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Overview

The Center for Children and Families (CCF) provides the infrastructure for a focused array of treatment, research, training, and community services for children with Attention Deficit Hyperactivity Disorder (ADHD) and other behavioral and learning problems and their parents. In collaboration with nearly 20 faculty members and many trainees representing a number of departments at the University at Buffalo, including Biostatistics, Communicative Disorders and Sciences, Pediatrics, Pharmacy Practice, Psychiatry, Psychology, School Psychology, and Social Work, the CCF works with children, parents, educators, and health professionals to develop healthy behavior and social interactions in children and youth. The CCF’s research programs feature collaborations with investigators at prestigious universities throughout the United States, and its training program provides mentoring in clinical and research skills for undergraduate, graduate, and medical students enrolled at the University at Buffalo and other United States and Canadian universities. The Buffalo/Niagara region’s inner city and suburban school districts and regional parent groups are the primary beneficiaries of the CCF’s community service projects. The CCF is funded entirely by grants and the modest revenue generated by clinical services.

All CCF treatment services are based on a solid foundation of scientific evidence. Using “best practice” approaches that reflect the findings of peer-reviewed literature, the following outpatient services are available through the CCF: parenting strategies classes, school-wide interventions, medication assessments, Developmental Disabilities clinics, parent-teen negotiations, Summer Treatment Program (STP), and continuing education for educators, mental health professionals, and parent groups.

Mission Statement

The overarching mission of the Center for Children and Families (CCF) is to facilitate effective transitions into adulthood for children with ADHD or other behavioral and learning problems. To achieve this aim, the CCF strives to:

1) Provide state-of-the-art mental health treatment for children and their parents;

2) Educate health, mental health, and educational professionals in the implementation of evidence-based treatments for childhood mental health problems through conferences, local workshops, and a speaker series;

3) Disseminate evidence-based information to communities of health professionals, educators, and parents;

4) Design and conduct research studies that will make meaningful contributions to the field by improving the safety and efficacy of treatment for childhood mental health problems; and

5) Train undergraduate, graduate, and professional students for successful careers as mental health treatment providers and/or clinical researchers.

Director’s Message

This was a very busy and very productive year at the CCF. We began four new major intervention projects involving 250 new families and their ADHD children from 123 schools around Western New York. All four projects involve working extensively with families – both parents and children – and schools. These projects are lead by Drs. Fabiano, Waschbusch, Waxmonsky, and Pelham, and involve all of the CCF faculty and staff. In particular the project that involves early intervention with ADHD children has been a major task involving treatment and monitoring for nearly 150 young ADHD children. The CCF facilities have been busy with parent training groups and social skills groups almost every night of the work week, and Saturdays were busy with both this project and our new Saturday Treatment Program. We had a very large expansion of staff in order to handle this project and the others, and that involved a reorganization and renovation of our space in order to accommodate all of the new staff. We are grateful to the UB administration for supporting our needs with the new space!

At the same time as we brought in new staff, this year was the last in the CCF for a number of staff who have done an excellent job with us – in some cases for many years. Dr. Greta Massetti accepted a position at the Centers for Disease Control and will be leaving at the end of the summer for Atlanta. Greta has been a central figure in the center for 5 years, having been involved in most of the major projects, including a central role in the Social and Character Development Project in the Buffalo Public Schools. We will miss her and wish her luck in her new position! Brian Wymbs, who has been one of the hardest working graduate students for some time left us this summer to take an internship at Western Psychiatric Institute and Clinic in Pittsburgh. There he will continue to be involved because he will work with the ADHD Program in Pittsburgh (Dr. Molina) on the large longitudinal study that we share with our Pittsburgh colleagues. We are pleased that Alli
Director’s Message (cont’d)

Garfino and Jessica Robb will be staying in Buffalo to complete their internships at the CCF. Jillian Flood and Mindy Scime completed their internships at the CCF this year. Jillian has taken a job as school psychologist in Maryland at Prince George’s County School District, and Mindy is joining the CCF as a full time employee and a Clinical Assistant Professor of Pediatrics. An additional eight research assistants have also left CCF employment to start their graduate studies. One disadvantage of having such a wonderful and dedicated staff is that they eventually move on to other opportunities that open up because of the experiences they have had in the CCF. We say thank you to those leaving and wish them luck, and we welcome those who are staying on!

One of the new studies involves treating nearly 150 children with ADHD in kindergarten or first grade with school-as-usual or different levels of behavioral intervention. If children do not function well, we will offer medication to them as an intervention. Our question is whether behavioral services will reduce the need for medication. Another study involves providing either medication or behavioral treatments as the first line treatment, and then supplementing that for children who are not sufficiently improved with either (a) more of the treatment with which they began or (b) the addition of the other modality. A third examines whether provision of a daily report card intervention improves the effectiveness of Individualized Educational Plans for children with ADHD in special education. A fourth involves an examination of the effectiveness of Strattera vs. Strattera plus behavioral intervention.

Each of these were awarded in stringently evaluated competitions, and we are pleased to have received them. In order to continue to offer the services that we do in the CCF, we must routinely submit grant applications for projects such as these and hope that they are funded. In the past year, we submitted 6 applications and expect to exceed that in our July 2007 submissions alone. Although there is often a lag of 3 years from the first submission to funding for grants, we have been very successful in obtaining the majority of those we submit.

We had a number of important papers appear during the past year, two of which merit mention. One is the report of our summer program study evaluating behavioral treatment, medication, and their combination that we conducted from 2002 until 2004. It is the first of the many papers that will result from this project. It appeared in a special issue of School Psychology Review, the leading journal for school psychologists. We submitted it there because we want to make school personnel aware of the importance of behavioral interventions. The other paper was done in collaboration with our Pittsburgh team and described the early alcohol use of the children, now young adults, in our longitudinal study. That showed that ADHD children are at risk for developing heavy use of alcohol at an early age. One of the grants that we now have under review is an intervention for middle school-aged ADHD children and will examine in part whether good intervention can delay the early substance use we have detected in our follow up study.

This past year was the last year for our Department of Education-funded school-wide intervention project to foster social and character development. We have enjoyed working with the schools that have collaborated with us on this project for the past 3 years: School #3 D’Youville-Porter Campus, School #27 Hillery Park Academy, School #31 Harriet Ross Tubman School, School #89 Lydia T. Wright School of Excellence, School #95 Waterfront School, Mullen Elementary (Tonawanda School district), Enterprise Charter School, School #6 Buffalo Elementary School of Technology, School #18 Antonia Pantoja School of Excellence, School #45 International School, School #74 Hamlin Park Academy, School #91 BUILD Academy, School #93 Southside Elementary, Maplemere Elementary (Sweet Home district), Charter School for Applied Technologies. We extend special thanks to the staff at these schools who worked hard on behalf of the children. Over the next year we will be analyzing and writing the results of this project, in collaboration with the other five sites in the project and the Department of Education staff.

One of our endeavors this past year was to revamp our website. We completed that task in the Spring. With much input from most CCF staff and the staff of the UB Office of Medical Computing, a complete reworking of the website was accomplished. Parents can easily find information about our services and studies in which we are enrolling, and parents and educators can easily find downloadable information about ADHD and managing it at home and at school. Over the upcoming year, we plan to continue our revisions; one of our goals is to have video clips that parents and teachers can view that walk step-by-step through establishing daily report cards, using time out, and better ways of giving instruction and commands to children with ADHD.

