Center for Children and Families
Annual Activity Report
2005-2006

University at Buffalo
http://wings.buffalo.edu/adhd
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.
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Letter from the Director

This has been a busy year for the Center for Children and Families. Faculty, students, and staff were involved in a variety of activities on the local, state, and national levels. These ranged from large new research projects to ongoing service initiatives, as well as another presentation of our nationally known Niagara Conference on Evidence-Based Treatments on Childhood and Adolescent Mental Health Problems. In this report, we summarize these teaching, research, and in-service activities.

As you will see from the list of new grants received, the staff of the center began to increase dramatically this year with the funding of two new major projects. Next, we worked for the year with the Provost’s office dealing with space to make a major move from the second to the first floor of Diefendorf Hall. By reconstructing the old mathematics department offices and commons area, we were able to maximize efficient use of the space that had been vacant for several years and move all of our staff into that area. Now the center occupies the first and third floors of Diefendorf Hall.

Our Niagara Conference was again a huge success. We had several dozen of the most prominent speakers in the field of child mental health who gave excellent presentations to a packed house. The feedback was excellent, and we have already begun issuing invitations for the next conference to be held in the summer of 2007. Held in cooperation with McMaster University, this conference has become the world’s leading conference on evidence-based intervention in childhood and adolescent mental health. We are proud to have established this at the University of Buffalo.

We are very excited about the two new grants that CCF faculty has received: (1) from the National Institute of Mental Health (NIMH) and (2) from the Institute of Education Sciences (IES). The one from the NIMH focuses on early intervention for young ADHD children with the goal of preventing the need for medication. The one from the IES focuses on the examination of the best sequence and dosing treatments with ADHD children. In that project, some people began with medication and some with behavioral treatment, and when additional treatment is needed some children received more of what they began with and other children received more of the treatment that they had not yet received. A pending grant from the IES examines whether instituting a daily report card for children in special education settings improves the effectiveness of their individualized education programs (IEPs).

We are excited to have run another Summer Treatment Program, under the grant direction of Jessica Robb and Katie Walker, as well as to have collaborated with Dr. Larry Hawk on a project involving medication and cognition in ADHD children. Thus, it was a very busy summer for us, and it will be a busy year as we implement these various projects during the school year.

We have almost finished analyzing the data from the very large summer program study that we conducted from 2004 to 2006. As many of you know, that study examined different doses of medication and different doses of behavioral treatment in our summer treatment program and during the following school year. We appreciate the hard work of all of the families who participated in that large project during those years, especially those who are continuing to allow us to follow-up on how their child is doing annually in school and at home. Below is pasted a graph that shows the typical result from that large project.
As you can see, during the Summer Treatment Program, the effects of the different behavioral treatments were quite comparable to the effects of the different doses of medication. Further, for many children, the combination of a low dose of medication and behavioral treatment was the best intervention—that is the treatment that brought them closest to being like the comparison children who were in the study. This finding is very important because, as the graph shows, the dose of medication that produced most of the change when children were already receiving behavioral treatment was in extremely low dose—five milligrams of short-acting methylphenidate given in the morning and at noon (the equivalent of ten milligrams of Ritalin LA). That means that ADHD children could be routinely treated with extremely low doses of medication that would avoid many of the side-effects that are associated with standard and higher doses of medication. We could not have produced this very scientific finding without your cooperation, and we appreciate that more than you could know. We look forward to working with you in the future and appreciate your support in the past.

Sincerely,

William E. Pelham, Jr., Ph.D.
Director, Center for Children and Families
CCF Faculty and Staff

Faculty
Left to Right: William E. Pelham, Jr., Lisa Burrows-MacLean, Greta M. Massetti, Daniel A. Waschbusch, Gregory A. Fabiano, James G. Waxmonsry
Not Pictured: Martin T. Hoffman

Administrative & Research Staff
Back Row: Elizabeth Gnagy, Jennifer Piccolo, Tara Waddell, Carmela Green, Jessica Verley, Noreen Eaton, Jeaveen Neaderhiser, Andrew Greiner & Kristine Kent
Front Row: Ira Bhatia, Wendy Marchioli, Sean O’Dell, Brain Gangloff & Meaghan Summerlee
Not Pictured: Neda Burtman, Tarah Carnefix, Briannon O’Conner & Adrena Smith

Graduate Students & Trainees
Back Row: Carmen Tekwe, Kathleen Walker, Jessica Robb, Allison Garefino, Erika Coles & Brian Wymbs
Front Row: Melinda Scime, Antara Majumdar, Francis Arnold & Laura Abrams
Not Pictured: Anil Chacko, Erika Coles, Jillian Flood, Adam Mullins, Justin Naylor, Kristin Tarquin & Jennifer Toomey
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
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

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.

