

June 17, 2025



FINAL REPORT

**On the National Leadership Summit of the
Appropriate Use of ADHD Treatments**

Major Themes and Recommendations

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Executive Summary

The **National Leadership Summit on the Appropriate Use of ADHD Treatments** was the first of its kind to bring together the whole ADHD community—including national experts, clinicians, advocates, educators, caregivers, and individuals with personal experience for a solutions-driven conversation about the future of ADHD diagnosis, treatment, and understanding in the United States.

At a time when social media platforms—particularly TikTok—are driving widespread misinformation, and access to behavioral therapies and medications is still inconsistent and often inaccessible, coordinated leadership is urgently needed. Without appropriate care, untreated or mismanaged ADHD contributes to lower graduation rates, job loss, criminal justice involvement, and significant health and economic disparities. The condition carries an estimated economic burden of nearly \$194 billion annually due to lost workplace productivity and underemployment.

Four key themes emerged from the Summit series:

- ADHD is a nuanced medical condition regardless of the cause;
- The diagnosis and management of ADHD requires relevant clinical training;
- There are biases around over- and under-diagnosis; finding the right balance is key; and
- Appropriate treatment for ADHD must be individualized, multidisciplinary, and coordinated.

The Summit found **four key action areas** for advancing evidence-based ADHD care and improving outcomes across the lifespan:

- **Promote Provider Education to ensure ADHD** is properly diagnosed and managed across the lifespan in everyday life, clinical, and school-based settings;
- **Promote Research and Innovation** to strengthen the evidence base, improve diagnostic tools, and better understand long-term outcomes for all communities impacted;
- **Ensure Access to Appropriate Resources and Treatments** by supporting awareness of and access to multifaceted treatment, addressing medication shortages, and removing barriers to behavioral care; and
- **Educate the Community and the Public on the Condition, Treatment Options, and Risks** to reduce misunderstanding, combat misinformation, and ensure individuals with ADHD are supported, not blamed, in seeking appropriate care and diagnosis.

Policymakers now have a unique opportunity to advance these priority reforms to improve health and educational outcomes, reduce the economic burden to society, and ensure that ADHD is not inappropriately diagnosed, dismissed, misunderstood, or ineffectively treated.

Introduction and Background

The **National Leadership Summit on the Appropriate Use of ADHD Treatments** was convened to address the growing and urgent need to ensure that individuals with ADHD receive appropriate and individualized treatment that is evidence-based and comprehensive. As rates of ADHD diagnosis continue to rise and conversations around the condition become more visible on social media and other forms of public discourse, it has become clear that the key stakeholders in the ADHD universe (for example teachers, nutritionists, coaches, therapists, health care providers, people who have personal experience with ADHD, ADHD organizations and other third party organizations, and parents) must come together to have conversations about ADHD. The summit was split into three 90-minute sessions on April 24, April 29, and May 13, 2025.

Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental condition that impacts many Americans.^{1,2} It is associated with many psychiatric and somatic comorbidities, such as anxiety, depression, obesity, asthma, sleep disorders, and type 2 diabetes.³ Unlike many conditions, ADHD does not currently have a definitive biomarker or lab test, so relevant clinical training and assessment are necessary to make an accurate diagnosis.³ As a result, ADHD can be misdiagnosed or missed entirely. For example, ADHD in girls is consistently misunderstood.⁴ While boys are more likely to be identified early due to hyperactive symptoms, girls often present with inattentive or internalized behaviors that are overlooked or misattributed to anxiety, laziness, or emotional sensitivity.⁴ As a result, many women go undiagnosed until adulthood, often after years of struggling silently with focus, time management, or emotional regulation.⁴

Regardless of the causes of ADHD, this condition has major impacts on the individual, their family, and society:

Impact on the person:

Individuals with ADHD often struggle with daily functioning, including focus, organization, emotional regulation, and impulse control, among others, which impacts academic and job performance and managing everyday responsibilities.⁵

Impact on the family:

Parents or caregivers often face emotional and financial stress related to managing appointments, following treatment options, advocating on their behalf, in addition to dealing with behavioral concerns.⁶

Impact on society:

ADHD is associated with billions in societal costs due to lost productivity, increased health care usage, special education needs, and criminal justice involvement.³ Adult ADHD is estimated to cost the U.S. economy nearly \$194 billion each year, with the bulk of this financial impact stemming from lost income and reduced workplace productivity.⁷

Untreated or improperly managed ADHD is linked to underemployment, absenteeism, job turnover, and serious health risks, including car accidents, substance misuse, and other adverse health and behavioral outcomes.^{8,9}

Social media platforms, particularly TikTok, have amplified misinformation about ADHD, adding new challenges to the clinical and public health landscape. A recent study highlighted that more than 50% of information on ADHD posted on TikTok was incorrect.¹⁰ This kind of misinformation underscores the urgent need for credible, evidence-based dialogue.