Above all, we would like to thank the families and schools who have participated in our various projects. The children enrolled in the projects are lucky to have such devoted parents and teachers. We hope that our efforts have matched yours throughout the past year, and we look forward to continuing to work with you all.

Sincerely,

[Signature]

William E. Pelham, Jr., Ph.D., ABPP
UB Distinguished Professor of Psychology, Pediatrics and Psychiatry
Director, Center for Children and Families
Back Row (L to R): Justin Naylor, Lillian Draganac-Cardona, Karen Fumerelle, Jillian Flood, Melinda Scime, Jessica Robb, Sean O’Dell, Jason Oliver, Brian Wymbs, Gregory Fabiano, Andrew Greiner, Corey Amo, Daniel Waschbusch, William Pelham

Middle Row (L to R): Adrena Smith, Nicole Maiorana, Wendy Marchioli, Lisa Burrows-MacLean, Allison Garefino, Tarah Carnefix, Kristina Wood, Lynn Ryan, Norine Eaton, Fran Arnold, Meaghan Summerlee, Brian Gangloff

Front Row (L to R): Ira Bhatia, Briannon O’Connor, Elizabeth Gnagy, Alana Eaton, Laura Straub, Brianne Pugliese, Krissy Kent, Jessica Verley, Tara Waddell, Heather Carmody, Bryan Rotella

Not Pictured: Dara Babinski, Peter Belin, Holly Borelli, Neda Burtman, Jacob Dormann, Lori Eldridge, Kat Hart, Erik Lazenski, Antara Majumdar, Greta Masetti, Karen Morris, Niraj Patrawala, Jennifer Piccolo, Melissa Robins, Keba Rogers, John Ross, Carmen Tekwe, Brigid Vilardo, Rebecca Vujnovic, Katie Walker, and James Waxmonsky
CORE FACULTY

Lisa D. Burrows-MacLean, Ph.D., Clinical Assistant Professor of Psychology and Pediatrics; Clinical Director, Center for Children and Families
Gregory A. Fabiano, Ph.D., Assistant Professor of Counseling, School, and Educational Psychology
Larry W. Hawk, Ph.D., Associate Professor of Psychology
Martin T. Hoffman, M.D., Associate Professor of Clinical Pediatrics and Director of the Pediatric Center for Learning and School Success (CLASS)
Greta M. Massetti, Ph.D., Assistant Professor of Psychology
William E. Pelham, Jr., Ph.D., UB Distinguished Professor of Psychology, Pediatrics, and Psychiatry; Director, Center for Children and Families
Daniel A. Waschbusch, Ph.D., Assistant Professor of Pediatrics
James G. Waxmonsky, M.D., Assistant Professor of Psychiatry

ADMINISTRATIVE STAFF

Neda Burtman, Administrative Coordinator
Heather Carmody, Office Assistant
Karen Fumerelle, Administrative Assistant
Wendy Marchioli, Administrative Assistant
Karen Morris, Administrative Assistant
Brianne Puglise, Office Assistant
Adrena Smith, Secretary

RESEARCH STAFF

Corey Amo, Senior Research Support Specialist
Ira Bhatia, Senior Research Support Specialist
Holly Borelli, Senior Research Support Specialist
Tarah Carnefix, Senior Research Support Specialist
Lillian Draganaq-Cardona, Senior Research Support Specialist
Jacob Dormann, Senior Research Support Specialist
Alana Eaton, Senior Research Support Specialist
Norine Eaton, Community Liaison
Lori Eldridge, Senior Research Support Specialist
Brian Gangloff, Senior Research Support Specialist
Elizabeth Gnagy, Research Associate
Andrew Greiner, Research Associate
Erik Lazenski, Senior Research Support Specialist
Nicole Maiorana, Senior Research Support Specialist
Jeavon Neaderhiser, Senior Research Support Specialist
Brianann O’Connor, Senior Research Support Specialist
Sean O’Dell, Senior Research Support Specialist
Niraj Patrawala, Senior Research Support Specialist
Melissa Robins, Senior Research Support Specialist

John Ross, Senior Research Support Specialist
Bryan Rotella, Research Technician II
Lynn Ryan, Research Technician II
Laura Straub, Senior Research Support Specialist
Jessie Verley, Senior Research Support Specialist
Brigid Vilaro, Senior Research Support Specialist
Tara Waddell, Senior Research Support Specialist
Kristina Wood, Senior Research Support Specialist

GRADUATE STUDENTS AND TRAINEES

One of the major endeavors of the Center for Children and Families is education and training. This incorporates many activities including training of graduate/professional students and undergraduates from the College of Arts and Sciences, the School of Education, and the School of Medicine.

Fran Arnold, Clinical Psychology
Dara Babinski, Clinical Psychology
Jillian Flood, Counseling, School and Educational Psychology
Allison Garefino, Clinical Psychology
Kat Hart, Clinical Psychology
Kathryn Karch, Clinical Psychology
Kristine Kent, Clinical Psychology
Antara Majumdar, Biostatistics
Justin Naylor, Counseling, School, and Educational Psychology
Jennifer Piccolo, Counseling, School and Educational Psychology
Jessica Robb, Clinical Psychology
Keba Rogers, Counseling, School and Educational Psychology
Mindy Scime, Ph.D. Intern; Counseling, School, and Educational Psychology
Meaghan Summerlee, Counseling, School, and Educational Psychology
Carmen Tekwe, Biostatistics
Rebecca Vujnovic, Counseling, School, and Educational Psychology
Kathryn Walker, Clinical Psychology
Brian Wymbs, Clinical Psychology
Collaborating Faculty and Staff

UB COLLABORATING FACULTY

Steven R. Anderson, Ph.D., Executive Director, Summit Educational Resources, Tonawanda, NY
Randolph L. Carter, Ph.D., Associate Chair and Professor of Biostatistics
Craig Gold, Ph.D., Assistant Professor of Psychology
Leonard H. Epstein, Ph.D., Professor of Pediatrics, Department of Pediatrics, Social and Preventive Medicine and Psychology
Karl D. Fiebelkorn, Pharm. D., Clinical Assistant Professor, Department of Pharmacy Practice
Amy Jablonski, Ph.D., Director of the Early Autism Program, Summit Educational Services
David I. Kaye, M.D., Associate Professor of Clinical Psychiatry, Medical Director of Child Psychiatry and Director of Residency Program, The Children’s Hospital at Buffalo
Kenneth E. Leonard, Ph.D., Senior Research Scientist at the Research Institute on Addictions; Professor and Director of Division of Psychology in the Department of Psychiatry
Michael G. MacLean, Ph.D., Associate Professor of Psychology, SUNY College at Buffalo
Bruce D. Miller, M.D., Associate Professor of Psychiatry and Pediatrics and Biomedical Sciences and at The Children’s Hospital of Buffalo
Eugene D. Morse, Pharm. D., Professor and Chair of the Department of Pharmacy Practice
LeAdelle Phelps, Ph.D., Professor of School Psychology Program in the Department of Counseling and Educational Psychology
Jerry B. Richards, Ph.D., Senior Scientist, Research Institute on Addictions
John E. Roberts, Ph.D., Associate Professor of Psychology
Gerald R. Timler, Ph.D., Assistant Professor, Communicative Disorders & Sciences
Beatrice L. Wood, Ph.D., Associate Professor of Psychiatry and Pediatrics and Biomedical Sciences and at The Children’s Hospital of Buffalo