Laura Abrams, Ph.D. Intern; Counseling, School, & Educational Psychology
Fran Arnold, 4th year, Clinical Psychology
Anil Chacko, 7th year, Clinical Psychology (Intern, Institute for Juvenile Research, Department of Psychology at the University of Illinois at Chicago)
Erika Coles, 7th year, Clinical Psychology (Intern, University of Mississippi)
Jillian Flood, 3rd year; Counseling, School and Educational Psychology
Allison Garefino, 4th year; Clinical Psychology
Antara Majumdar, 2nd year; Biostatistics
Adam Mullins, 2nd year; Clinical Psychology
Justin Naylor, 1st year; Counseling, School, and Educational Psychology
Jessica Robb, 4th year; Clinical Psychology
Mindy Scime, 4th year; Counseling, School, and Educational Psychology
Kristen Tarquin, 4th year; Counseling, School, and Educational Psychology
Carmen Tekwe, X year; Biostatistics
Jennifer Toomey, 3rd year; Counseling, School, and Educational Psychology
Kathryn Walker, 5th year; Clinical Psychology
Brian Wymbs, 6th year; Clinical Psychology

Administrative and Research Staff
Ira Bhatia, Senior Research Support Specialist
Neda Burtman, Administrative Coordinator
Tarah Carnefix, Senior Research Support Specialist
Norine Eaton, Community Liaison
Brian Gangloff, Senior Research Support Specialist
Elizabeth Gnagy, Research Associate
Carmela Green, Administrative Assistant
Andrew Greiner, Research Associate
Kristine Kent, Senior Research Support Specialist
Wendy Marchioli, Administrative Assistant
Jeaveen Neaderhiser, Senior Research Support Specialist
Briannnon O’Conner, Senior Research Support Specialist
Sean O’Dell, Senior Research Support Specialist
Adrena Smith, Secretary
Meaghan Sumerlee, Senior Research Support Specialist
Jessie Verley, Senior Research Support Specialist
Tara Waddell, Senior Research Support Specialist
Collaborating Faculty and Staff

UB Collaborating Faculty

Steven R. Anderson, Ph.D., Adjunct Associate Professor of Psychology, Executive Director, Summit Educational Resources, Tonawanda, NY

Randolph L. Carter, Ph.D., Associate Chair and Professor of Biostatistics

Craig Colder, Ph.D., Assistant Professor of Psychology

Rina Das Eiden, Ph.D., Senior Research Scientist at the Research Institute on Addictions

Leonard H. Epstein, Ph.D., Professor of Pediatrics, Department of Pediatrics, Social and Preventative Medicine and Psychology

Karl D. Fiebelkorn, Pharm. D., Clinical Assistant Professor, Department of Pharmacy Practice

Larry W. Hawk, Ph.D., Assistant Professor of 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., Visiting Associate Professor of Psychology; 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 and Director of the School Psychology Program in the Department of Counseling and Educational Psychology

Jerry B. Richards, Ph.D., Assistant Professor of Pediatrics

John E. Roberts, Ph.D., Associate Professor of Psychology

Andrew W. Safyer, Ph.D., Interim Dean and Associate Professor, School of Social Work

David E. Sandberg, Ph.D., Associate Professor of Psychiatry and Pediatrics

Gerald R. Timler, Ph.D., Assistant Professor, Communicative Disorders & Sciences

Beatrice L. Wood, Ph.D., Associate Professor of Psychology and Pediatrics and Biomedical Sciences and at The Children’s Hospital of Buffalo

Collaborating Faculty at Other Institutions

Howard B. Abikoff, Ph.D., Pevaroff Cohn Professor of Child and Adolescent Psychiatry, New York University School of Medicine, Department of Psychiatry, and New York University Child Study Center

Oscar G. Bukstein, M.D., M.P.H., Associate Professor of Psychiatry, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic

C. Keith Conners, Ph.D., Professor of Medical Psychology, Duke University Medical Center

Charles E. Cunningham, Ph.D., Professor of Psychiatry and Behavioral Neurosciences, Jack Laidlaw Chair in Patient Centered Health Care, McMaster University

