About the Presenter:

Julie is currently completing her psychology postdoctoral training at the Nisonger center. In 2010, she earned her Psy.D. in school psychology from Philadelphia College of Osteopathic Medicine. She completed an M.A. in school psychology at The Ohio State University and a B.A. in psychology from Indiana University of Pennsylvania. Julie completed a clinical psychology predoctoral internship at Child and Adolescent Behavioral Health in Canton, Ohio and worked as a school psychologist for 5 years in Ohio and Pennsylvania. Julie has co-authored publications related to ADHD, executive functions, and learning disabilities.

Abstract: This exploratory study investigated the neuropsychological and behavioral profiles seen in children diagnosed with ADHD Inattentive Type (IA), Inattentive Type plus an internalizing disorder (IA + INT), Combined Type (CT), and Combined Type plus an externalizing disorder (CT + EXT), as well as the utility of a combined neuropsychological/behavioral approach for ADHD assessment. Subjects were 63 unmedicated children aged 6-16 who had been assessed with the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), Conners’ Continuous Performance Test-Second Edition (CPT-II), and the Child Behavior Checklist (CBCL). Forty-two cases also included the Teacher Report Form (TRF). ANOVA revealed group differences on all measures, especially the CPT-II, CBCL, and TRF. Forced-entry discriminant analyses using combined neuropsychological/behavioral approaches resulted in correct classification rates of 88.9% and even 100% when the TRF was included, as compared to 68.3% to 71.4% for separate approaches. Overall, results support meaningful distinctions among the four ADHD groups and the utility of the WISC-IV, CPT-II, CBCL, and TRF in differentiating these groups. Findings also further illustrate the heterogeneous nature of ADHD and the value of using a combined neuropsychological/behavioral approach in ADHD assessment.