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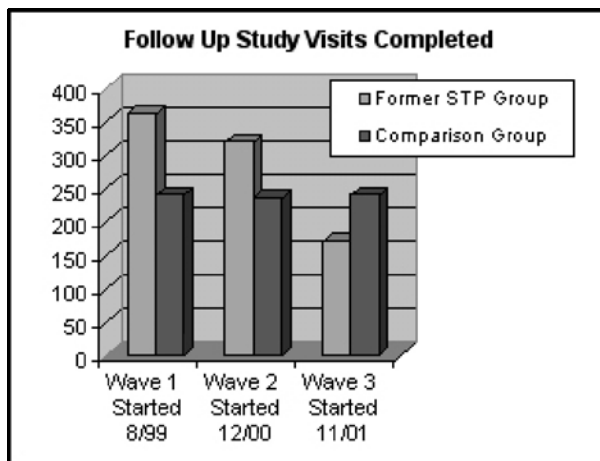
# STP Alumni Newsletter

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## *The Follow Up Study Update*

As you might guess, we continue to be very busy as we near the end of Waves 2 and 3 in the follow-up study of the children who were in the ADD Summer Treatment Program. This month we finalized the Wave 4 interview questionnaires, and soon we will begin sending out letters to schedule appointments. **If you were interviewed about one year ago, you will receive a letter shortly (if not already!).** As always, we are very aware that many of you have extremely busy schedules. We try to do everything we can to make your participation as convenient as possible. We will continue to offer appointments seven days a week in our offices in Oakland. We also will continue to offer home visits and phone interviews for those families who no longer live in the area or who are unable to come to Oakland.

In our chart below, you can see the numbers of families who have participated in the study so far. We refer to each year's visit as Wave 1, Wave 2, Wave 3 or Wave 4, depending on the number of times you participated. Wave 1 began in August, 1999, when we started interviewing families for the first time. Wave 2 began in December, 2000. November, 2001 we started Wave 3, or our third interview with families. This fall, we will begin scheduling Wave 4.



As you can see from the chart and high participation rates each year, the study is running very successfully. We have begun the process of analyzing the data collected in Wave 1, which represents the largest longitudinal study of children into adolescence and adulthood who were diagnosed with ADHD in the 1980s or 1990s (when diagnostic criteria were improved).

## October 2002

### *Inside this Issue:*

- University of Pgh Commemoration of September 11th
- Article on ADHD and Self Perception
- Word Search

Because of the important scientific potential of this study, including the ability of the study to address many questions regarding the longterm outcomes of children with ADHD, this summer we chose to apply to the National Institutes of Health for another five years of funding. This funding, when awarded, will allow the study to follow the children beyond Wave 4 through their twenties and, for some, into their early thirties when many people settle into their adult roles (marriage, children, longterm jobs, etc.). 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. We expect to learn a lot from each of you. As every one of you has been told, **your participation in the study is very much appreciated by us, and also by all of the families in the future who will benefit from the results.**



*On  
September 11,  
2002* The  
University of Pittsburgh  
remembered the attack  
on the World Trade  
Center and the  
Pentagon, and the lives  
claimed by the terrorist  
attack on the United  
States. On the front  
lawn of the Cathedral of  
Learning, Chancellor  
Nordenberg spoke  
thoughtfully to a crowd

of roughly 1,000 faculty, students, and staff attending to participate in the memorial service as he recalled with us the lives lost on that day, including those who were Pittsburgh alumni. An attentive audience then quietly participated in the placing of 3,040 flags on the lawn to remember lives lost. Each flag bore the name and age of an individual lost: Dr. Molina placed a flag for Jennifer Mazzotta, age 23, who perished at the World Trade Center. Andrew Greiner, one of our project coordinators at the ADD Program, captured this moving display on digital camera to share with you.



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## Self Perception and ADHD

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One of the many areas of controversy in the field of research on ADHD pertains to the self-esteem of children with ADHD. Clinically, many parents and teachers express concern regarding the self-esteem of their children, especially for those children with serious problems in academics and in establishing and maintaining friendships. However, in contrast to that concern, children with ADHD often do not appear to recognize their problems with attention, behavior, academics, and social skills. To address this question, Dr. Betsy Hoza, along with Dr. Pelham and others, examined the self-perceptions of 195 boys with ADHD. They asked the children, who were participating in the ADD Program Summer Treatment Program between 1989 and 1995, to rate themselves on different areas of performance, including academic performance, behavior, and social functioning. When these ratings were compared to ratings made by teachers, the boys with ADHD rated themselves higher than the teachers. In addition, ratings were especially high in the areas of greatest difficulty. That is, boys who had the most problems with academics overestimated their performance the most. These findings have diverse implications. First, to the extent that negative self-thoughts cause low self-esteem and depression, many children with ADHD may actually be protected from depression. Parents may find this result to be a relief, although bear in mind that these group average findings may not necessarily describe your individual son or daughter. Most research describes the average result for a group, and there are often exceptions to the rule. The second implication of this finding is that treatment may be harder for children with ADHD because they are unaware of their difficulties. If so, would improvement of self-awareness lead to improvement in performance? This question is based on the presumption that we can only change behavior when we are aware of it. Dr. Hoza has recently applied for funding from the National Institutes of Health to study just these questions at her lab at Purdue University. In the long run, we hope that these results will improve treatment for children and adolescents with ADHD.

Hoza, B., Pelham, W.E., Dobb, J., Owens, J.S., & Pillow, D.R.. (2002). Do boys with attention-deficit/hyperactivity disorder have positive illusory self-concepts? Journal of Abnormal Psychology, 111, (2), 268-278.



### ***Important Study Phone Numbers!***

**Tracey Wilson**

Program Coordinator

(412) 624-5625

**Joanne Bethune**

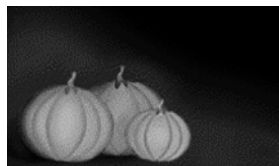
Sr. Administrative Assistant

(412) 624-4633

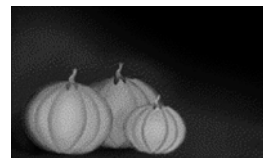
**Brooke Molina, Ph.D.**

Principal Investigator

**To change or schedule  
a study appointment,  
please call (412) 624-  
4633. The answering  
machine is checked 7  
days a week.**



# AUTUMNFEST



T	Y	A	D	S	U	B	M	U	L	O	C
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## FIND THE HIDDEN WORDS.....

COSTUMES

TRICK OR TREAT

SCENIC DRIVES

SAUERKRAUT

THANKSGIVING

PUMPKIN PATCH

CANDY APPLES

FOLIAGE

FOOT BALL

COLUMBUS DAY



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

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Address Correction Requested