E. Michael Foster, Ph.D., Professor of Health Policy and Administration and of Demography, Pennsylvania State University

Fred Franks, M.D., Associate Professor of Medical Psychology, University of California at Los Angeles, and Director of UCLA Parent Training and Children’s Social Skills Programs

Laurence L. Greenhill, Ph.D., M.D., Ruane Professor of Clinical Child and Adolescent Psychiatry, Department of Psychiatry, Columbia University, and Medical Director of the Disruptive Behavior Disorders Clinic at Columbia Presbyterian Medical Center

Lilly Hechtman, 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., Associate Professor, Department of Psychological Sciences, Purdue University

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

Roger M. Kurhan, M.D., Ph.D., Professor of Neurology, School of Medicine, University of Rochester

Benjamin B. Lahey, Ph.D., Professor of Psychiatry and Chief of Psychology, Department 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, School of Medicine, University of Rochester

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, Director of Child Development Center, University of California at Irvine
Awards & Honors

Robb, J.A.
Undergraduate Psychology Association Graduate Instructor of the Year

Waxmonsky, J.G.
2005 SUNY Buffalo Dept. of Psychiatry Junior Faculty Research Award

Wymbs, B.T.
Dissertation Award, The Melissa Institute for Violence Prevention and Treatment, $2,000, 2005
Mark Diamond Research Award, UB Graduate Student Association, $1,200, 2005
Graduate Student Research Grant, APA Division 53 (Society for Clinical and Adolescent Psychology), $2,500, 2005-2006
Elizabeth Munsterberg Koppitz Fellowship Award, American Psychological Association, $1,000, 2006
Dissertation Grant, Society for a Scientific Clinical Psychology, $500, 2006

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:

ABC.com – August 15, 2006
The Atlanta Journal-Constitution – February 21, 2006
Business First of Buffalo – November 25, 2006
The Daily Colonial – February 25, 2006
Newsday – July 20, 2006
Newswise.com – February 16, 2006; November 28, 2006; June 30, 2006
Philadelphia Inquirer – April 12, 2006
The San Francisco Gate – February 10, 2006
Tuscaloosa News – July 17, 2006
The UB Reporter – February 23, 2006; January 5, 2006; July 14, 2006; June 9, 2006; May 19, 2006
United Press International – November 28, 2006
Research 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

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
Seeks to expand studies of inhibitory control in ADHD children, investigating separate and combined effects of motivational incentives and medication relative to normal control performance. Specific goals include relating results of the cognitive tasks to measures of behavior and classroom performance taken in a naturalistic setting to bridge the gap between laboratory studies and behavioral studies.

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
Seeks to study the effectiveness of different doses of psychosocial treatment for young children with ADHD. Children are randomly assigned to receive either no, low-intensity, or high-intensity behavioral treatments for 3 years. Specific questions include whether the need for medication in those children is delayed or eliminated and whether lower doses can be used, when medication is necessary, as a function of “dose” of behavioral treatment.

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
The major goal of this project is to extend the analogue-setting efficacy study into an effectiveness study to investigate both the sequencing of interventions and the relative effects of low dose combined treatments vs. high dose unimodal treatments utilizing an adaptive treatment design.

Continuing Research

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 – 6/30/06
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: William E. Pelham, Jr., Ph.D.
Total Amount: $2,130,442 (Multisite Project; UB Total: $680,510)

The Impact of Affective Symptomatology on the Multimodal Treatment of ADHD.
Klingenhen 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 ado-
Positive illusions in ADHD: Processes and consequences
NIAAA: 9/1/03 – 8/31/08
PI: William E. Pelham, Jr., Ph.D.
Total amount: $6,723,991 (Multisite Project; UB Total: $2,214,357)

ADHD treatment: Comparative and combined dosage effects (Competing Supplement).
NIMH: 4/1/04 – 6/30/06
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: $1,690,870 (Multisite Project; UB Total $728,383)

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: William E. Pelham, Jr., Ph.D.
Total amount: $2,484,259 (Multisite Project; UB Total: $268,262)

Treatment of single mothers of children with ADHD
Kirschstein National Research Service Award for Anil Chacko
Total amount: $28,330

Funding Pending
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.
8/06-7/08
Total Amount Requested: $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: William E. Pelham, Jr., Ph.D.
James G. Waxmonsky, M.D.
2006-2007
Total Amount Requested: $200,000

Under Review
A novel multimodal intervention for children with ADHD and symptoms of mania. (K23 Award)
NIMH
PI: James G. Waxmonsky, M.D.
Mentor: William E. Pelham, Jr., Ph.D.
01/01/2007-12/31/2011
Total Amount Requested: $974,846
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 2005-2006, the CCF provided:

• Direct services to more than 800 individuals
• More than 30,000 contact hours
• Community presentations to approximately 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 2005, this behavioral treatment and assessment program for children with learning and behavior problems enrolled 45 children in its four-week program. There were three 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).

