Center for Children and Families
Annual Activity Report
2008-2009
University at Buffalo
http://ccf.buffalo.edu
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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 has been a very busy year for us here in the CCF. We began last summer running a summer program for our young children’s study, a summer program for clinic patients, and an adolescent summer program. We helped the BPS summer program at School 27 continue and run successfully, and we trained individuals at 35 other sites to run STPs, including three at Boys and Girls Clubs of Buffalo and Niagara Falls and an STP at Chautauqua County Department of Mental Hygiene. The WNY sites were funded by the Oshei Foundation. Two new STP sites were conducted after our training at University of Illinois, Chicago, and Harvard University in Boston. Although it was quite a bit of work, we believe we successfully delivered excellent treatment for children and training for staff.

During this past school year, we have completed two of our largest projects--our early intervention study with young ADHD children, and our adaptive treatment study that examines sequencing and types of interven-
Director's Message (cont'd)

The latter study is quite innovative, being the very first exploration of this unique experimental design with a psychosocial treatment. Altogether 300 children and families were involved in these projects. We also completed Dr. Fabiano’s COACHES project with fathers. We will be analyzing these data in the Fall of 2009 and hope to learn much about how to intervene successfully with ADHD children in home, school, and peer settings.

In addition, we initiated several new projects this year. Dr. Waxmonsky began his study that aims to develop a new psychosocial treatment for ADHD children who also have problems with mood. Dr. Fabiano began a new project designed to develop an instrument to enable school administrators to more accurately evaluate a teacher’s competencies in instruction and behavior management. We continued to adolescent summer program throughout the school year with an evening group for adolescents under the direction of Maggie Sibley. Friday nights were busy around the CCF as we opened our Friday Night Respite Program. Parents could drop their children off from 5:30 pm to 10:00 pm for an evening of supervised recreational activities. The cost was very low, $6.00 per child for the evening, and included dinner and snacks. This was quite a successful program, with 20 to 30 children every Friday, affording parents a well earned break to do something together on a Friday night. This program won so many positive comments from parents that we are investigating how to expand it to 2 nights per week next year.

The work done at the CCF was featured in a number of prominent media outlets, including The Buffalo News, The Washington Post, US News & World Report, The Wall Street Journal, CBS News, ABC News, and USA Today. Topics featured included placebo effects, marital strain, behavioral treatment versus medication therapy, effects of ADHD on driving teens, and our Summer Treatment Program. These media reports bring distinction to UB and to Buffalo, and we are pleased that our work and our staff are sufficiently well regarded that both local and national reporters seek us out for commentary and highlight our work. We were especially pleased that USA Today wrote an editorial based on our work and with our consultation saying that too many children were receiving medication as a first line and sole treatment for ADHD and that a greater emphasis placed on psychosocial interventions was needed. While medication can be a useful adjunctive treatment, the core of intervention for children with behavior problems must be skills training for parents, teachers, and children.

During this past year, two CCF faculty, Dr. Fabiano and me, received very nice awards. Dr. Fabiano’s was by far the most prestigious, the Presidential Early Career Award for Scientists and Engineers. This identifies him as one of the top young scientists in the U.S. I was very pleased to have received the inaugural University at Buffalo’s Presidential Award for Faculty Excellence. I am honored that the Senior Administrators at UB gave me such a vote of confidence. As I noted when I received my award at UB, we here at the CCF cannot do the work we do without the cooperation of the families and children who work with us every day. Our thanks always go out to them for making our work possible.

Finally, we received notice of two new federal grants this past year: an IES postdoctoral training grant to the CCF faculty and an NIMH study to examine stimulant-related growth suppression in ADHD children and how best to prevent it. The postdoctoral grant provides funding to hire 2 Ph.D.s for 3 years each to join the CCF staff. The growth grant will address a question of major public health importance and provide free treatment for 230 kids.

In summary, we are proud of our accomplishments this year. We look forward to another busy summer full of STPs and to the 2009-2010 school year.

