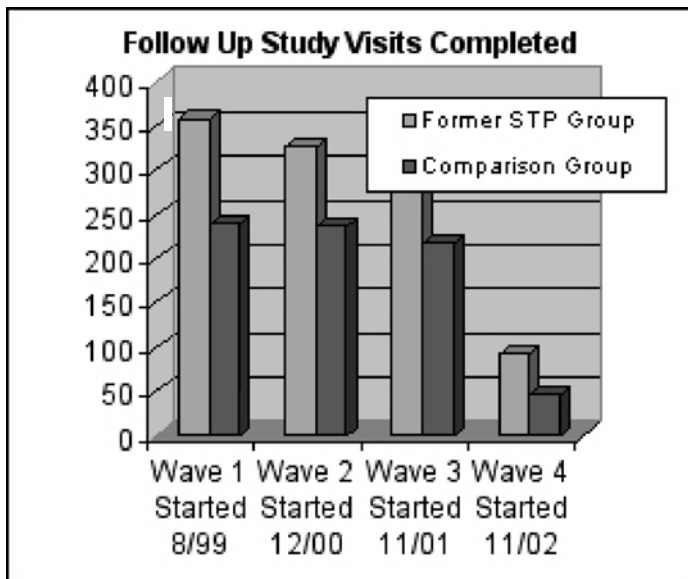

STP Alumni Newsletter

We are delighted to report that we continue to gather a tremendous amount of valuable information from all of the families who participate and believe that this study has great potential to contribute significantly to what is know about ADD in adolescence and young adulthood.

To date, we are near the end of our Wave 2 and 3 visits and continue to be very busy with our Wave 4 interviews. Thank you to all for making that possible!

In our chart below, you can see the numbers of families who have participated as of this date. We refer to each year's visit as Wave 1, Wave 2, Wave 3 or Wave 4, depending on the number of times you have participated. Wave 1 began in August, 1999, when we started to interview families for the very first time. Wave 2 began in December, 2000. November 2001, we started Wave 3. This past fall, November 2002, we started Wave 4, or our fourth interview with families.



As you can see, the participation rates are high and the study is running very successfully. To date, we have 91% of Wave 2 visits complete and 78% of Wave 3. We are now scheduling families for Wave 4 interviews.

Because of the importance of our ADHD study and its ability to address many questions regarding the long term outcome, we applied to the National Institutes of Health for another five years of funding. **We are very pleased to announce that the additional funding has been awarded** and we will continue to follow the families beyond Wave 4.

March 2003

Inside this Issue:

- **Job Accommodations for individuals with ADD**
- **Help for those Winter Blues**
- **STP Study Update**
- **Word Search**

Given this *exciting and important update*, we hope that you will continue to stay with us as we follow everyone into adulthood to study the different experiences that each family has.

You all contributed in a big way to our receiving this funding in a very competitive grant market. Our phenomenal retention rate, that is the large number of you who have continued to participate each year, contributed greatly to this. Clearly, the National Institutes of Health think this project is as important as we all do!

If you have moved or changed telephone numbers, please contact Joanne at (412) 624-4633 to provide us with updated information.

Job Accommodations for People who have Attention Deficit Disorder

Dale S. Brown, author of Learning a Living: A Guide to Planning Your Career and Finding a Job for People Living with Learning Disabilities, Attention Deficit Disorder, and Dyslexia, lists the following "challenges" or problems that people with ADD report having in the workplace. For each challenge, he provides several "responses", or accommodations that may be made to successfully meet these challenges.

Challenge:

You just can't seem to get organized. Getting ready for work in the morning is impossible, something is always lost and you are sometimes late. The day ends and you feel like you have nothing done.

Responses:

- Take time management, study skills, and organization classes. Use only the ideas that will work best for you.
- Ask a friend, a coach, or a relative to help you plan your day then follow your plan.
- Get ready the night before: leave everything you will need for the next day by the door.
- Use a daily planner and schedule. Use Color codes, stickers, or anything else that makes it fun to give yourself feedback as you finish each task. For example, you might put a white sticker over each completed task.
- Ask a friend, a coach, or relative to help you break down long jobs into shorter tasks.

Challenge:

You have difficulty remembering and sticking to dead lines.

Responses:

- Use an alarm clock or a watch with a buzzer to remind you to be on time.
- For shorter deadlines, use a timer. You might set it so it will signal you to take the items out of the oven

or remind yourself about an important task.