We convened the **National Leadership Summit on the Appropriate Use of ADHD Treatments** to cut through misinformation, elevate evidence-based information, and create space for a thoughtful conversation about how ADHD is understood and managed within the United States. Timely, important questions have been raised about whether ADHD is over- or under-diagnosed, whether ADHD medication is overprescribed, and what alternative approaches are available for managing ADHD. The goal of the summit was to have conversations around these topics and to broaden the discussion to include policymakers, educators, health care providers, advocates, and individuals with personal experience, not just those within the ADHD community.

Too often, the discussion around ADHD is siloed, even though this condition touches nearly every part of society, from schools and workplaces to the criminal justice system and the health care system. We cannot meaningfully address ADHD if the broader community does not come together to find commonalities to improve the lives of those with ADHD. This Summit brought multiple perspectives and acknowledged that appropriate ADHD care means accessing the whole toolkit—proper diagnosis, medication, therapy, coaching, and academic and lifestyle support and interventions. No single solution works for everyone, and ensuring access to these tools is essential to improving outcomes for all Americans.

The Summit was split into three sessions, across three different days (April 24, April 29, and May 13), each yielding active and thoughtful dialogue and important takeaways from each session. The three sessions were as follows:

- ***April 24, 2025: The Real Impact of ADHD and the Importance of Care Management***
- ***April 29, 2025: Multifaceted Approaches to ADHD Management***
- ***May 12, 2025: What's Next? The Evolution of Care***

Close to **400 attendees** attended the three summit sessions, representing a diverse range of professionals, people with ADHD or other personal experiences, advocacy partners, congressional staff, and state government agencies.

Key Discussion Themes

National leaders from the ADHD community discussed the importance of educating the public about ADHD as well as how to treat ADHD appropriately. Several key themes emerged from the three-part discussion, including:

ADHD is a nuanced medical condition regardless of the cause.

ADHD is a medical condition that affects brain development and self-regulation.³ Like blood pressure, ADHD exists on a continuum, and symptoms can vary in intensity over time. ADHD is not merely a matter of bad behavior and lack of focus; research has confirmed genetic causes and environmental risk factors.^{3,11} ADHD often occurs alongside other serious health issues like diabetes, obesity, depression, cardiometabolic disease, accidents, suicide, and substance use. People with untreated ADHD are at higher risk of school dropout, job loss, incarceration, and even premature death. Despite these serious consequences, ADHD is not well understood by those outside of the ADHD community, in part because there is no single test or biomarker. But the same is true for many other recognized neurological conditions like dementia and Parkinson's disease. Clear and consistent recognition of ADHD as a real medical condition helps ensure people get the care they need.

The diagnosis and management of ADHD requires relevant clinical training.

While ADHD can be diagnosed and treated in primary care, providers must receive comprehensive and relevant clinical training. The diagnosis requires more than a quick screening or a 15-minute visit. Without relevant training, providers may miss important signs, misdiagnose ADHD, or prescribe inappropriate treatments. ADHD symptoms can look different depending on someone's age, gender, or background and can often be mistaken for other conditions like depression or anxiety (or vice versa). Treatment is not one-size-fits-all; there's an "art" and a science to helping individuals find the right tools to manage the condition effectively.

Concerns around the misuse, abuse, or diversion of prescription stimulants were acknowledged during the Summit. However, participants emphasized that these issues should not overshadow the need for clinically sound, patient-centered treatment. With proper training, providers are better equipped to navigate these risks responsibly, ensuring safe prescribing practices while supporting individuals in accessing the care they need without stigma or unnecessary restriction.

There are biases around over- and under-diagnosis; finding the right balance is key.

Participants highlighted the need to strike the right balance in ADHD care, ensuring that people receive access to appropriate, evidence-based treatment while avoiding overmedicalization, especially among those with mild forms of the condition. Medication misuse is a valid concern, as well as abuse and diversion, but the cost of doing nothing will significantly impact our society. Untreated ADHD contributes to poor academic performance, unemployment, higher health care use, and even criminal justice involvement. A balanced, data-informed approach is needed—one that addresses legitimate concerns without creating barriers for those who truly need care.