Sincerely,

William E. Pelham, Jr., Ph.D., ABPP
UB Distinguished Professor of Psychology, Pediatrics and Psychiatry
Director, Center for Children and Families

CCF Staff (L to R):
Back Row: Heather Carmody, Matthew Gormley, Stuart Linke, Melina Buck, Shradha Gera, Michelle Heller
Middle Row: Caroline Mullen, Evelien Konijenendyk, Tyler Sasser, Alan Collichia, Peter Belin
Front Row: Jessica Minney, Karen Morris, Ira Bhatia, Karen Fumerelle

CCF Graduate Students (L to R):
Back Row: Brian Gangloff, Tuma Biswas, Rebecca Vujnovic
Middle Row: Justin Naylor, Kristine Kent, Meaghan Pariseau
Front Row: Michael Strand, Laura Straub, Kathryn Karch, Sarah Haas
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)
William E. Pelham, Jr., Ph.D., UB Distinguished Professor of Psychology, Pediatrics, and Psychiatry; Director, Center for Children and Families
Melinda Scime, Ph.D., Clinical Assistant Professor of Pediatrics and Staff Therapist
Daniel A. Waschbusch, Ph.D., Associate Professor of Pediatrics
James G. Waxmonsky, M.D., Assistant Professor of Psychiatry
Jihnhee Yu, Ph.D., Assistant Professor Biostatistics

Administrative Staff

Neda Burtman, Administrative Coordinator
Heather Carmody, Office Assistant
Karen Fumerelle, Administrative Assistant
Amanda Czar, Office Assistant
Portia Kubi, Office Assistant
Alexis Krieger, Office Assistant
Karen Morris, Administrative Assistant
Mavish Sandhu, Office Assistant
Padmini Sahoo, Office Assistant
Adrena Smith, Secretary
Shlon Smith, Office Assistant
Wendy Thiel, Administrative Assistant
Kaltrina Ukmata, Office Assistant

Research Staff

Corey Arno, Senior Research Support Specialist
Ira Bhatia, Senior Research Support Specialist
Aparjita “Tuma” Biswas, Senior Research Support Specialist
Peter Belin, Senior Research Support Specialist
Melissa Buck, Senior Research Support Specialist
Sarah Carnefix, Senior Research Support Specialist
Allen Calicchio, Senior Research Support Specialist
Caitlin DeMay, Senior Research Support Specialist
Ryan DiLorenzo, Senior Research Support Specialist
Lillian Draganc-Cardona, Senior Research Support Specialist
Jacob Darnam, Senior Research Support Specialist
Norine Eaton, Community Liaison
Lori Eldridge, Senior Research Support Specialist
Shradha Gera, Senior Research Support Specialist
Elizabeth Gnagy, Research Associate
Matt Gormley, Senior Research Support Specialist
Andrew Greiner, Research Associate
Sarah Haas, Senior Research Support Specialist
Michelle Heller, Senior Research Support Specialist
Erik Lazenski, Senior Research Support Specialist
Stuart Linke, Senior Research Support Specialist
Nicole Maiorana, Senior Research Support Specialist
Rebecca Mazziullo, Research Assistant
Jessica Minney, Senior Research Support Specialist
Caroline Mullen, Senior Research Support Specialist
Sean O’Dell, Senior Research Support Specialist
Timothy, Olewniczak, Senior Research Support Specialist
Niraj Patrawla, Senior Research Support Specialist
Jin Qin, Senior Research Support Specialist
Jenna Rennamann, 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
Tyler Sasser, Senior Research Support Specialist
Michelle Serwacki, Senior Research Support Specialist
Laura Straub, Senior Research Support Specialist
Jacob Via, Research Assistant
Dominca Vito, Senior Research Support Specialist
Tara Waddell, 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.

Frances Arnold, Clinical Psychology
Dara Babinski, Clinical Psychology
Aparjita “Tuma” Biswas, Clinical Psychology
Brian Gangloff, Counseling, School and Educational Psychology
Allison Garefino, Intern Clinical Psychology
Sarah Haas, Clinical Psychology
Kat Hart, Clinical Psychology
Kabir Jalal, Biostatistics
Kathryn Karch, Clinical Psychology
Kristine Kent, Clinical Psychology
Justin Naylor, Counseling, School, and Educational Psychology
Broinon O’Connor, Clinical Psychology
Meaghan Pariseau, Counseling, School, and Educational Psychology
Jessica Rhodes, Clinical Psychology
Jessica Robb, Intern Clinical Psychology
Keri Shiel, Clinical Psychology
Margaret Sibley, Clinical Psychology
Laura Straub, Counseling, School and Educational Psychology
Sarah Spencer, Clinical Psychology
Michael Strand, Clinical Psychology
Carmen Tekwe, Biostatistics
Katy Tresco, Intern Clinical Psychology
Jessie Verley, Counseling, School and Educational Psychology
Rebecca Vujnovic, Counseling, School and Educational Psychology
Kathryn Walker, Clinical Psychology
Collaborating Faculty and Staff