COLLABORATING FACULTY AT OTHER INSTITUTIONS

J. Lawrence Aber, Ph.D., Professor of Applied Psychology, New York University
Howard B. Abikoff, Ph.D., Pevaroff Cohn Professor of Child and Adolescent Psychiatry, New York University School of Medicine
Leonard Bickman, Ph.D., Professor of Psychology, Psychiatry and Public Policy, Vanderbilt University
Joshua Brown, New York University
Oscar G. Bukstein, M.D., M.P.H., Associate Professor of Psychiatry, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic
Hugh F. Crean, Ph.D., Assistant Professor of Clinical and Social Psychology, University of Rochester
Charles E. Cunningham, Ph.D., Professor of Psychiatry and Behavioural Neurosciences, Jack Laidlaw Chair in Patient Centered Health Care, McMaster University
Steve H. Day, M.C.P., Clinical Instructor, School of Social Work, University of North Carolina at Chapel Hill

David L. Dubois, Ph.D., Professor of Community Health Sciences, University of Illinois at Chicago
Thomas W. Farmer, Ph.D., Associate Professor of Education, The Pennsylvania State University
Brian R. Flay, Ph.D., Professor of Psychology, University of Illinois at Chicago
E. Michael Foster, Ph.D., Professor of Maternal and Child Health, University of North Carolina
Laurence L. Greenhill, Ph.D., M.D., Ruan Professor of Clinical Child and Adolescent Psychiatry, Columbia University
Gary D. Gottfredson, Ph.D., Professor of Counseling and Personnel Services, University of Maryland, College Park
Lilly Hechman, M.D., FRCP, Professor of Psychiatry and Pediatrics, Director of ADHD Research, Division of Child Psychiatry, McGill University, Montreal Children’s Hospital
Stephen P. Hinshaw, Ph.D., Professor of Psychology, University of California at Berkeley
Betsy Hoza, Ph.D., Professor of Psychological Sciences, University of Vermont
J. Richard Jennings, Ph.D., Professor of Psychiatry and Psychology, University of Pittsburgh
Peter S. Jensen, M.D., Ruan Professor of Child Psychiatry, Director of the Center for the Advancement of Children’s Mental Health, Department of Child Psychiatry, Columbia University/New York State Psychiatric Institute
Deborah B. Johnson, Clinical Associate, Clinical and Social Psychology, University of Rochester
Stephanie Jones, Ph.D., Assistant Professor of Psychology, Fordham University
Roger M. Kurlan, M.D., Ph.D., Professor of Neurology, School of Medicine, University of Rochester
Benjamin B. Lahey, Ph.D., Professor of Psychiatry, University of Chicago
Michael Manos, M.D., Ph.D., Associate Professor, Department of Pediatrics, The Cleveland Clinic
Brooke Molina, Ph.D., Associate Professor of Psychiatry and Psychology, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic
Susan A. Murphy, Ph.D., H.E. Robbins Professor of Statistics & Research Professor, Institute for Social Research, University of Michigan
Herbert Needleman, M.D., Professor of Psychiatry and Pediatrics, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic
Donna Palumbo, Ph.D., Associate Professor of Neurology, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic
Floyd R. Sallee, M.D., Ph.D., Professor of Pediatrics and Psychiatry, Department of Pediatrics, CHMC, University of Cincinnati
James M. Swanson, Ph.D., M.D., Professor of Developmental and Behavioral Pediatrics, University of California at Irvine
School Partners

We would like to acknowledge the following schools who have partnered with us this year:

Akron Elementary, (Akron Central)
Alexander Middle School, (Alexander Central)
Smallwood Drive School, (Amherst Central)
Windemere Blvd. School, (Amherst Central)
Attica Elementary School, (Attica Central)
PS #3 , (Buffalo Public Schools)
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Charter School for Applied Technologies, (Buffalo Public Schools)

Community Charter, (Buffalo Public Schools)
Enterprise Charter School, (Buffalo Public Schools)
Kings Center Charter School, (Buffalo Public Schools)

Water Front Elementary, (Buffalo Public Schools)
Maryvale, (Cheektowaga Central)
Pine Hill Primary Center, (Cheektowaga Central)
John F. Kennedy Middle School, (Cheektowaga-Sloan)

Theodore Roosevelt Elementary School, (Cheektowaga-Sloan)
Chesnut Ridge Elementary School, (Churchville-Chili Central)

Harris Hill Elementary School, (Clarence Central)
Ledgeview Elementary School, (Clarence Central)
Cleveland Hill Elementary, (Cleveland Hill Union Free District)

Cayuga Heights Elementary School, (Depew Union Free)

Main Street Elementary, (East Aurora)
Grover L. Price Primary School, (Eden Central)
Elba Elementary, (Elba Central)

Forestville Elementary School, (Forestville Central)
Blasdell Elementary, (Frontier Central)

Cloverbank Elementary, (Frontier Central)
Charlotte Sidway School, (Grand Island Central)

Veronica E. Connor Middle, (Grand Island Central)
Boston Valley Elementary, (Hamburg Central)
Charlotte Avenue Elementary, (Hamburg Central)
Elma Primary School, (Iroquois Central)
Iroquois Middle School, (Iroquois Central)
Marilla Primary School, (Iroquois Central)
Alexander Hamilton Elementary School, (Kenmore-Tonawanda Union Free)

Benjamin Franklin Elementary School, (Kenmore-Tonawanda Union Free)
Charter School for Applied Technologies, (Kenmore-Tonawanda Union Free)

Herbert Hoover Elementary School, (Kenmore-Tonawanda Union Free)
Holmes Elementary School, (Kenmore-Tonawanda Union Free)

Lindbergh Elementary School, (Kenmore-Tonawanda Union Free)
Thomas Edison Elementary, (Kenmore-Tonawanda Union Free)

Thomas Jefferson Elementary, (Kenmore-Tonawanda Union Free)

Western New York Pediatric Day Treatment Center, (Kenmore-Tonawanda Union Free)

Truman Elementary, (Lackawanna)

William T. Hoag Elementary School, (Lake Shore Central)

Central Avenue Elementary School, (Lancaster Central)

Court Street Elementary School, (Lancaster Central)
Hillview Elementary School, (Lancaster Central)
John Sciole Elementary School, (Lancaster Central)

William St. School, (Lancaster Central)

Lewiston-Porter Primary Education Center, (Lewiston-Porter Central Schools)

Roy B. Kelley Elementary School, (Lockport City Schools)

Maryvale Primary School, (Maryvale Union Free)

Oak Orchard Elementary, (Medina Central)

Newfane Early Childhood Center, (Newfane Central)

Newfane Elementary School, (Newfane Central)

Mary Ward Catholic School, (Niagara Catholic)

79th Street School, (Niagara Falls City)

Maple Avenue School, (Niagara Falls City)

Errick Road Elementary School, (Niagara-Westfield Central)

West Street Elementary School, (Niagara-Westfield Central)

Drake School, (North Tonawanda City)
Spruce Elementary, (North Tonawanda City)

Meadow Elementary, (North Tonawanda City)

Ohio Elementary School, (North Tonawanda City)
Baker Victory Day Treatment, (Orchard Park Central)

