



Up  
in  
the  
**AIR**  
UC Davis MIND  
Institute - Attention,  
Impulsivity, and  
Regulation (AIR) Lab

NEWSLETTER

FALL 2018

# ADHD Back-to-School Checklist

by Aidan Galati

The end of summer is a bittersweet 'goodbye' for schoolchildren and parents alike. As the Sacramento area begins its transition into fall, it's important to start preparing yourself and your child for the upcoming school year. Whatever his/her challenges and strengths in a classroom setting may be, this checklist is a helpful start to setting your child up for success this year.

## Partner with Your Child's Teacher

Whether your child is enrolled in a public, private, or charter school, it is likely that he/she will be placed with at least one teacher that is new to them this year. Working with your child's teacher is beneficial for you, your child, and the teacher. Creating this open line of communication allows for the teacher to better understand your child and personalize instruction, promotes your child to have a more positive outlook on school, and connects events happening at school with events happening at home. Visit [here](#) for tips on communicating with your child's school and teachers.

## Know Your Child's Rights

Common symptoms of ADHD resulting from inattention and/or hyperactivity can make it difficult for a child to succeed in a traditional school setting. For this reason, educational services and modifications are provided to children even if their needs are minor. A *free and appropriate public education* (FAPE) to all children is ensured by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. You can get an overview of the special education process by viewing [this helpful graphic](#). A helpful article published by the US Department of Education Office for Civil Rights regarding the rights of students with ADHD can be found [here](#):

## Learn about Classroom Accommodations Offered at Your Child's School

Teachers may already have accommodations in place that can aid your child's classroom learning, test-taking skills, organization, and behavior. Examples include increased space between desks, color-coded materials for each subject, and the use of a behavior plan with a reward system.

## Learn about Tutors or After-School Programs Best for Your Child

With hundreds of tutors and many after-school programs available in the Sacramento area, it is a daunting task to figure out which option is most beneficial for your child with ADHD. A great way to start your search is to visit [this website](#) for tips on interviewing tutors and choosing after-school programs.

# Meet Our Team

## Standing

Left to Right:

**Julie B. Schweitzer, Ph.D.**

**Sarah Kahle, Ph.D.**

**Catharine Fassbender, Ph.D.**

**Shannon L. Hoffman, PT, DPT**

**Prerona Mukherjee, Ph.D.**

**J. Faye Dixon, Ph.D.**

## Seated

Left to Right:

**Jazmin Sheppard, M.A.**

**Beatrice Menor, B.S.**

**Agnieszka Mlodnicka, Ph.D.**

## Not Pictured

**Jared Stokes, Ph.D.**

**Ryan Shickman, B.S.**



## Our Studies



### DelTA

The purpose of this study is to develop and then test a computerized “app” to teach self-control in children 3 to 6 years old who have challenges with self-control or impatience.

Contact: **Samantha Blair, Ph.D.**

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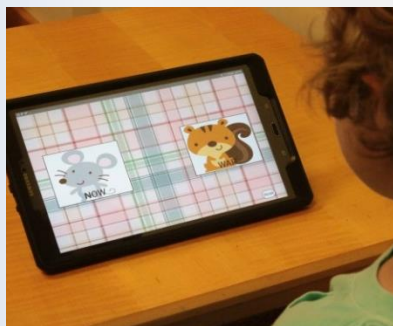
### MINT

MINT is a brain imaging study designed to help us better understand how self-control develops in adolescents and adults, ages 12-30.

Contact: **Beatrice Menor, B.S.**

916-703-0294

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### VRAM

The VRAM study was created to see if virtual reality can help children build resistance to distractions in the classroom.

Contact: **Juan Ramos, B.A.**

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## Where are They Now?

The AIR Lab prides its self in mentoring the next generation of scientists. Here is what our most recent Research Assistants and employees are up to:

**Chloe Green, Ph.D.** – School Psychology, UC Berkeley

**Kyle Rutledge, Ph.D., DO** – Western University of Health Sciences – in Residency

**Lauren Boyle (Ph.D., in progress)** – Counseling Psychology, University of Texas, Austin

**Catrina Calub, M.S. (Ph.D., in progress)** – Clinical Psychology, University of Central Florida

**Steve Riley, M.A. (Ph.D., in progress)** – Clinical Psychology, Emory University

**Amrita Ramakrishnan (Ph.D., in progress)** – Counseling Psychology, NYU

**Arthur Hartanto, MBA** – UC Davis. Now at Kaiser Permanente, Sacramento

**Erin Calfee (Ph.D., in progress)** – Population Biology, UC Davis School of Biological Sciences

# Recent Publications

Take a look at what members of our team have published in the last two years!

## Julie Schweitzer, Ph.D.

Fassbender, C., Mukherjee, P., **Schweitzer, J.B.** Minimizing noise in pediatric task-based functional MRI; Adolescents with developmental disabilities and typical development.. *Neuroimage*, 2017 Jan 24;149:338-347. doi: 10.1016/j.neuroimage.2017.01.021.