UB Collaborating Faculty

Steven R. Anderson, Ph.D., Executive Director, Summit Educational Resources, Tonawanda, NY
Leonard H. Epstein, Ph.D., Professor of Pediatrics, Department of Pediatrics, Social and Preventative Medicine and Psychology
Amy Jablonski, Ph.D., Director of the Early Autism Program, Summit Educational Services
David L. 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
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
Geralyn 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., Ruane 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 Hechtman, M.D., FRCPC, 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., Ruane 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
Greta M. Massetti, Ph.D. Lead Behavioral Scientist, Division of Violence Prevention, Centers for Disease Control
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
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)
Windermere Blvd. School, (Amherst Central)
Attica Elementary School, (Attica Central)
PS #3, (Buffalo Public Schools)
PS #18, (Buffalo Public Schools)
PS #27, (Buffalo Public Schools)
PS #32, (Buffalo Public Schools)
PS #37, (Buffalo Public Schools)
PS #39, (Buffalo Public Schools)
PS #54, (Buffalo Public Schools)
PS #59, (Buffalo Public Schools)
PS #64, (Buffalo Public Schools)
PS #67, (Buffalo Public Schools)
PS #80, (Buffalo Public Schools)
PS #82, (Buffalo Public Schools)
PS #90, (Buffalo Public Schools)
PS #93, (Buffalo Public Schools)
PS #96, (Buffalo Public Schools)
PS #99, (Buffalo Public Schools)
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)
Waterfront 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. Priess Primary School, (Eden Central)
Elba Elementary, (Elba Central)
Forestville Elementary School, (Forestville Central)
Blasdell Elementary, (Frontier Central)
Clovebank 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)
Jefferson Elementary School, (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 Sciote 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)
Erick Road Elementary School, (Niagara Wheatfield Central)
West Street Elementary School, (Niagara Wheatfield 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)
Eggert Road Elementary School, (Orchard Park Central)
Eliciton Elementary, (Orchard Park Central)
South Davis Elementary School, (Orchard Park Central)
Pembroke Primary School, (Pembroke Central)
de Laval Elementary, (Pioneer School Districts)
Catholic Academy of West Buffalo, (Private)
Elmwood 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. Aloysius 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)
Fricano Primary School, (Starpoint Central)
Starpoint Intermediate, (Starpoint Central)
Maplemere Elementary, (Sweet Home Central)
Willow Ridge Elementary, (Sweet Home Central)
Mullen Elementary, (Towanda 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

Development and Validation of a Teacher Progress Monitoring Scale for Elementary School Teachers
USDOE/IES: 9/1/2008-8/31/2012
PI: Linda Reddy, Ph.D.
Co-I: Gregory A. Fabiano, Ph.D.
William E. Pelham, Jr., Ph.D.
Daniel A. Waschbusch, Ph.D.
Total Amount Requested: $1,438,905 (Multisite Project; UB Total: $597,880)

Head Start University Partnership Research Grants: Strategies for Developing Teacher Effectiveness
PI: Gregory A. Fabiano, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D.
Daniel A. Waschbusch, Ph.D.
Jihnhee Yu, Ph.D.
Total Amount Requested: $531,752

A novel approach to stimulant-induced weight suppression and its impact on growth
NIMH: 07/01/09-06/30/14
PI: James G. Waxmonsky, M.D.
Co-I: William E. Pelham, Jr., Ph.D.
Daniel A. Waschbusch, Ph.D.
Jihnhee Yu, Ph.D.
Jennifer Temple, Ph.D.
Martin T. Hoffman, Ph.D.
Total Amount Requested: $3,932,421

Continuing Research and Projects

Dissemination of the Summer Treatment Programs for Childhood ADHD
PI: William E. Pelham, Jr., Ph.D.
Total Amount Requested: $413,981

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

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

The Development of Alcohol Use and Abuse in ADHD Adolescents
NIAAA: 9/1/08-8/31/13
PI: Brooke S.G. Molina, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D.
Total Amount Requested: $4,352,572 (Multisite Project; UB Total: $1,559,307)