Appropriate treatment for ADHD must be individualized, multidisciplinary, and coordinated.

ADHD is a highly individualized condition that exists on a continuum and requires a tailored approach to treatment. Medications help many with ADHD, but they cannot replace life skills that may not have been learned due to years of being undiagnosed or undertreated. A holistic, multidisciplinary approach, including therapy, coaching, family support, and lifestyle changes like improved sleep, nutrition, and exercise, is often most effective, particularly when managing common co-occurring conditions such as depression, anxiety, and substance use.^{3,8} Support for caregivers and educators is also critical, as managing ADHD often requires specialized strategies that are not widely taught or accessible.

Advances in medication development—particularly extended-release stimulants and novel non-stimulants—make it possible to match treatment to a person's daily needs, helping ensure the correct dose.¹² Despite these innovations, many individuals still face significant barriers to accessing medical and non-medical treatments. As one expert noted, "Pills don't teach skills." That is a powerful reminder that treatment must go beyond symptom control and support people in building long-term tools for success.

Recommended Action Areas of Focus

Throughout the summit series, participants discussed various recommendations to ensure the proper use of ADHD treatments. The most often cited recommendations among attendees included:

Promote Provider Education

Participants highlighted the urgent need for more comprehensive training for physicians and other health care practitioners (for example, nurses, psychologists, social workers) to accurately evaluate, diagnose, treat, and support individuals with ADHD. They noted that many providers currently lack sufficient knowledge or training in ADHD care, which can lead to misdiagnosis or suboptimal treatment. Participants called for clearer definitions and standards around what constitutes adequate provider training. Additionally, they recommended that providers who lack specific training in ADHD should refer patients to appropriately trained specialists to ensure accurate diagnosis and evidence-based care. Participants highlighted that strengthening provider education was key to improving clinical outcomes and building trust with patients and families navigating ADHD.

Participants stressed the urgent need for more research to better understand how long patients should be treated with medication, which types of medication are the most beneficial for an individual, and the relative benefits and risks of long-term use across diverse populations. Additionally, they advocated for comprehensive training for physicians and other health care practitioners (for example, nurses, psychologists, social workers) to accurately evaluate, diagnose, treat, and support individuals with ADHD. They noted that many providers currently lack sufficient knowledge or training in ADHD care, which can lead to misdiagnosis or suboptimal treatment. Participants called for clearer definitions and standards around what constitutes adequate provider training.

Promote Needed Research and Innovation

Participants mentioned the need for more research to better understand how long patients should be treated with medication, which types of medication are the most beneficial for an individual, and the relative benefits and risks of long-term use across diverse populations. There was also strong interest in exploring the role of lifestyle changes, such as improving sleep, nutrition, and physical activity, in managing ADHD, particularly for patients who may resist incorporating these approaches. In addition, participants underscored the importance of assessing the societal impact of undiagnosed or untreated ADHD, especially its potential links to traffic accidents, substance use, and involvement with the criminal justice system. We also need to better understand how prevalent overdiagnosis is and how it affects those who are misdiagnosed. Finally, there was a clear call to accelerate innovation in diagnostic tools to support more accurate and timely identification of ADHD across all age groups.

Ensure Access to Appropriate Resources and Treatments

Participants emphasized the importance of ensuring insurance coverage for a full range of evidence-based, multifaceted ADHD treatments, including coaching and therapeutic lifestyle interventions, highlighting their broader societal and economic benefits. They also urged action to address ongoing medication shortages by incentivizing domestic production and expanding payer coverage across the full spectrum of ADHD treatments, including behavioral supports.

Educate the Community and the Public on the Condition, Treatment Options, and Risks

Participants called for broader public education efforts to raise awareness about ADHD and promote individualized approaches to care. They emphasized expanding access to information and supporting patients, parents, educators, and coaches to better understand ADHD and tailor strategies to each individual's needs. Participants also highlighted the importance of equipping educators with accurate, evidence-based resources to help prevent both under- and over-diagnosis in school settings.

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Appendix A: National Leadership Summit on the Appropriate Use of ADHD Treatments: Steering Committee Members

Jeff Copper, MBA, PCC, PCAC, CPCC, ACG

DIG Coaching Practice LLC

Andrew Cutler, MD

Neuroscience Education Institute

Stephen V. Faraone, Ph.D.