Egbert Road Elementary School, (Orchard Park Central)

Elliot Elementary, (Orchard Park Central)

South Davis Elementary School, (Orchard Park Central)
Pembroke Primary School, (Pembroke Central)

Delavan Elementary, (Pioneer School District)

Catholic Academy of West Buffalo, (Private)

Elnwood Franklin School, (Private)

Jewish Heritage Day School, (Private)

Nardin Academy, (Private)

North Tonawanda Catholic, (Private)

Our Lady of the Sacred Heart School, (Private)

Prince of Peace School, (Private)

St Peter and Paul Elementary School, (Private)

St Amelia School, (Private)

St. Alloysius Gonzaga School, (Private)

St. Ambrose School, (Private)

St. Andrew's Country Day School, (Private)

St. Barnabas, (Private)

St. Francis of Assisi Elementary School, (Private)

St. John the Baptist School, (Private)

St. Joseph School, (Private)

St. Margaret's School, (Private)

St. Mary's School, (Private)

Stella Niagara Education Park, (Private)

Royalton Hartland Elementary School, (Royalton Hartland Central)

Friano Primary School, (Starpoint Central)

Starpoint Intermediate, (Starpoint Central)

Maplemere Elementary, (Sweet Home Central)

Willow Ridge Elementary, (Sweet Home Central)

Mullen Elementary, (Tonawanda City)

Winchester Elementary, (West Seneca Central)

Allendale School, (West Seneca Central)

East Elementary School, (West Seneca Central)

Northwood Elementary School, (West Seneca Central)

Potters Road School, (West Seneca Central)

West Elementary School, (West Seneca Central)

West Valley Central School, (West Valley Central)

Dodge Elementary School, (Williamsville Central)

Forest Elementary, (Williamsville Central)

Heim Elementary School, (Williamsville Central)

Maple East Elementary School, (Williamsville Central)

Maple West Elementary School, (Williamsville Central)

W. H. Stevenson Elementary, (Wilson)
Funded Research and Projects

The Center for Children and Families is a clinical research center in which clinical activities and research activities are integrated. Many of the research projects grow out of the clinical services that we offer, and many of the clinical services are adjuncts to the research. The Center for Children and Families brings to the University a very large amount of funding from federal, industry and private sources. The research is highly visible and is published in leading, peer-reviewed outlets.

NEW RESEARCH AND PROJECTS

Enhancing Individualized Education Plans for Children with ADHD using a Daily Report Card Procedure
Institute of Educational Sciences
PI: Gregory A. Fabiano, Ph.D.
Co-I: Christopher Lopata, Ph.D.
Greta M. Massetti, Ph.D.
William E. Pelham, Jr., Ph.D.
Martin A. Volker, Ph.D.
Daniel A. Waschbusch, Ph.D.
7/06-6/08
Total Amount Requested: $732,437

Effects of Straterra and Behavior Therapy on the School and Home Behavior of Elementary School Children with Attention-Deficit/Hyperactivity Disorder
Eli Lilly & Company
PI: Daniel A. Waschbusch, Ph.D.
Co-PI: James G. Waxmonsky, M.D.
2006-2007
Total Amount Requested: $200,000

Behavior Modification and Young ADHD Children
Eli Lilly & Company
PI: William E. Pelham, Jr., Ph.D.
Total Amount: $3,805,448

Parent Training for Fathers of Children with ADHD
NIMH
PI: Gregory A. Fabiano, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D.
04/07 – 02/10
Total Amount Requested: $685,368

Establishing Community STPs
John R. Oishei Foundation
PI: William E. Pelham, Jr., Ph.D.
09/07-08/10
Total Amount Requested: $413,981

CONTINUING RESEARCH AND PROJECTS

Inhibitory control and clinical response in ADHD
NIMH: 7/1/05 – 6/30/08
PI: Larry Hawk, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D.
Jerry Richards, Ph.D.
James G. Waxmonsky, M.D
Craig Colder, Ph.D.
Total amount: $1,543,211

Behavior Modification and Young ADHD Children
NIMH: 9/1/05 – 6/30/10
PI: William E. Pelham, Jr., Ph.D.
Total Amount: $3,805,448

Adaptive Interventions for Children with ADHD
IES: 04/01/06-03/31/10
PI: William E. Pelham, Jr., Ph.D.
Total Amount: $2,711,467

Development of drug use and abuse in ADHD adolescents
NIDA: 4/1/01 – 3/31/07
PI: William E. Pelham, Jr., Ph.D.
Total Amount: $769,990

ADHD treatment: Comparative and combined dosage effects
NIMH: 7/15/01 – 6/30/07
PI: William E. Pelham, Jr., Ph.D.
Co-I: Martin T. Hoffman, M.D.
Total Amount: $1,714,970

Preschool supplement to Clonidine treatment of ADHD
NINDS: 8/1/02 – 7/31/06
PI: Floyd "Randy" Sallee, M.D., Ph.D.
Co-I: William E. Pelham, Jr., Ph.D. (UB Site PI)
Total Amount: $2,130,442 (Multisite Project; UB Total: $680,510)
The Impact of Affective Symptomatology on the Multimodal Treatment of ADHD.
Klingenstein Third Generation Foundation Fellowship in Pediatric Depression Research: 2003-2006
PI: James G. Waxmonsky, M.D.
Total Amount: $60,000

School-wide academic and behavioral competencies program
IES: 8/25/03 – 8/24/07
PI: William E. Pelham, Jr., Ph.D.
Co-I: Greta M. Massetti, Ph.D.
Total amount: $1,724,727

The development of alcohol use and abuse in ADHD adolescents
NIAAA: 9/1/03 – 8/31/08
PI: Brooke S. G. Molina, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D. (UB Site PI)
Total amount: $6,723,991 (Multisite Project; UB Total: $2,214,357)

Positive illusions in ADHD: Processes and consequences
NIMH: 1/1/04 – 12/31/07
PI: Betsy Hoza, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D. (UB Site PI)
Daniel A. Waschbusch, Ph.D.
Total amount: $1,690,870 (Multisite Project; UB Total: $728,383)

ADHD treatment: Comparative and combined dosage effects (Competing Supplement).
NIMH: 4/1/04 – 6/30/07
PI: William E. Pelham, Jr., Ph.D.
Co-I: Lisa Burrows-MacLean, Ph.D.
Martin T. Hoffman, M.D.
Greta M. Massetti, Ph.D.
Total amount: $338,869

Postdoctoral education research training (PERT).
American Psychological Association/Institute of Education Sciences: 9/1/04 – 8/31/06
Mentor: William E. Pelham, Jr., Ph.D.
Postdoc: Greta Massetti
Total Amount: $110,000

Validity of DSM-IV subtypes of ADHD for young children
NIMH: 9/1/05 – 7/31/10
PI: Benjamin B. Lahey, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D. (UB Site PI)
Total amount: $2,484,259 (Multisite Project; UB Total: $268,262)

Treatment of single mothers of children with ADHD
NIMH: 12/11/05 – 12/10/06
Kirschstein National Research Service Award for Anil Chacko
Total amount: $28,330

UNDER REVIEW

Adaptive Interventions for Adolescents with ADHD
NIMH: 04/01/08-03/31/13
Collaborative proposal with Steven Evans, Ph.D. at James Madison University
PI: William E. Pelham, Jr., Ph.D.
Co-I: James G. Waxmonsky, M.D.
Randolph L. Carter, Ph.D.
Total Amount Requested: $2,601,637