Parent Training for Fathers of Children with ADHD
NIMH: 04/01/2007—02/28/2010
PI: Gregory A. Fabiano, Ph.D.
Co-I: William E. Pelham, Jr., Ph.D.
Total Amount: $685,368

Enhancing individualized education plans for children with ADHD using a daily report card procedure
USDOE/IES: 7/1/06 - 6/30/09
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.
Total Amount: $732,437

Effects of Strattera 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.
2006-2009
Total Amount Requested: $200,000

Adaptive Interventions for Children with ADHD
IES: 04/01/06-03/31/10
PI: William E. Pelham, Jr., Ph.D.
Co-I: Lisa Burrows-MacLean, Ph.D.
Randolph L. Carter, Ph.D.
Gregory A. Fabiano, Ph.D.
Martin T. Hoffman, M.D.
Greta M. Massetti, Ph.D.
Daniel A. Waschbusch, Ph.D.
James G. Waxmonsky, M.D.
Total amount: $2,711,467

Behavior modification and young ADHD children
NIMH: 9/1/05 – 6/30/10
PI: William E. Pelham, Jr., Ph.D.
Co-I: Lisa Burrows-MacLean, Ph.D.
Martin T. Hoffman, M.D.
Greta M. Massetti, Ph.D.
James G. Waxmonsky, M.D.
Total amount: $3,805,448

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)

Inhibitory control and clinical response in ADHD
NIMH: 7/1/05 – 6/30/09
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

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)

Development of drug use and abuse in ADHD adolescents
NIDA: 4/1/01 – 3/31/08
PI: William E. Pelham, Jr, Ph.D.
Total Amount: $769,990

Proposals Under Review

Adaptive Interventions for Adolescents with ADHD
USDOE/IES: 03/01/10 - 02/28/14
PI: William E. Pelham, Jr., Ph.D.
Co-I: Gregory A. Fabiano, Ph.D.
James G. Waxmonsky, M.D.
Jihnhee Yu, Ph.D.
Total Amount Requested: $6,419,904 (Multisite Project; UB Total: $4,283,132)

NCSER-POSTDOC- Postdoctoral Training in Intervention Research for Children with Disruptive Behavior Disorders (DBD)
USDOE/IES: 07/01/09 - 06/30/12
PI: William E. Pelham, Jr., Ph.D.
Total Amount Requested: $445,800

Enhancing Fathers’ Ability to Support their Preschool Child
CDC: 09/01/09 - 08/31/12
PI: Anil Chacko, Ph.D.
Co-I: Gregory A. Fabiano, Ph.D. (UB Site PI)
Total Amount: $33,893 (UB Portion)

IP-RISP for Developing Infrastructure for Collaborative Urban Mental Health Clinics
NIMH: 12/01/09 - 11/30/14
PI: William E. Pelham, Jr., Ph.D.
Co-I: Jinhee Yu, Ph.D.
Total Amount: $2,955,492

Improving parenting capacity to promote safe driving for adolescents with ADHD
NICHD: 12/01/09 - 11/30/14
PI: Gregory A. Fabiano, Ph.D.
Co-I: Kevin Hulme, Ph.D.
Kemper Lewis, Ph.D.
William E. Pelham, Jr., Ph.D.
Daniel A. Waschbusch, Ph.D.
James G. Waxmonsky, M.D.
Total Amount: $3,617,666

An Investigation of Interventions to Improve Driving Outcomes and Reduce Accidental Injury for Adolescents with ADHD
CDC: 09/30/09-09/29/12
PI: Gregory A. Fabiano, Ph.D.
Co-I: Kevin Hulme, Ph.D.
Kemper Lewis, Ph.D.
William E. Pelham, Jr., Ph.D.
Daniel A. Waschbusch, Ph.D.
Total Amount: $1,494,318
Clinical Services

The Center for Children and Families is engaged in a variety of service activities. These include direct clinical service offered through the CCF Clinic and research programs, 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 2008-2009, the CCF provided:

- Direct services to more than 220 new clients and families
- More than 51,000 contact hours
- Community presentations to over 500 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 2008, this behavioral treatment and assessment program for children with learning and behavior problems enrolled 90 children in its seven-week program. There were seven groups of 15 children and adolescents with four staff members assigned to each group. These groups of up to 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. In the summer of 2008, residential treatment services were provided to three children during the STP. These children lived on campus during the program with trained STP staff. The CCF hopes to expand this service in the future.