- Use a daily calendar and alarm features on your work computer. Reminders can be programmed into your computer such as a loud ring or a flashing screen.
- Use a gadget such as a voice organizer or signal watch to notify you of specific times.
- Use personal data management software which can include calendars, daily schedules, "to do" lists, address books, and memos. There are many on the market that are very helpful to people who have trouble organizing their time.
- Use an accordion file. You might get one with thirty-one sections, one for each day of the month--or one with twelve sections, one for each month. You can put follow-up notices in the file. Review the file each day.
- Find someone to remind you of important deadline. They can do it in person, by telephone, or even through instant messaging. You might carry a beeper and ask them to page you.
- Ask your manager to remind you of important deadlines or review priorities on a regular basis (such as daily or weekly).
- If you work in a newsroom or a restaurant kitchen or any situation with many people, confusion, and quick turnarounds, find a buddy who can signal you immediately before critical deadlines. This can be a word, a touch, or a wave of their hand. This task may be difficult or inconvenient for your coworker, so feel free to offer him or her a favor in return.

Job Accommodations for People who have Attention Deficit Disorder

Continued From Page 2

Challenge:

You are easily distracted and the work is done in a noisy, visually complicated environment such as an open space office or a crowded, busy manufacturing plant.

Responses:

- Ask for a private place to work.
- Arrange to work at home on occasion.
- Negotiate for the quietest and least distracting location. This is usually far away from the door, near a wall, or at an end of a row of work stations.
- Arrange to use libraries, file rooms, private offices, store rooms, and other enclosed spaces when they are not in use.
- Use a machine that creates background noise that drowns out other distracting sounds.
- Put partitions around the space where you do your work.
- Find a quiet area where you can take frequent quick breaks. You may find exercises such as deep breathing and visualization helpful.

Challenge:

You have difficulty with handling interruptions and multiple tasks.

Responses:

- Put up a “Do not disturb” sign.
- Set up hours when you are available for discussion.
- Do one task at a time. Do not start a new one until the current one is complete.
- Ask your supervisor to help you set priorities and manage your work load.
- When interrupted, write down what you were doing so that you remember it when you complete the interaction. Another possibility is to ask them to come back later or tell them you will get back to them when you are ready.

- Figure out when most people are gone and work then. Common times to try include early mornings, late nights, weekends, holidays and lunch hours.

Challenge:

You have difficulty keeping yourself in one place for long periods of time, such as when sitting at your desk, behind a counter, or stationed near your machine.

Responses:

- Arrange your work schedule so there are many appropriate opportunities to move around, such as duplicating papers, getting materials from the supply room, running errands for your boss or bringing letters to the mailroom.
- Arrange your work space so you need to get up frequently to reach items, such as reference books or the phone.
- When the phone rings, stand up and answer it.
- Obtain an office location where it is less obvious that you often take breaks.
- Exercise as vigorously as possible during your breaks and lunch hour.

Challenge:

You have difficulty learning a lot of information quickly in intensive training classes and conferences.

Responses:

- Call ahead to obtain the written materials and study them. Some training classes insist that the material not be given out until the student is in the class or at the end of the class. In that case, you might need to look for a former student who might lend their materials or else request an accommodation.

Job Accommodations for People who have Attention Deficit Disorder *Continued From Page 3*

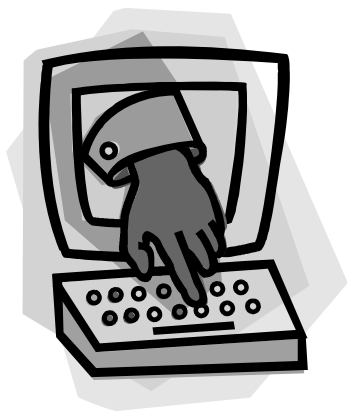
- Sit in the front desk and/or center so you can easily follow what is said.
- Hold a review meeting with some of the students a few days after the conference or sit with a fellow student and go over your notes together.

Challenge:

You have trouble remembering details such as names, numbers and specific facts, particularly the first time the information is presented.

Responses:

- Use mnemonic devices and acronyms. For example, ROY G BIV stands for the initials of the colors of the rainbow (red, orange, yellow, green, blue indigo, violet).
- Organize details on paper so that they can quickly be looked up through diagrams, flow charts, or cheat sheets.
- Practice using the new information in many ways. Associate one idea to another more familiar idea.
- Put up a chart that displays what you need to know. If you don't have your own space, ask your supervisor and/or teammates if you can use the wall.
- Carry a miniature tape recorder or voice organizer. Ask people to speak into it.
- Have your supervisor check with you to be sure that you grasp and remember important details. It can help to repeat the information back while he or she is listening
- Obtain a participants list before a conference or meeting so you can get a head start in studying the names of people who will be there. For example, at the end of the day, you might want to write down the names of people you met and visualize how they look. When you start a job, greet everyone by name the first few days- if you are wrong, you will be forgiven at first.
- If there is different information that you need to remember every day-such as what the soups of the day are, or who is in the office that day, jot it down on an index card to refer to as needed.



