

Awards of the Canadian Academy of Child and Adolescent Psychiatry Annual Conference 2011

SCIENTIFIC AWARDS

Dalhousie Award: Best Presentation by a Full Member

Comparing Interventions for Preschoolers with ADHD or Disruptive Behavior

**Alice Charach; Patricia Carson; Jinhui Ma;
Choon Guan Lim; Emanuela Yeung;
Behnoosh Dashti; McMaster University
Evidence Based Practice Center**

Objective: To compare the effectiveness of interventions in preschool children with Attention Deficit/Hyperactivity Disorder (ADHD) or Disruptive Behavior Disorders. **Method:** MEDLINE, Cochrane CENTRAL, EMBASE, PsycInfo, and ERIC were searched through May 31, 2010. English publications were included that used comparison groups to examine interventions for clinically significant disruptive behavior, and/or ADHD in children less than 6 years old. Alternative interventions, including diet, were excluded. Study internal validity was assessed by \geq two raters using the Effective Public Health Practice Project, Quality Assessment Tool for Quantitative Studies, Risk of Bias Tool; overall strength of the evidence was assessed using the GRADE approach. Meta-analyses evaluated overall efficacy of pooled outcomes for Randomized Controlled Trials (RCTs) of parent behavior training (PT) interventions to improve child behavior and parenting skills; Q test and I-square statistics examined heterogeneity. Strength of Evidence was evaluated using the GRADE approach. Other data were synthesized qualitatively. **Results:** 29 RCTs of PT met criteria for high or moderate internal validity; meta-analyses confirmed that PT is efficacious for preschoolers with disruptive behavior disorders; 8 studies measured ADHD symptoms. The literature evaluating multi-component parent, teacher and child interventions, and methylphenidate use is less well developed. **Conclusion:** Strength of Evidence is high for PT as an intervention for preschoolers with disruptive behavior disorders, including ADHD, while strength of evidence for methylphenidate is low.

Award: Best Presentation by a Member-in-Training

Overview of Transcranial Magnetic Stimulation

Jon Lee

Objectives: Literature regarding Transcranial magnetic stimulation (TMS) has expanded significantly over the past twenty years. However, knowledge of this modality is lacking among child and adolescent psychiatrists. This presentation will review the relevant history, theory, safety, and research applications of TMS. **Methods:** The presenter reviewed English language studies from 1990 to present regarding single-pulse, paired pulse, and rTMS studies in adults, adolescents and children. A concise review is presented with emphasis on the history, theory, and development of TMS technology in psychiatry. **Results:** Presently, a Medline search yields 6,828 articles referencing “transcranial magnetic stimulation.” Of these, 588 involve children or adolescents. Much of this recent interest has focused on treatment studies and the treatment of depression in particular. However, other efforts have focused on neurophysiologic studies, diagnostic applications, the development of biomarkers, studies of cognition, and neurodevelopment. **Conclusions:** TMS is an innovative tool for therapeutic and neurophysiologic research. Psychiatric research to date has primarily involved adult depression. However, TMS has potential roles in the study of other psychiatric illnesses across the lifespan. With this developing technology ethical concerns must be considered at all stages of study development and in future clinical practice. This is particularly important in the context of work with children and adolescents.

Award: Best Poster by a Full Member

Psychometric Properties of the ADHD Strength-Based Interview for Parents

Philippe Robaey; Russell J. Schachar; Nadine Forget-Dubois; Ginette Dionne; Michel Boivin

Objectives: The objective of the study was to test the distribution, the inter-rater reliability, and to examine the factor structure of a strength-based interview for ADHD. The Strength-based Interview of Behaviors, Parent edition (SIB-PE) was developed and tested from a previous clinical instrument, the Parent Interview for Child Symptoms (PICS). **Methods:** The SIB-PE rates each symptom/strength on a scale from -3 to +3. We obtained data on 298 twins (age: 100 months). 55 interviews were randomly selected to be videotaped and coded twice

independently in order to assess inter-rater reliability. **Results:** The SIB-PE scores were normally distributed for ADHD combined scores, but also for Inattention and Hyperactivity/Impulsiveness scores. The modes of all distributions were centered on zero. Kappa's values increased with the number of symptoms and reached one for a total of six symptoms (ADHD Hyperactive/Impulsive subtype) to seven symptoms (ADHD Inattentive and Combined subtypes), which gives great confidence in the diagnostic inter-rater reliability using the current diagnosis thresholds. An exploratory followed by a confirmatory factor analysis of the scores yielded four factors: one hyperactivity/impulsiveness factor and three inattention factors (Control, Focus and Shifting/Updating) that seemed to match Posner's attention networks: Executive, Alert and Orienting. **Conclusions:** As compared to a symptom-based approach, a strength-based interview may thus constitute a useful tool for genetic studies by increasing the range of rating of ADHD-related behaviors, as well as for reliably diagnosing ADHD and providing subtypes that may be closer to attention physiological brain systems.

RECOGNITION AWARDS

Naomi Rae Grant Award

Dr. Kevin Nugent

Awarded in testament of Dr. Nugent's creative, innovative, and seminal work in the area of child and adolescent psychiatry.

Excellence in Education Award

Dr. Yvon Gauthier

Awarded in testament of Dr. Gauthier's significant contribution in undergraduate, postgraduate, and continuing professional education in child and adolescent mental health.

Life Member Award

Dr. John Leverette

Awarded to Dr. Leverette in recognition of his significant lifetime contribution to child and adolescent psychiatry in Canada, including the development of the child psychiatry subspecialty with the Royal College of Physicians and Surgeons of Canada and over a decade of stewardship of the Child and Adolescent Psychiatry Division at Queen's University. Also in recognition of his outstanding service to the Academy as founding member and past president.

Certificate of Special Recognition

Dr. Simon Davidson

Presented to Dr. Davidson in testament of his outstanding contributions to the improvement of mental health of children, youth and families locally, provincially, nationally and internationally as a clinician, educator, researcher, administrator and particularly as an advocate.