In the Summer 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 provides 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. The CCF continued working with the following organizations to develop STPs in the summer of 2009: The Boys and Girls Club of Buffalo-Butler Mitchell Clubhouse and Buffalo United Charter School Clubhouse; Boys and Girls Club of Niagara Falls; and Chautauqua County Mental Health Services.

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. Clinicians: Fran Arnold, M.A.; Allison Garefino, M.A. Project Director: Lisa Burrows-MacLean, Ph.D.

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 to twelve 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 course, the family was entitled to free attendance at monthly booster sessions. Clinicians: Fran Arnold, M.A., Kristine Kent, M.A., Keri Shiel, M.A., and Kathryn Karch. 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, M.A. 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 three 8-session, 2-hour social skills training programs for children aged 4-13 during the fall of 2008 and spring of 2009 as part of our Clinical Services and within the contexts of our COACHES studies. More than fifty children received social skills training and sports coaching through direct instruction, modeling, role-play and direct feedback.

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

**Teen Social Skills Group.** This group targeted the development and promotion of pro-social interactions in adolescents with ADHD. Approximately 9 adolescents participated in biweekly group meetings at the CCF during the 2008-2009 academic year.

**Academic Support Services.** These services included workshops, individual meetings, and school consultation services for middle and high school students at risk for academic failure. Adolescents were taught explicit organizational, note taking, and study skills. School consultation was conducted to improve monitoring of the student’s assignment completion, note taking and organizational skills. Parent workshops were conducted to teach parental support of the student’s strategies and monitoring. Approximately 20 families participated in this service during the 2008-2009 academic year.

**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. As page 8 shows, we worked closely with students in 124 area schools.

**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 2008-2009 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.

**Diagnostic Assessment and Individual Treatment Service**

CF staff therapists conducted comprehensive psychosocial diagnostic evaluations for over 100 school-aged children utilizing standardized rating scales completed by parents and teachers and semi-structured clinical interviews. Children were evaluated for symptoms of internalizing and externalizing disorders and psychosocial impairment. Following completion of the evaluation, families were referred to clinical services or research protocols for ongoing treatment. CCF therapists used empirically validated protocols to provide individual treatment to children struggling with internalizing disorders including school phobia, separation anxiety, and obsessive compulsive disorder.

**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,
Clinical Services (cont’d)

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 2008. Elizabeth Gnagy and Andrew Greiner, who have worked in the Summer Program since 1988 and 1987 respectively, conducted four training seminars. From April 13-17, they conducted a training session for 16 counselors from the Boys and Girls Clubs of Buffalo. From May 31-June 3, they conducted a training session for 31 counselors from Camp STAR in Highland Park, IL. From June 5-7, they conducted a training session for 53 counselors from the Boys and Girls Clubs of Buffalo. From June 7-12, they conducted a training session for 58 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. Finally, from June 19-26, they conducted our own training here at UB which included 8 counselors from the Chautauqua County Department of Mental Hygiene and 4 counselors from the Niagara Falls Boys and Girls Club.

School In-Service Training

Boston Valley Elementary School, Comprehensive Treatment for Attention Deficit Hyperactivity Disorder. Lisa Burrows-MacLean, March 26, 2009; Boston, NY. 50 Attendees.

Presentations to Other Organizations

Newman Club of UB, Attention and Learning; Pediatric Perspectives. Martin Hoffman, July 8, 2008; Amherst, NY. 48 Attendees.
UB Pediatric Dental Department, Attention and Learning: Pediatric Perspectives. Martin Hoffman, September 3, 2008; Amherst, NY. 75 Attendees.
WNY Mental Health Association, ADHD Treatments. William Pelham, October, 2008; Buffalo, NY. 100 Attendees.
Williamsville Special Education Parent Teacher Student Association (SEPTSA), Comprehensive Treatment for Attention Deficit Hyperactivity Disorder. Lisa Burrows-MacLean, October 30, 2008; Williamsville, NY. 75 Attendees.
Boys’ and Girls’ Club of Buffalo, Training Series in Child and
Adolescent Mental Health Problems and their Classification, Diagnosis, Assessment, and Treatment: Session Three. Jessica Robb, February 12, 2009; Babcock Clubhouse, Buffalo, NY. 12 Attendees.