For more information.....

Learning a Living: A Guide to Planning Your Career and Finding a Job for People Living with Learning Disabilities, Attention Deficit Disorder, and Dyslexia, Woodbine House, April, 2000 is available in paperback at www.amazon.com for \$13.27 plus shipping and handling.



Winter Blues

In 1726, James Thomson, in his poem " Winter" wrote:
See! Winter Comes, to rule the varied Year, sullen, and sad.

This is the time of year when the Winter Blues affect many of us and Seasonal Affective Disorders touch some of us. Both are forms of depression ranging from mild winter blues to severe cases of SAD. Several things may cause seasonal depression:

- *Inherent vulnerability:* As many other conditions, some people seem more vulnerable than others. With SAD, women in their 20's to 40's suffer more. After menopause, women are, on average, no more vulnerable than men.
 - *Stress:* Stressful events can contribute to SAD. These stressors can be work related or personal. During the busy fall and holiday seasons, it is common for stressors to multiply until we might feel overwhelmed.
 - *Environmental considerations:* Light deprivation in all forms seems to affect us greatly in the winter. The shorter days bother us. Leaving home in the darkness or dawn and getting home after dark can contribute to the Winter Blues. Also, factors such as moving from a brighter to a darker home or moving from an office with windows to one without or one that is not well lit--can be depressing.
- What helps us cope?* Exercise and getting more light are the most useful things we can do. Try to walk outside every day at midday, even if only for a short time. Also, turn on more lights at home, make sure your rooms are as bright as possible and enjoy using your fireplace if you have one. You may have also heard of lights boxes that provide light ranging from 2,500 to 10,000 lux (a measure of intensity) and may have considered trying one.

For more information about these and other resources for SAD, see the "LINKS" on the web site of Norman Rosenthal, M.D. (Author, Winter Blues) <http://www.normanrosenthal.com>.



Important Study Phone Numbers!

Tracey Wilson Program Coordinator (412) 624-5625	To change or schedule a study appointment, please call -- (412) 624-4633. The answering machine is checked 7 days a week.
Joanne Bethune Sr. Administrative Assistant (412) 624-4633	
Brooke Molina, Ph.D. Principal Investigator (412) 383-9895	

MARCH MADNESS

B	A	L	E	K	C	O	R	M	A	H	S
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G	J	S	D	L	O	P	F	O	T	O	P
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FIND THE HIDDEN WORDS

BASKETBALL

ST. PATRICKS DAY

SHAMROCK

PARADES

TULIP

POT OF GOLD

SPRING

BIG TEN

MARDI GRAS

LEPRECHAUN

Feeling healthy is eazzzzzzzzzy!



What is one of the most important ingredients for feeling good throughout the day? Experts say: "A good night's sleep!" According to a recent article in the New York Times (11/02/02), research conducted at Brown and other universities has shown that sleep deprivation in adolescents and young adults can be associated with health and psychological problems including: difficulties concentrating, memory problems, depression, irritability, feeling distressed, decreased immune system functioning, and even more car accidents! What is a "normal" or healthy amount of sleep? Adolescents and young adults typically require at least 9 hours of sleep per night, but research shows that most get much less than that. Part of the problem is that for many students, classes start very early in the morning, for example, at 7 or 8 am. Health and research experts believe that this is much too early and encourage parents and students to meet with school officials to change the start time. Teachers usually prefer later start times, and have noticed that students who start school later are less likely to fall asleep in class and more likely to eat breakfast, which gives them energy throughout the day. Another reason why students don't get enough sleep is because they are involved in a lot of after school activities. Students, then, do their homework later in the evening. If they want any other recreation time, for example, socializing with their friends and family, playing video games, or watching T.V., they have to stay up late. This makes it that much more difficult to wake up early for school. So what can families do to make sure students get enough sleep? Experts say that parents should (1) make sure to enforce an early bedtime on school nights, (2) monitor weekend sleeping patterns and don't let them change drastically from weekday hours (for example, staying up until 3 or 4 am and sleeping all day), and (3) limiting snacks and beverages later in the evening that have a lot of caffeine and sugar in them. Finally, parents should try to limit T.V. time and Internet time late at night. These activities are the most common culprits in keeping students up late.

Several members
of the ADD

Program staff

helped celebrate
the wedding of
Kellie, study

interviewer, on

October 19, 2002.

Current and former interview-
ers are pictured from left to
right: Vicky, Erika, Larissa,
Kellie, Jason, Tammy and

Vanessa.



Brooke Molina, Ph.D.
University of Pittsburgh
3811 O'Hara St.
555 Bellefield Towers
Pittsburgh, PA 15213

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