Development of drug use and abuse in ADHD adolescents
NIDA: 4/1/08 – 3/31/13
PI: William E. Pelham, Jr., Ph.D.
Total Amount: $1,931,508

The development of alcohol use and abuse in ADHD adolescents
NIAAA: 9/1/08 – 8/31/13
PI: William E. Pelham, Jr., Ph.D.
Total amount: $5,450,119 (Multisite Project; UB Total: $1,559,308)

Promoting the Successful Transition to Kindergarten for Kindergarteners in Special Education
IES: 07/01/2008-06/30/2011
PI: Gregory A. Fabiano, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D.
Daniel A. Waschbusch, Ph.D.
Randolph L. Carter, Ph.D.
Total Amount Requested: $1,117,774

Multimodal Treatments of Children with ADHD and Symptoms of Mania
NIMH: 04/01/2008-03/31/2011
PI: James G. Waxmonsky, M.D.
Co-I: Gregory A. Fabiano, Ph.D.
William E. Pelham, Jr., Ph.D.
Daniel A. Waschbusch, Ph.D.
Randolph L. Carter, Ph.D.
Total Amount Requested: $713,250
Clinical Services

The Center for Children and Families is engaged in a variety of service activities. These include direct clinical service offered through our clinical trials, as well as community service presentations to professional groups, teachers, parents, and other community groups – both here in Buffalo and elsewhere in New York State and the Northeast. Altogether in these various activities in 2006-2007, the CCF provided:

- Direct services to more than 1,200 individuals
- More than 55,000 contact hours
- Community presentations to over 1000 individuals

Summer Treatment Program (STP)

This award-winning program has been in operation at the University at Buffalo since 1997, earning enthusiastic recommendations from parents, child health professionals, and scientists and garnering significant national and international media attention. In 2006, this behavioral treatment and assessment program for children with learning and behavior problems enrolled 30 children in its six-week program. There were two groups of 15 children with four staff members assigned to each group. These groups of 15 children stayed together throughout the entire day to provide an intensive experience in functioning as a group and in making friends. During the day, the children participated in academic and computer classrooms as well as recreationally-based therapeutic group activities (see attached brochure).

In the spring of 2007, the CCF received a generous grant from the John R. Oishei Foundation to expand the STP to five sites in the Buffalo-Niagara region. The grant will provide start up funding and 3 years of support for camps, schools, and community agencies around the region to provide STP programming to low income families. Site selection will begin in the fall of 2007. Community STPs will start in the summer of 2008!

Parenting Programs AND SCHOOL INTERVENTION

Parent programs, in individual and group formats, provided initial overviews of children’s mental health problems and effective parenting strategies, such as praising good behavior and using reward charts and time out as discipline for problematic behavior. These sessions were structured to teach parents how to deal effectively with their children at home. Courses lasted approximately eight weeks. Parent training emphasized teaching parents how to change their children’s behavior at home, including noncompliant and disruptive behavior, while concurrently improving their children’s relationship with their parents and/or siblings.

STP – parent training. Parent involvement is a critical part of the STP, as parents are required to attend weekly group parenting strategies sessions. Clinician: Fran Arnold. Project Director: Jessica Robb, M.A. and Kathryn Walker, M.A.

Clinical group parent training. The CCF ran a continuous schedule of weekly parenting classes that were open to anyone in the community. A new topic was covered each week for eight weeks and then the cycle was repeated. Children attended a social skills group while their parents attended class. Families could join the group at anytime and participated until they completed each of the eight topics, or longer if they wished. Tuition for the class entitled the family to attend as many sessions as they desired throughout the academic year. Once the family completed the eight-session course, the family was entitled to free attendance at monthly booster sessions. Clinician: Fran Arnold, M.A. Project Director: Lisa Burrows-MacLean, Ph.D.

Monthly booster parent training. The CCF held monthly booster sessions that allowed any family who previously completed a parent training course at the CCF to maintain their treatment gains and obtain social support from other families. Clinician: Fran Arnold. Project Director: Lisa Burrows-MacLean, Ph.D.

Clinical trials – parent training. Most families who participated in a clinical trial at the CCF were offered parent training free of charge.
as part of their participation in the trial. Thus, many families who came to the CCF to participate in a medication study received a parenting program. Project Director: Lisa Burrows-MacLean, Ph.D.

**Saturday Social Skills Program.** The CCF conducted a 10-session, 2-hour social skills training program for children aged 4-13 during the spring of 2007. Twenty-four children received social skills training and sports coaching through direct instruction, modeling, role-play and direct feedback. The program consisted of 3 groups of 8 children and 3 staff members per group.

**Parent-teenage negotiation.** These sessions were conducted in order to address problems relevant to teenagers and their parents. The focus of these sessions was to improve family communication and problem solving skills as well as the use of behavioral contracting.

**School intervention.** School interventions were offered through school visits and parent training. Therapists working with the family provided direct consultation to the child’s classroom teacher, with a focus on assisting the teacher in the development of an individualized treatment program to manage the child’s problematic behaviors and improving academic performance. School intervention often consisted of direct observations of the child in the classroom, consultation with the teacher, and the development of an individualized treatment program. Parents were encouraged to attend consultation sessions with the teachers so they could learn to implement and manage their child’s classroom programs.

**Clinical trials – school interventions.** Every family who participated in a clinical trial at the CCF also received a school intervention. Clinicians met with the child’s teacher to construct individualized daily behavioral report cards or tracking sheets completed each day by the teacher and parents were taught, in parenting classes, to reward child success on a daily basis. During the 2006-2007 school year, CCF staff set up and monitored daily behavioral report cards for 220 students throughout Western New York as a part of three clinical trials protocols.

**MEDICATION ASSESSMENT**

Therapists worked with parents and a medical a professional designated by the family or a CCF physician to review the effectiveness of the child’s medication. This service was appropriate for families and physicians who were interested in determining how a particular dose or type of medication affected the child’s academic functioning and/or social behavior with the goal of selecting the best medication and dose for long-term intervention. These three to six week evaluations were conducted in the child’s school setting, the summer program, or the clinic. Project Directors: Martin Hoffman, M.D. and Lisa Burrows-MacLean, Ph.D.

**DEVELOPMENTAL DISABILITIES EVALUATION CLINICS**

In collaboration with the Department of Pediatrics, the CCF offered the Center for Learning and School Success, an evaluation clinic for children with learning problems in school. Children were referred for intensive evaluation of the neurobehavioral aspects of their learning and behavior. Follow-up treatment was offered. Project Director: Martin Hoffman, M.D.

In addition, the CCF collaborated with Summit Educational Resources to run an evaluation clinic for toddlers and preschool children at risk for developmental disorders. Both clinics offered comprehensive evaluations conducted by psychologists and a developmental pediatrician. The purpose of these evaluations was to identify children in need of early intervention services and make appropriate treatment recommendations. Project Director: Amy Jablonski, Ph.D.