New Directions Youth and Family Services, Inc., After School Program Training. Briannah O’Connor, February 18, 2009; Buffalo Public School #30, Buffalo, NY. 15 Attendees


Erie County Medical Center Family Practice Residents Training Program, Autism. Martin Hoffman, March 12, 2009; Buffalo, NY. 25 Attendees.


Boys’ and Girls’ Club of Buffalo, Training Series in Child and Adolescent Mental Health Problems and their Classification, Diagnosis, Assessment, and Treatment: Session Seven. Jessica Robb, April 23, 2009; Babcock Clubhouse, Buffalo, NY. 12 Attendees.


Camp STAR, Summer Treatment Program Training. Elizabeth Gnagy & Andrew Greiner, May 31-June 3, 2009; Highland Park, IL. 31 Attendees.


Erie Achievement Center, Summer Treatment Program Training. Elizabeth Gnagy & Andrew Greiner, June 5-7, 2009; Edinboro University of Pennsylvania, Erie, PA. 53 Attendees.

Alternative Community Resource Program, Summer Treatment Program Training. Elizabeth Gnagy & Andrew Greiner, June 7-12, 2009; St. Vincent College, Johnstown, PA. 58 Attendees.


Invited Presentations and In-services

Pelham, W.E. (2008, July). Comprehensive pharmacological and behavioral intervention for ADHD: New developments in dosing and sequencing treatments. Invited address conducted at Department of Psychiatry Kyushu University’s School of Medicine Fukuoka City, Japan.


Book Chapters


Scholarly Journals


at Kobe University, School of Medicine, Department of Psychiatry, Kobe City, Japan.

Pelham, W.E. (2008, September). Just say yes to drugs? Perspectives on comparing, combining, dosing, and sequencing treatments for ADHD. Invited address conducted at the University at Buffalo’s Second Annual Neuroscience Research Day, Buffalo, NY.


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.

University at Buffalo’s Center for Children and Families announces the 2006-2007 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.
Cosponsored the College of Arts & Sciences and the School of Medicine and Biomedical Sciences.

October 24, 2008
Just Say Yes to Drugs? Perspectives on Comparing, Combining, Dosing and Sequencing Treatments for ADHD
William E. Pelham, Jr., Ph.D.
Distinguished Professor of Psychology, Pediatrics and Psychiatry, University at Buffalo
Director, Center for Children and Families

December 5, 2008
“Core” Deficits and Contingency Management in Attention Deficit Hyperactivity Disorder
Virginia Douglas, Ph.D.
Emeritus Professor of Psychology
McGill University

January 30, 2009
Behavioral Choice Theory and Obesity
Len Epstein, Ph.D.
Distinguished Professor of Pediatrics and Social and Preventive Medicine
University at Buffalo School of Medicine and Biomedical Sciences

March 20, 2009
Symptoms and Signs of Risk for Depression in Preadolescent Girls
Kate Keenan, Ph.D.
Associate Professor of Psychiatry and Behavioral Neuroscience, University of Chicago

April 3, 2009
Family Involvement in Treating AD/HD and Other Behavioral Challenges in Youth
Art Anastopolous, Ph.D.
Professor of Psychology, University of North Carolina at Greensboro
Director, AD/HD Clinic at University of North Carolina at Greensboro
Conference Presentations

July 2008

August 2008

October 2008
Pelham W.E. (2008, October). Life in ADHD intervention after the MTA: Treatment modality combinations, components, sequences, and dosages. Invited Address conducted at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.

November 2008
Conference presentations (cont’d)

divorce history. Poster presented at the 42nd annual conference of the Association for Behavioral and Cognitive Therapies, Orlando, FL.