**Schweitzer, J.B.**, Solomon, M., Miller, M., Hertz-Picciotto, I. Comorbid Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorders. *ADHD Report*, 25 (7), 1-12. Guilford Press. November, 2017.

Lewis Cohen, S.C., Harvey, D.J., Shields, R.H., Shields, G.S., Rashedi, R.N., Tancredi, D.J., Angkustsiri, K., Hansen, R.L., **Schweitzer, J.B.** The Effects of Yoga on Attention, Impulsivity and Hyperactivity in Pre-school Age Children with ADHD Symptoms. *J Dev Behav Pediatr* 0:1-10, 2018.

Benyakorn, S., Calub, C., Riley, S.J., Schneider, A., Iosif-A.M., Solomon, M., Hessler, D.R., **Schweitzer, J.B.** A Feasibility and Satisfaction Study of Computerized Cognitive Training in Children with Autism and Intellectual Disabilities. *JMIR Ment Health* 2018;5(2):e40  
doi:10.2196/mental.9564

## Sarah Kahle, Ph.D.

**Kahle, S.**, Miller, J. G., Helm, J. L., & Hastings, P. D. (2018). Linking autonomic physiology and emotion regulation in preschoolers: The role of reactivity and recovery. *Developmental Psychobiology*.

Helm, J. L., Miller, J. G., **Kahle, S.**, Troxel, N. R., & Hastings, P. D. (2018). On measuring and modeling physiological synchrony in dyads. *Multivariate Behavioral Research*, 1-23.

**Kahle, S.**, Utendale, W., Widaman, K. W., & Hastings P. D. (2018). Parasympathetic regulation and inhibitory control predict the development of externalizing problems in early childhood. *Journal of Abnormal Child Psychology*, 46, 237-249.

Miller, J. M., **Kahle, S.**, & Hastings, P. D. (2017). Moderate baseline vagal tone predicts greater prosociality in children. *Developmental Psychology*, 53(2), 274-289.

**Kahle, S.**, Grady, J., Miller, J., Hastings, P.D. (2017). Maternal emotion socialization and the development of inhibitory control in an emotional condition. *Infant and Child Development*, 26(1)

## Prerona Mukherjee, Ph.D.

**Fassbender C, Mukherjee P, Schweitzer JB.** Minimizing noise in pediatric task-based functional MRI: Adolescents with developmental disabilities and typical development.. *Neuroimage*. 2017 Apr 1;149:338-347. doi: 10.1016/j.neuroimage.2017.01.021. Epub 2017 Jan 24.

**Mukherjee P, Sabharwal A, Kotov R, Szekely A, Parsey R, Barch DM, Mohanty A.** Disconnection Between Amygdala and Medical Prefrontal Cortex in Psychotic Disorders.. *Schizophr Bull*. 2016 Jul;42(4):1056-67.

Sabharwal, A.,Kotov., R, **Mukherjee,P.**, Leung, H., Barch,D., Mohanty A. Transdiagnostic Neural Markers of Emotion-Cognition Interaction in Psychotic Disorders.*J Abnorm Psychol*. 2016 Oct; 125(7): 907–922.

## Agnieszka Mlodnicka, Ph.D.

Miller, ML., Ren, Y., Szutorisz, H., Warren, NA., Tessereau, C., Egervári, G., **Mlodnicka, A.**, et al. "Ventral striatal regulation of CREM mediates impulsive action and drug addiction vulnerability." *Molecular psychiatry* 23, no. 5 (2018): 1328.

## Catherine Fassbender, Ph.D.

McCarthy, J.J., Vasti, E.J., Leamon, M.H., Graas, J., Ward, C. & **Fassbender, C.** (in press) The Use of Serum Methadone/Metabolite Ratios to Monitor Changing Perinatal Pharmacokinetics, *Journal of Addiction Medicine*

McCarthy, J.J., Leamon, M.H., Finnegan, L.P. & **Fassbender, C.** (2017) Opioid Dependence and Pregnancy: Minimizing Stress on the Fetal Brain, *American Journal of Obstetrics & Gynecology*, 216(3):226-231. PMID: 27729254

**Fassbender, C.** (in press) Dimensional and Categorical Approaches to Understanding Attention-Deficit/Hyperactivity Disorder: New Frontiers in Translational Research. *Biological Psychiatry CNI*.

**Fassbender, C.**, Mukherjee, P. & Schweitzer, J.B. (2017) Minimizing Noise in Pediatric Imaging; Adolescents with Developmental Disabilities and Typical Development, *Neuroimage*, 149:338-347. PMID: 28130195

**Fassbender,C**, Mukherjee, P, Hartanto, T, Calub, C, Dixon, J.F. Guyer, A.E., van den Bos, W, McClure, S, Hinshaw, S., Schweitzer, J.B. Altered striatal activity to wins and losses of rewards in ADHD (Society for Neurosciences Meeting; 2016)