**COMMUNITY CONSULTATION**

As part of an ongoing consultation with several community-based mental health providers in Western Pennsylvania, two CCF senior staff members provided annual staff training for the Summer Treatment Program in June of 2007. Elizabeth Gnagy and Andrew Greiner, who
Clinical Services (cont’d)

have worked in the Summer Program since 1988 and 1987 respectively, conducted three training seminars. From June 3-7, they conducted a training session for 45 counselors from the Community Guidance Center in Indiana, PA, which has been conducting the STP since 1998 and currently has programs in three separate sites. From June 8-10, they conducted a training session for 30 counselors from the Erie Achievement Center in Erie, PA, which has conducted the STP since 2001 and currently has programs at two sites. Finally, from June 11-15, they conducted a training session for 60 counselors from the Alternative Community Resource Program in Johnstown, PA, which has conducted the STP since 1997 and currently has programs in eight separate locations. From June 11-13, Holly Borrelli, classroom coordinator for the CCF STP, conducted a training session for 20 teaching staff members from the Community Guidance Center and the Alternative Community Resource Program.

In the fall of 2006, the CCF was asked to provide consultation and training to the Urban Institute for Behavioral Health (UIBH) in NYC to offer the COPE program at member agencies servicing children. Two 2-day training sessions were conducted and biweekly telephone supervision was provided. Training was provided to FEGS, Institute for Community Living (ICL), Jewish Board for Family and Children’s Services (JBFCS), Jewish Child Care Association (JCCA), Northside Center for Child Development, Puerto Rican Family Institute (PRFI), Riverdale Mental Health Association, Our Lady of Mercy (OLM) and Staten Island Mental Health Society (SIMHS). The PRFI and SIMHS plan to have an additional 25 and 30 staff members trained, respectively, in fall 2007.

Community and Invited Presentations

SCHOOL IN-SERVICE TRAINING

Buffalo Public School #31, School-Wide Behavior Modification. Allison Garefino, August 2006; Buffalo, NY.

Buffalo Public School #89, ABC Program—Year 3. Kristin Stauffacher Grös, September 2006; Buffalo, NY.

St. Mary’s of the Lake Elementary School, ADHD in the Schools. Jessica Robb, September 5, 2006; Hamburg, NY.

Buffalo Public School #89, Weekly Tracking and Social Skill Utilization. Kristin Stauffacher Grös, December 2006; Buffalo, NY.

Truman Elementary School, Assessment and Treatment of ADHD. Daniel A. Waschbusch, January 29, 2007; Lackawanna, NY.


St. Joseph School, Assessment and Treatment of ADHD. Daniel A. Waschbusch, March 23, 2007; Batavia, NY.

Buffalo Public School #89, Utilizing Time Out. Kristin Stauffacher Grös, May 2007; Buffalo, NY.


Buffalo Public School #39, School-wide and Classroom Interventions for ADHD. Holly J. Borelli & Melinda Scime, May 30, 2007; Buffalo, NY.

Buffalo Public School #39, Individual Interventions for ADHD. Melinda Scime, June 13, 2007; Buffalo, NY.
Community and Invited Presentations (cont’d)

PRESENTATIONS TO OTHER GROUPS


National Association of Pediatric Nurse Practitioners, ADHD 2006, What’s New, Martin T. Hoffman, October 24, 2006; Buffalo, NY.

Occupational Therapy Students, Assessment and Treatment of ADHD, Daniel A. Waschbusch, October 23, 2006; UB Occupational Therapy, Buffalo, NY.

Buffalo Public School #89 Parent Training, Helping with Academic Difficulties. Kristin Stauffacher Grös, November 11, 2006; Buffalo, NY.

Buffalo Public School #89 Parent Training, Getting Your Child to do their Homework (and Other Things You Might Need). Kristin Stauffacher Grös, March 20, 2007; Buffalo, NY.

SUNY at Geneseo Psi Chi, Comprehensive Behavioral and Pharmacological Treatments for ADHD. Gregory A. Fabiano, April 5, 2007; Geneseo, NY.


Niagara-Orleans County School Community Collaborative, All along the Spectrum: Autism Diagnosis and Treatment. Martin T. Hoffman, May 4, 2007; Sandborn, NY.

Community Guidance Center, Summer Treatment Program Training. Elizabeth Gnagy & Andrew Greiner, June 3-7, 2007; Indiana University of Pennsylvania, Indiana, PA.

Erie Achievement Center, Summer Treatment Program Training. Elizabeth Gnagy & Andrew Greiner, June 8-10, 2007; Edinboro University of Pennsylvania, Erie, PA.

Alternative Community Resource Program, Summer Treatment Program Training. Elizabeth Gnagy & Andrew Greiner, June 11-15, 2007; St. Vincent College, Johnstown, PA.

Staten Island Mental Health Institute, Summer Treatment Program Training. Jessica Robb, June 11-18, 2007; Staten Island, NY.

Erie Community College, Working with Difficult Students. Gregory A. Fabiano, June 13, 2007; Amherst, NY.

INVITED PRESENTATIONS AND IN-SERVICES


Pelham, W.E. (2007, March). What Should We Treat and How Should We Treat It? Invited lecture at The Spectrum of Developmental Disabilities XXIX, Johns Hopkins University School of Medicine, Baltimore, MD.

Our annual series is designed to provide health and mental health professionals, educators, and students with current strategies for understanding, identifying and treating children with mental health problems. The series is organized and overseen by Dr. Daniel A. Waschbusch.

Cosponsored by the Graduate School of Education, the College of Arts & Sciences, and the Departments of Pediatrics, Psychiatry, Psychology and Counseling, School, and Educational Psychology

University at Buffalo’s Center for Children and Families announces the 2005-2006 Speaker Series:

Evidence-Based Approaches in Child and Adolescent Mental Health
148 Diefendorf Hall, University at Buffalo-South Campus, 3:30-5:00 p.m.

October 27, 2006
Understanding the Peer Relations of Socially Withdrawn Children: Recent findings and implications for intervention
Julie Wojlawowicz Bowker, PhD.
Assistant Professor of Psychology
University at Buffalo

February 9, 2007
A School-Based Program to Prevent Adolescent Violence and Related Risk Behaviors
David A. Wolfe, Ph.D., ABPP.
Professor of Human Development and Applied Psychology
Ontario Institute for Studies in Education of the University of Toronto

December 1, 2006
Developing and Evaluating Treatments for Adolescents with ADHD
Steven W. Evans, Ph.D.
Professor of Psychology
James Madison University

March 2, 2007
Developmental Reading Disabilities: What Research has Taught Us About Etiology, Core Learning Deficits, and Effective Intervention
Maureen W. Lovett, Ph.D., C.Psych
Associate Professor of Paediatrics, University of Toronto
Director, Learning Disabilities Research Program, The Hospital for Sick Children

January 19, 2007
Promoting social competence and positive peer relations among high-risk children with conduct problems: Integrating universal and indicated interventions
Karen L. Bierman, Ph.D.
Distinguished Professor of Psychology
The Pennsylvania State University

April 20, 2007
Children’s Coping with Interparental Conflict
Patrick Davies, Ph.D.
Professor of Psychology
University of Rochester
Fifth Biennial Niagara Conference

The Fifth Biennial Niagara Conference on Evidence-Based Treatments for Childhood and Adolescent Mental Health Problems will be held on July 18-21, 2007, in Niagara-on-the Lake, Ontario, Canada. The conference, which is held biennially, has contributed to the training of over 1,300 Western New York and southern Ontario mental health professionals since 1999. This is an interdisciplinary conference co-sponsored by McMaster University and numerous UB departments. It focuses on state-of-the-art, evidence-based treatments for mental health problems in children and adolescents. Didactic lectures and hands-on experience are combined to teach interested professionals the basic principles of effective psychosocial, pharmacological, and combined treatments, including child-based treatments, classroom management, school-wide interventions, and parent training. The speakers are each the international leaders in their fields. The conference is conducted entirely by Center for Children and Families’ staff, with assistance from UB Sponsored Events.