World Federation of ADHD

Dawn Garzon, PhD, CPNP-PC, PMHNP-C, PMHS, FAANP, FAAN

National Association of Pediatric Nurse Practitioners

Jim Potenziano, Ph.D.

Tris Pharma

Kelly Vaillancourt Strobach, Ph.D., NCSP

National Association of School Psychologists

Penny Williams

Beautifully Complex

Debbie Witchey, MHA

Association for Behavioral Health and Wellness

Appendix B: National Leadership Summit on the Appropriate Use of ADHD Treatments: Series Descriptions and Goals

Summit Series #1: The Real Impact of ADHD and the Importance of Care Management. This session explored ADHD as a pressing public health issue, unpacking common misconceptions and the real-life impact of the condition across the lifespan. Speakers highlighted the importance of early identification, effective care management, and the promise of multifaceted treatment approaches.

Summit Series #2: Multifaceted Approaches to ADHD Management. This session delved into the value of comprehensive, evidence-based strategies for managing ADHD. Attendees learned how multifaceted approaches can empower children and adults to navigate life with ADHD better.

Summit Series #3: What's Next? The Evolution of Care. This forward-looking session explored the future of ADHD care across the lifespan—from childhood through older adulthood. Speakers considered what's needed to advance treatment, improve outcomes, and build consensus around best practices. Join us as we examine how care is evolving, where the U.S. stands globally, and what steps are necessary to support individuals with ADHD at every stage of life.

Appendix C: National Leadership Summit on the Appropriate Use of ADHD Treatments: Series Moderator and Speaker Biographies

Session 1

Moderator:

Andrew J. Cutler, MD, *Neuroscience Education Institute*

Andrew J. Cutler, MD is the Chief Medical Officer at Neuroscience Education Institute and a Clinical Associate Professor of Psychiatry at SUNY Upstate. She is passionate about supporting youth and families and is an advocate for removing barriers to mental health care.

Panelists:

Dawn Garzon, PhD, CPNP-PC, PMHNP-C, PMHS, *National Association of Pediatric Nurse Practitioners*

Dawn Garzon is a dual board certified pediatric primary care and psychiatric nurse practitioner with over 30 years of experience caring for children and youth in primary care and mental health settings. She works for Washington University in the division of Child and Adolescent Psychiatry, where she diagnoses and treats youth with ADHD. She is passionate about supporting youth and families and is an advocate for removing barriers to mental health care.

David W. Goodman, MD, *Johns Hopkins University School of Medicine; Norton School of Medicine, State University of New York-Upstate*

David W. Goodman, MD, is an Assistant Professor of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine and Clinical Associate Professor of Psychiatry at the State University of New York, Norton College of Medicine. He is also the Director of the Adult Attention Deficit Disorder Center of Maryland in Lutherville and the Director of Suburban Psychiatric Associates, LLC. An internationally recognized expert, he has presented over 750 lectures to medical specialists, authored peer-reviewed scientific papers, conducted clinical research on several of the ADHD medications now on the market, serves as a consultant to the NFL, widely quoted in national media, teaches 4th-year psychiatric residents at the Johns Hopkins School of Medicine and State University of New York Upstate. Dr. Goodman was on the American Professional Society for ADHD and Related Disorders Steering Committee for the development and publication of the first U.S. Guidelines for the Diagnosis and Treatment of ADHD in Adults. To advance funding and collaborative support for adult ADHD research and education, he founded two non-profit foundations including MyADHDFoundation.org and ADHDWorldFoundation.org.

Penny Williams, *Beautifully Complex*

Penny Williams is a parenting coach, author, and educator helping families of neurodivergent kids—those with ADHD, autism, and anxiety—move from frustration to confidence. She provides science-backed strategies to support kids while honoring their unique needs. An award-winning author of four ADHD books, including *Boy Without Instructions*, Penny also hosts the [Beautifully Complex Podcast](#) (5M+ downloads) and founded the Regulated Kids Project, a membership for emotional regulation tools. She co-created the Survival to Success Accelerator™, a neuroscience-based parent training program. Featured in ADDitude, Autism Parenting, and CHADD, Penny has helped thousands of families thrive.

Session 2**Moderator:****Ari Tuckman, PsyD, MBA, *Psychologist — Private Practice***

Ari Tuckman, PsyD, MBA, is a psychologist, international presenter, author, and ADHD thought leader. He has given more than 750 presentations and podcast interviews, and routinely earns excellent reviews for his ability to make complicated information understandable and useful. He is the author of five books, including his forthcoming, *The ADHD Productivity Manual*. He is a co-chair of CHADD's conference committee and was awarded the 2023 Hall of Fame award for his significant contributions to the field. A popular expert and advocate, he has been widely quoted in national media and serves as an expert for [Understood.org](#). He is in private practice in West Chester, PA.

