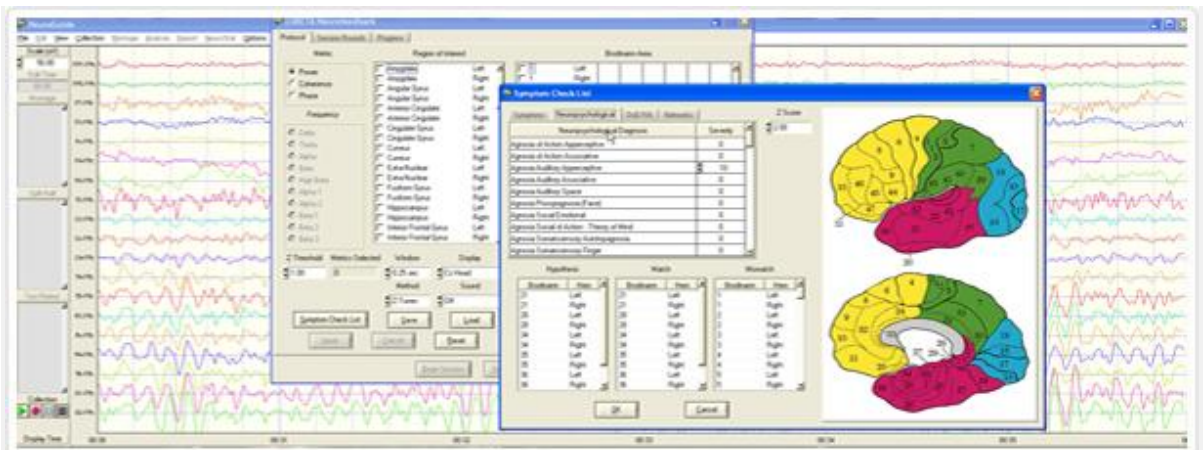


American Academy of Pediatrics recognizes Neurofeedback as being as effective as medication for Attention Deficit Hyperactivity Disorder (ADHD)



The American Academy of Pediatrics has just announced that EEG biofeedback is now a “Level 1” – “Best Support” intervention for Attention & Hyperactivity Behaviors (ADD and ADHD) for “Evidence-based Child and Adolescent Psycho-social Interventions”. This important announcement recognizes the powerful effects of EEG Biofeedback in providing a non-invasive, non-drug treatment for ADD/ADHD as well as a wide range of other disorders.

What is the American Academy of Pediatrics (the AAP)?

The American Academy of Pediatrics is comprised of over 60,000 American pediatricians. Pediatricians refer to the AAP for its positions on pediatric care and pediatric practice guidelines. American pediatricians are informed by the policies, positions, and reports of the American Academy of Pediatrics (The AAP).

What does “Best Support” mean? How does the American Academy of Pediatrics make this determination?

Every six months the AAP updates their chart of “Evidence-Based Child and Adolescent Psychosocial Interventions.” They evaluate the data and research that exist to determine what works and what doesn’t. This information is passed on to pediatricians so that they can better serve their patients. “Best Support” indicates that the AAP has found that

EEG biofeedback is a top-level treatment for ADD/ADHD and should be recommended as a primary option.

Some of the studies that the AAP cited as supporting their decision were:

- Beauregard, M., & Levesque, J. (2006). Functional magnetic resonance imaging investigation of the effects of neurofeedback training on neural bases of selective attention and response inhibition in children with attention-deficit/hyperactivity disorder. *Applied Psychology and Biofeedback*, 31, 3–20.
- Gevensleben, H., Holl, B., Albrecht, B., Vogel, C., Schlamp, D., et al. (2009). Is neurofeedback an efficacious treatment for ADHD?: A randomized controlled clinical trial. *Journal of Child Psychology and Psychiatry*, 50, 780–789.
- Levesque, J., Beauregard, M., & Men-sour, B. (2006). Effect of neurofeedback training on the neural substrates of selective attention in children with attention deficit/hyperactivity disorder: A functional magnetic resonance imaging study. *Neuroscience Letters*, 394, 216–221.
- Omizo, M. M., & Michael, W. B. (1982). Biofeedback-induced relaxation training and impulsivity, attention to task, and locus of control among hyperactive boys. *Journal of Learning Disabilities*, 15, 414–416.
- Rivera, E., & Omizo, M. M. (1980). The effects of relaxation and biofeedback on attention to task and impulsivity among male hyperactive children. *The Exceptional Child*, 27, 41–51.

For the actual American Academy of Pediatrics “Evidence-based Child and Adolescent Psychosocial Interventions” form, go to:

<http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Mental-Health/Documents/CRPsychosocialInterventions.pdf>

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