Center for Children and Families’ staff have spent this year preparing for the upcoming conference, confirming expert presenters, and securing funding to offset the loss of all pharmaceutical industry support in collaboration with the co-Director at McMaster University. The 2007 supporters include:

- Division 53, the Society of Clinical Child and Adolescent Psychology, of the American Psychological Association
- The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO
- The Hospital for Sick Children
- The American Board of Clinical Child and Adolescent Psychology
- Children’s Mental Health Ontario
- The Offord Centre for Child Studies

University at Buffalo:
- Dr. James E. King Postgraduate Fund
- College of Arts & Sciences
- Department of Psychology
- Department of Pediatrics
- The School of Social Work
- Center for Children and Families
- The Graduate School of Education
- The School of Nursing
- The School of Public Health and Health Professions
- Department Counseling School & Educational Psychology

McMaster University:
- Department of Psychiatry and Behavioural Neurosciences
- Collaborations for Health
- The Child and Youth Health Partnership

This year’s schedule is as follows:

**Wednesday, July 19, 2007**

**MORNING ADDRESSES**
Taking Evidence-Based Programs to the Real World: Key Issues in the Dissemination Process, John E. Lochman, Ph.D., ABPP
Preventing Child Maltreatment: Can We Produce Evidence-based Recipes?, John R. Lutzker, Ph.D.
Evidence-Based Treatments for Depressed Youth: How can we Maximize Treatment Gains?, Kevin D. Stark, Ph.D.
Evidence-Based Practices for Young Children with Autism Spectrum Disorder, Phillip S. Strain, Ph.D.

**CONCURRENT AFTERNOON WORKSHOPS**

- **Workshop A** Intervention with Aggressive Children and their Parents: The Coping Power Program, John E. Lochman, Ph.D., ABPP
- **Workshop B** In-home Strategies to Teach Health Care Safety and Parenting Skills to At-Risk or Reported Parents, John R. Lutzker, Ph.D. & Anna Edwards, Ph.D.
- **Workshop C** Evidence-Based Treatment for Depressed Youth, Kevin D. Stark, Ph.D.
- **Workshop D** Peer-Mediated Social Skills Intervention for Young Children with Autism Spectrum Disorder, Phillip S. Strain, Ph.D.
**Fifth Biennial Niagara Conference (cont’d)**

**Thursday, July 19, 2007**

**MORNING ADDRESSES**

- Family-based interventions for young children with conduct problems: What we know, what we don’t know, and where we need to go, Robert J. McMahon, Ph.D.
- Increasing access to child mental health: Family Help, Patrick McGrath OC, PhD
- Evidence-Based Treatment for Childhood Anxiety Disorders, John Piacentini, Ph.D., ABPP
- Multimodal Treatments for ADHD: Choosing, Sequencing, and Combining Treatments, William E. Pelham, Jr., Ph.D.

**CONCURRENT AFTERNOON WORKSHOPS**

- Workshop A: Helping the Noncompliant Child: Family-based treatment for oppositional behavior, Robert J. McMahon, Ph.D.
- Workshop B: Understanding Manualized Treatments and the Family Help Program, Patrick McGrath OC, PhD, FRSC
- Workshop C: Psychosocial Treatment of Childhood OCD, John Piacentini, Ph.D., ABPP
- Workshop D: Comprehensive Treatments for ADHD: Integrating School, Peer, Parent & Pharmacological Interventions, William E. Pelham, Jr., Ph.D.
- Workshop E: Right from the Start: A Parent Group to Foster Infant Attachment Security, Alison Niccols, Ph.D.
- Workshop F: The Role of Peer Mediation in School-wide Bullying and Violence Prevention, Lesley J. Cunningham, MSW, RS

**Friday, July 20, 2007**

**MORNING ADDRESSES**

- Remedial Interventions for Students with Dyslexia: National Goals and Current Accomplishments, Joseph K. Torgesen, Ph.D.
- Evidence Based Medication Treatments of Depression and Anxiety in Children and Adolescents, Gabrielle A. Carlson, M.D.
- Evidence-Based Interventions for the Prevention of Violence and Destructive Outcomes within School Settings, Hill M. Walker, Ph.D.
- School Mental Health Treatments for Adolescents, Steven W. Evans, Ph.D.

**CONCURRENT AFTERNOON WORKSHOPS**

- Workshop A: Preventing Reading Problems in Young Children: Requirements at the Classroom and School Level, Joseph K. Torgesen, Ph.D.
- Workshop B: Identifying and Treating Bipolar Disorder in Children and Adolescents, Gabrielle A. Carlson, M.D.
- Workshop C: First Step to Success: A Secondary Prevention Intervention Approach for Remediating Emerging Antisocial Behavior Patterns in Young Children, Hill M. Walker, Ph.D.
- Workshop D: School Mental Health Treatments for Adolescents with ADHD: The Challenging Horizons Program, Steven W. Evans, Ph.D.
- Workshop E: Group-Based Social Interventions for Children with Asperger’s and High Functioning Autism Spectrum Disorders (HFASD), Marcus L. Thomeer, Ph.D., Christopher Lopata, Ph.D., & Martin A. Volker, Ph.D.
- Workshop F: Outcome Measurement, Benchmarking, and Economic Analysis Using the Brief Child and Family Phone Interview (BCFPI), Charles E. Cunningham, Ph.D.

**Saturday, July 21, 2007**

**OPTIONAL POST-CONFERENCE**

- Workshop A: Coping Power Intervention with Aggressive Children and their Parents: Issues in Implementing Activities, John E. Lochman, Ph.D., ABPP
- Workshop C: Cognitive-Behavioral Treatment of Childhood OCD, John Piacentini, Ph.D., ABPP
- Workshop D: An Evidence-Based, Developmentally Sensitive Intervention for Depressed Youth, Kevin D. Stark, Ph.D.
List of Speakers and Affiliations

Gabrielle A. Carlson, M.D., Professor of Psychiatry and Pediatrics; Director, Division of Child Psychiatry, State University of New York at Stony Brook

Charles E. Cunningham, Ph.D., Professor of Psychiatry and Behavioural Neurosciences; Jack Laidlaw Chair in Patient-Centred Health Care, McMaster University

Lesley J. Cunningham, M.S.W., Violence Prevention Co-ordinator Student Services, Hamilton Wentworth District School Board, Hamilton, Ontario

Anna Edwards, Ph.D., Program Director of the Center for Child Well-Treatment, Marcus Institute

Steven W. Evans, Ph.D., Alvin V. Baird Centennial Chair in Psychology, James Madison University

Gregory A. Fabiano, Ph.D., Assistant Professor of Counseling, School, and Educational Psychology, University at Buffalo, State University of New York

John E. Lochman, Ph.D., ABPP, Professor and Dodridge Saxon Chairholder in Clinical Psychology, The University of Alabama

Christopher Lopata, Ph.D., Assistant Professor of Counseling, School, and Educational Psychology, University at Buffalo, State University of New York