Panelists:**Jeff Copper, MBA, PCC, PCAC, CPCC, ACG, *DIG Coaching Practice LLC***

Jeff Copper, cognitive engineer and ADHD coach, is founder of DIG Coaching Practice and host of [Attention Talk Radio](#) and [Attention Talk Video](#). He developed Cognitive Ergonomics From the Inside Out™, a new paradigm and a new ADHD intervention that takes an engineering approach to identify accommodations for those with executive function impairments. Jeff holds an MBA from University of Tampa, professional designations from ICF and PAAC, and certifications from ADD Coach Academy (ADDCA) and Coaches Training Institute (CTI). He is a member of Attention Deficit Disorder Association (ADDA), ADHD Coaches Organization (ACO), Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD), Professional Association for ADHD Coaches (PAAC), and International Coach Federation (ICF). He received the 2022 Professional Excellence Award by the ADHD Coaches Organization. His work continues to innovate and redefine ADHD coaching.

George DuPaul, PhD, *Lehigh University*

Dr. George DuPaul is Professor of School Psychology in the College of Education and Associate Director of the Center for Community–Driven Assistive Technologies at Lehigh University in Bethlehem, Pennsylvania (USA). He is author of 11 books, 213 peer-reviewed journal articles, and 67 invited book chapters related to attention–deficit/hyperactivity disorder (ADHD) and pediatric school psychology. Dr. DuPaul serves on the editorial board of 11 scientific journals (e.g., *Journal of Consulting and Clinical Psychology*, *Journal of School Psychology*). He received the 2008 Senior Scientist Award from the School Psychology division of the American Psychological Association and was named to the Children and Adults with ADHD (CHADD) Hall of Fame in 2008. He investigates early intervention and school-based interventions for students with ADHD and the assessment and treatment of college students with ADHD.

Dawn Garzon, PhD, CPNP–PC, PMHNP–C, PMHS, FAANP, FAAN, *National Association of Pediatric Nurse Practitioners*

Dawn Garzon is a dual board certified pediatric primary care and psychiatric nurse practitioner with over 30 years of experience caring for children and youth in primary care and mental health settings. She works for Washington University in the division of Child and Adolescent Psychiatry, where she diagnoses and treats youth with ADHD. She is passionate about supporting youth and families and is an advocate for removing barriers to mental health care.

Alison L. Steiber, PhD, RDN, *Academy of Nutrition and Dietetics*

Dr. Steiber is a Registered Dietitian Nutritionist and the Chief Mission, Impact and Strategy Officer at the Academy of Nutrition and Dietetics. She oversees research, policy, advocacy, and strategic initiatives across several departments. Previously, she served as Chief Science Officer for 12 years, leading major efforts in nutrition research, clinical guidelines, and systematic reviews. Before joining the Academy, she directed the Coordinated Dietetic Internship at Case Western Reserve University. Dr. Steiber serves on multiple national advisory boards and is widely published in scientific literature. She holds degrees from the University of Kansas Medical Center and Michigan State University, and has received alumni awards from both

Session 3

Moderator:

Kelly Vaillancourt Strobach, Ph.D., NCSP, *National Association of School Psychologists*

Dr. Kelly Vaillancourt Strobach is a Nationally Certified School Psychologist and is currently the Director of Policy and Advocacy at the National Association of School Psychologists. Dr. Strobach consults with, advises, and collaborates with members of Congress, the Department of Education, and other key federal partners and national organizations to advance the availability of comprehensive school psychological services, promote safe schools, promote comprehensive school mental and behavioral health services, address the shortages in school psychology, and other education related issues. Dr. Strobach has developed, authored, and coauthored numerous articles and resources, including NASP's Framework for Safe and Successful Schools, and has presented nationally on issues related to school safety, school mental health, effective discipline policies, and the relationship between education policy and school practices. Dr. Vaillancourt Strobach earned her B.A. in Psychology from the University of North Carolina at Chapel Hill, her M.A. and Certificate of Advanced Study (CAS) in School Psychology from Appalachian State University, and her PhD in Education Policy at George Mason University.

