to reserve your child's place in the program!

Anxiety Management Workshop

Series of four techniques to manage anxiety and stress. Four sessions once a week for four weeks.

Learn:

- Diaphragmatic Breathing
- Progressive Muscle Relaxation
- Heart Rate Regulation
- Visual Imagery



Learn to use these techniques to manage daily stress.

Lesley Solomon, L.P.C.

QEEG- Guided Neurofeedback

What makes us different from other neurotherapy centers:

1. We use the analysis from the qEEG to establish the personalized protocols for each child.
2. A neurologist assesses each EEG and qEEG to check for any indications of organic issues or seizure disorders.
3. We use Ph.D. level clinicians in our neurotherapy program and psychotherapy is integrated into each neurotherapy session.
4. We use the qEEG analysis to assist the physician with quantifiable information, which often helps, in medication decisions.

Providers of QEEG-Guided Neurofeedback at the Center:

Ron J. Swatzyna, Ph.D., LCSW, BCIA-C, BCIA-EEG and Teresa A. Scott, Psy.D.

Tarnow CENTER

*for Self-Management*SM

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For more information regarding our summer programs or for more information about our center:

Please visit us at:

www.tarnowcenter.com

www.adhdselfmanagement.com

Or call us at:
713-621-9515 or
888-TARNOW-8

**Summer Program Early
Registration Discount or
multiple family members**

10% OFF

Early summer registration ends April 30, 2009

Galleria or Sugar Land

Tel: 713-621-9515