John R. Lutzker, Ph.D., Executive Director, Marcus Institute; Professor of Pediatrics, Emory University School of Medicine

Patrick J. McGrath, Ph.D., Vice President of Research, IWK Health Centre

Robert J. McMahon, Ph.D., Professor of Psychology; Director of the Child Clinical Psychology Program, University of Washington

Allison Niccols, Ph.D., Clinical Director of the Infant-Parent Program, McMaster Children's Hospital

William E. Pelham, Jr., Ph.D., UB Distinguished Professor of Psychology, Pediatrics and Psychiatry; Director of the Center for Children and Families, University at Buffalo, State University of New York

John Piacentini, Ph.D., ABPP, Professor of Psychiatry; Director of the UCLA Child OCD, Anxiety, and Tic Disorders Program, University of California at Los Angeles

Phillip S. Strain, Ph.D., Professor of Educational Psychology and Psychiatry, University of Colorado at Denver

Kevin D. Stark, Ph.D., Professor of Educational Psychology, University of Texas at Austin

Marcus Thomeer, Ph.D., Director of Research and Program Evaluation, Summit Educational Resources, Inc.

Joseph K. Torgesen, Ph.D., Professor of Psychology and Education, Florida State University

Martin Volker, Ph.D., Assistant Professor of Counseling, School, and Educational Psychology, University at Buffalo, State University of New York

Hill M. Walker, Ph.D., Co-Director of the Institute on Violence and Destructive Behavior, University of Oregon

James G. Waxmonsky, Ph.D., Assistant Professor of Psychiatry, University at Buffalo, State University of New York
Conference Presentations

JULY 2006

AUGUST 2006


SEPTEMBER 2006

OCTOBER 2006


NOVEMBER 2006


FEBRUARY 2007

MARCH 2007


APRIL 2007
Conference Presentations (cont’d)

conference of the Society for Research in Child Development, Boston, MA.


MAY 2007


JUNE 2007


Media Coverage

The CCF research received publicity in a number of outlets during the past year, including many newspapers, news magazines, and news channels. Either our research was publicized or a member of the CCF group was interviewed and quoted in the following publications and media outlets:

- ADDitude Magazine – November 2006
- AAP News – March 2007
- The Buffalo News – July 12, 2006
- BusinessWire.com – August 1, 2006
- The Repository, Canton, OH – July 16, 2006
- Doctors Guide (docguide.com) – March 27, 2007
- Doctors Guide (docguide.com) – May 24, 2007
- Forbes.com – March 29, 2007
- HealthSentinel.com – March 29, 2007
- Javno.com (Croatian news service) – March 28, 2007
- The Lakeland Ledger – July 18, 2006
- The New York Times – December 22, 2006 (front page, above the fold)
- PsychCentral.com – March 27, 2007
- Sarasota Herald Tribune – December 22, 2006
- St. Paul Pioneer – July 18, 2006
- UB News – August 3, 2006
- UB Reporter – August 10, 2006
- UK Reuters – March 28, 2007
- WebMD – March 27, 2007
- WebWire – March 31, 2007
- WPXI.com – March 26, 2007
Extracurricular Faculty Service

Dr. Gregory A. Fabiano
- Ad hoc reviewer: *Journal of Abnormal Child Psychology*, *Journal of Pediatric Psychology, Clinical Psychology Review*
- Member, Bethel Head Start Child Care Review Team

Dr. Larry W. Hawk
- Associate Editor, *Psychophysiology*
- Program Committee Member, Society for Psychophysiological Research
- Tobacco Advisory Group, Cancer Research United Kingdom

Dr. Greta M. Massetti
- President, Elmwood Village Charter School Board of Trustees
- Ad hoc reviewer, *Journal of Clinical Child and Adolescent Psychology*
- Reviewer, Institute of Education Sciences Investigator-Initiated Grant Program, 2006

Dr. William E. Pelham, Jr.
- Editorial Board, *Journal of Attention Disorders*
- Editorial Board, *Report on Emotional and Behavioral Disorders in Youth*
- Professional Advisory Board of ADDRESS, a local parent advocacy group for children with ADHD.
- Board of Directors, Gateway-Longview
- Elected member, Council of Representatives, American Psychological Association.
- Executive Committee for Society for Child Clinical and Adolescent Psychology (Div. 53, APA)
- Mentor for Research Training on Alcohol Etiology and Treatment, Research Institute on Addictions, Buffalo, NY.
- Member, Center for Clinical Trials Network, National Institute of Drug Abuse, Data and Safety Monitoring Board

Dr. Daniel A. Waschbusch
- CCF Speaker Series Coordinator
- Editorial Board, *Journal of Clinical Child and Adolescent Psychology*
- Member—Outreach and Access Committee, Women and Children’s Hospital

Dr. James G. Waxmonskey
- Psychopharmacology Consultant, WNY Children’s Psychiatric Center
- Ad hoc reviewer, *Journal of Child and Adolescent Psychopharmacology*
- Member—Editorial Panel and Advisory Board for "BP" magazine, a consumer oriented periodical for individuals and families with Bipolar Disorder.
- Member—Steering, Curriculum, Research and Residency Evaluation/Selection Committees for SUNY Buffalo Division of Child and Adolescent Psychiatry
- Member—IFR, Research and Pharmaceutical Relations Committees for the SUNY Buffalo Department of Psychiatry

Awards & Honors

Eaton, A.J.
- University at Buffalo, Graduate School of Education, Learning and Instruction, M.Ed. Program

Fabiano, G.A.
- Licensed Psychologist, New York State
- Selectee, Special Education Elementary Longitudinal Study (SEELS), March 2007.

Gangloff, B.
- University at Buffalo, Graduate School of Education, Counseling Psychology and School Psychology, Ph.D. Program

Garefino, A.C.
- Clinical Internship, University at Buffalo Center for Children and Families, 2007-2008

Neaderhiser, J.M.
- Kansas University, School Psychology, Ed.S. Program

O’Connor, B.
- University at Buffalo, Clinical Psychology, Ph.D. Program

O’Dell, S.M.
- Lehigh University, College of Education, School Psychology, Ph.D. Program

Oliver, J.A.
- University of South Florida, Clinical Psychology, Ph.D. Program

Robb, J.
- Clinical Internship, University at Buffalo Center for Children and Families, 2007-2008

Scime, M.
- James C. Hansen Scholarship, September 2006

Stauffacher Grös, K.
- Mark Diamond/Graduate Student Association $1600, 2006

Verley, J.
- University at Buffalo, Graduate School of Education, School Psychology, M.A. Program

Vilardo, B.
- Lehigh University, College of Education, School Psychology, Ph.D. Program

Waschbusch, D.A.
- Selectee, IES Research Training Institute: Cluster Randomized Trials, June 2007

Wymb, B.T.
- Professional Development Award, University at Buffalo Graduate Student Employee Union, $500, 2006
- Student Research Grant, Association for Psychological Sciences, $500, 2006
- Dissertation Fellowship, University at Buffalo College of Arts and Sciences, $4,000, 2006
- Clinical Internship, University of Pittsburgh Western Psychiatric Institute and Clinic, 2007-2008
Center for Children and Families

Publications

BOOK CHAPTERS


ARTICLES IN SCHOLARLY JOURNALS

Published


PUBLICATIONS (CONT'D)


PUBLICATIONS (CONT'D)


In Press