March 2009


April 2009


June 2009


Extracurricular Faculty Service

Dr. William E. Pelham, Jr.
- Chair, Standing Task Force on Dissemination and Implementation of Evidence-based Practices; Society of Clinical Child and Adolescent Psychology (Division 53 of the APA)
- Scientific Advisory Board Charter Member, Evidence Based Treatment Dissemination Center, New York State Office of Mental Health, Division of Children and Families
- Member, Gateway-Longview, Inc., Visioning & Assessment Committee
- Member, Gateway-Longview, Inc., Board of Directors
- Editorial Board, Clinical Child and Family Psychology Review
- Editorial Board, Child & Youth Care Forum
- Editorial Board, Report on Emotional & Behavioral Disorders in Youth
- Editorial Board, Journal of Attention Disorders
- Ad Hoc Reviewer, Psychology of Addictive Behaviors
- Grant Reviewer, Heath Research Board, Ireland

Dr. Gregory A. Fabiano
- Editorial Board, Journal of Attention Disorders
- Editorial Board, Child and Youth Care Forum
- Consultant, Department of Education, Institute of Education Sciences
- President-Elect, Association for Behavioral and Cognitive Therapies, Special Interest Group on Parenting and Families
- Member, Child Care Review Team, Bethel Head Start
- Consultant, Office of Athlete Academic Services, Department of Athletics, University at Buffalo

Dr. Martin T. Hoffman
- Ad Hoc Reviewer, Journal of Developmental and Behavioral Pediatrics
- Ad Hoc Reviewer, Academics Pediatrics
- Member, Early Childhood Connections Program, Advisory Board
- Member, Education Committee, Society for Developmental and Behavioral Pediatrics
- Member, Program Review Committee, Society for Developmental and Behavioral Pediatrics

Awards & Honors

Dr. Gregory A. Fabiano
- Exceptional Scholars Young Investigator Award, University at Buffalo, 2008-2009.
- Distinguished Alumni Award, Department of Psychology, University at Buffalo, 2009.
- Presidential Early Career Award for Scientists and Engineers, White House Office of Science and Technology Policy, 2008.

Dr. William E. Pelham, Jr.
- Distinguished Contribution to Child Clinical Psychology Award, American Psychological Association Division 53, 2009.
- SUNY Distinguished Professor, University at Buffalo, 2008.
- Presidential Award for Faculty Excellence, Inaugural Recipient, University at Buffalo, 2008.
- Stockton Kimball Award, University at Buffalo School of Medicine and Biomedical Sciences, 2008.

Margaret (Maggie) H. Sibley
- Travel Award, Center for Drug Abuse Research Training, 2008.

Faculty Service (cont’d)

Hoffman, M.T. (cont’d)
- Abstract Reviewer, Developmental and Behavioral Section, Academic Pediatric Society

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
- Department of Pediatrics Representative, Medical School Faculty Council
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:

abc13.com: June 15, 2009
ABC News: October 20, 2008
Additude Magazine: June 30, 2009
APA Online: October 20, 2008
Buffalo Business First: December 30, 2008
The Buffalo News: November 3, 2008; December 21, 2008; January 5, 2009; January 18, 2009; February 2, 2009
CBS News: October 24, 2008
Conde Nast Portfolio: December 30, 2008
EdNews.com: April 22, 2009
EMedicine: October 24, 2008
Forest Leaves: January 22, 2009
GreatDad.com: October, 2008
Health News Digest: October 21, 2008
InSciences.org: June 29, 2009
MedIndia.net: June 29, 2009; November 12, 2008
MedPageToday: June 15, 2009
Monitor on Psychology: October 2008
News-Medical.net: October 22, 2008
NewsWise: October 21, 2008
NYSCEC: February, 2009
Pharmamed.com: March 30, 2009
Physorg.com: December 11, 2008
Republic Broadcasting: March 31, 2009
Reuters Health: November 5, 2008
RxpgNews.com: December 11, 2008
Science News Daily: October 22, 2008; December 11, 2008
Tonawanda News: January 5, 2009
UB News Center: October 22, 2008; November 6, 2008; December 30, 2008; January 8, 2009; January 26, 2009; April 7, 2009; June 29, 2009
UB Reporter: November 5, 2008; December 17, 2008; December 23, 2008; January 14, 2009; January 29, 2009; April 8, 2009
UB School of Medicine and Biomedical Sciences: September, 2008
United Press International: October 22, 2008
USA Today: October 20, 2008
US News & World Report: January 14, 2009; March 27, 2009
Virtual Medical Centre: November 6, 2008
Wall Street Journal: November 25, 2008
Washington Post: March 3, 2009; March 27, 2009
WebMD: October 24, 2008; January 26, 2009
Wellness.com: October 20, 2008; April 7, 2009
The White House: December 19, 2008
WLNS TV: November 7, 2008