Panelists:

Andrea Chronis-Tuscano, PhD, *University of Maryland*

Dr. Chronis-Tuscano is the Joel & Kim Feller Professor of Psychology at the University of Maryland, where she directs the Maryland ADHD Program and SUCCEEDS College ADHD Clinic. Dr. Chronis-Tuscano's research focuses broadly on understanding early predictors of developmental outcomes for children with ADHD (including depression and alcohol/substance use) and developing novel treatments which target these early risk and protective factors. Much of this research has addressed issues related to parenting and parental psychopathology (namely, maternal depression and ADHD). Most recently, she has utilized hybrid effectiveness-implementation designs to develop treatments that can be implemented in community settings such as pediatrics and schools. Dr. Chronis-Tuscano is the Past-President of the Society for Clinical Child and Adolescent Psychology; International Society for Research in Child and Adolescent Psychopathology; past Associate Editor of the Journal of Consulting & Clinical Psychology and the Journal of Clinical Child & Adolescent Psychology; Fellow of the Association for Psychological Science, Association for Behavioral & Cognitive Therapies (ABCT), and SCCAP; and former standing member of the NIMH Mental Health Services Research (SERV) review committee. She is the recipient of multiple NIH grants and has served on several NIH review committees relevant to developmental psychopathology and interventions. She is the author of over 160 publications, primarily on the topic of ADHD. In 2025, she was awarded the inaugural Pelham Visionary Award for ADHD Research and Treatment.

Adam Horgan, American Association of Nurse Practitioners

Adam Horgan is a Regulatory Affairs Specialist for the American Association of Nurse Practitioners (AANP) on the Federal Government Affairs Team. Adam has been with the Association for five years. In his position, he reviews and analyzes federal policies focusing on issues affecting nurse practitioners. Adam drafts comments, monitors agency actions, and provides updates on federal policies which impact NPs. He also represents AANP at meetings with external stakeholders and coalitions regarding issues which are relevant to nurse practitioners. Prior to joining AANP, Adam worked as a research director in the Massachusetts House of Representatives for seven years. Adam holds a Bachelors in Political Science from Quinnipiac University.

Anthony Rostain, MD, Cooper University Health Care

Anthony L. Rostain, MD, MA is currently Chief and Chair of Psychiatry and Behavioral Health at Cooper University Health Care and Professor of Psychiatry and Pediatrics at Cooper Medical School of Rowan University in Camden, NJ. He is also Emeritus Professor of Psychiatry and Pediatrics, Perelman School of Medicine of the University of Pennsylvania. Dr. Rostain's primary area of expertise is "lifespan neurodevelopmental psychiatry," which includes disorders such as ADHD, Tourette Syndrome, Autistic Spectrum Disorders, Academic Skills Disorders, Intellectual Disabilities, Nonverbal Learning Disabilities, and other neurologically based conditions that adversely impact cognitive, emotional, and behavioral functioning. Dr. Rostain has been an innovator in developing integrative, multidisciplinary, collaborative mental health services for people with these disorders including launching the first programs in the Delaware Valley and leading the American Professional Society of ADHD and Related Disorders. He has also made significant literary contributions, including four books and dozens of articles and chapters, and is a nationally and internationally renowned lecturer.

Dominic Sisti, University of Pennsylvania

Dominic Sisti, PhD, is an associate professor in the Department of Medical Ethics & Health Policy at the University of Pennsylvania. He directs the Scattergood Program for the Applied Ethics of Behavioral Health Care and holds secondary appointments in the Department of Psychiatry, where he directs the ethics curriculum in the residency program, and the Department of Philosophy.

Dr. Sisti's research examines ethical and policy challenges in mental health care, including long-term psychiatric care for individuals with serious mental illness and clinical ethics issues in correctional settings. Dr. Sisti's research also explores ethical issues in psychedelic research and clinical application. His writings have appeared in medical and bioethics journals such as JAMA, JAMA Psychiatry, Psychiatric Services, the Hastings Center Report, and the Journal of Medical Ethics. His scholarship has also been featured in media outlets such as the New York Times, The Economist, NPR, the Philadelphia Inquirer, Slate, and The Atlantic. He is co-editor of three books including Applied Ethics in Mental Healthcare: An Interdisciplinary Reader (2013, MIT Press).

Dr. Sisti's research has been funded by the Thomas Scattergood Behavioral Health Foundation, the Greenwall Foundation, The Quattrone Center for the Fair Administration of Justice, the Leonard Davis Institute, and the Dana Foundation. He teaches graduate courses on clinical ethics, ethics in behavioral healthcare, and social media, ehealth, & biomedical ethics.