Parenting Programs
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: Daniel Waschbusch, 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 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. Kathryn Walker. 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: Kathryn Walker. Project Director: Lisa Burrows-MacLean, Ph.D.

Clinical trials – parent training. Every family who participated in a clinical trial at the CCF was offered parent training free of
charge. Thus, even families who came to the CCF to participate in a medication study received a parenting program. Project Director: Lisa Burrows-MacLean, Ph.D.

**Community parent training workshops.** A series of 4 parenting workshops was offered at Buffalo Public School #99 throughout the school year. Workshops were open to all parents and caregivers of children enrolled at school #99. Featured topics included: Maximizing academic success, coping with bullying, and keeping kids safe in the neighborhood. Project Director: Fran Arnold.

**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 behavior tracking sheets completed each day by the teacher and parents were taught, in parenting classes, to reward child success on a daily basis. School interventions were conducted at the school-wide level. CCF staff worked with all of the staff in a school to develop comprehensive and effective school-wide discipline and violence prevention program.

**Universal school intervention.** In addition to the universal behavioral intervention programs conducted as part of the SACD research project (see research section) the CCF developed and implemented a school-wide behavioral intervention program at the Oracle Charter School in Buffalo, New York. The Oracle Charter School opened in September of 2005 to service 180 students in grades 7-9. At the request of school administrators, CCF staff met with the school’s headmaster and discipline committee to design a comprehensive behavioral system within the school. All teachers and staff were then trained in the school-wide behavioral program. On site behavioral consultation and supervision were provided and individualized behavioral interventions were developed for students who did not respond to the universal program. Project Directors: Jessica Robb; Lisa Burrows-MacLean, Ph.D.

**Medication Assessment**
Therapists worked with parents and a medical 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.
Clinical Services (cont’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
The CCF was invited to work with member agencies of the Bronx Behavioral Network (BBN) to implement group behavioral parenting training programs at part of an Evidence-Based Practice Initiative. BBN members include five community mental health agencies—FEGS, Fordham-Tremont, Riverside, Our Lady of Mercy, and South Bronx Behavioral Health—that provide mental health services to children in the Bronx. The CCF provided training to the five participating agencies in running group parent training classes and children's social skills training. CCF staff also provided ongoing supervision and program evaluation. Based on the program evaluation results, BBN plans to run group parent training and children's social skills training again in the fall of 2006. The success of this program also resulted in the CCF being invited to consult with a larger coalition of community mental health agencies in the New York metropolitan area—the Urban Institute for Behavioral Health, as well as expand evidence-based programming within the FEGS organization.

Community Presentations

School In-Service Training
Enterprise Charter School, Dealing with disruptive behavior in the classroom: Classroom Management Programs that Work! Greta M. Massetti (May 18, 2005)
Buffalo Public Schools, ADHD and Classroom Management. William Pelham, Lisa Burrows-MacLean, Greta Massetti, Adam Mullins (May 25, 2005)
Buffalo Public Schools #27, 3, 95, & 89, Classroom Management and the Academic and Behavioral Competencies Program. Greta M. Massetti (August 29, 2005 & September 1-2, 2005)
Oracle Charter School, Effective Classroom Management. Jessica A. Robb (October 1, 2005)
Buffalo Public School #54, School-Wide Behavioral Discipline Program. Gregory A. Fabiano (October 19, 2005)
Lake Shore Central Schools, Working with the ADHD Child in the Classroom. Lisa Burrows-MacLean (October 26, 2005)
Buffalo Public School #99, School-Wide Behavioral Discipline Program. Gregory A. Fabiano (November 11, 2005)
Buffalo Public School #99, Behavioral Interventions to Improve Behavior in the Cafeteria. Gregory A. Fabiano (November 30, 2005)
Buffalo Public School #89, Giving Praise, Rewarding. Francis Walker (December 14, 2005)
The Gow School, Comprehensive Treatment for ADHD. Lisa Burrows-MacLean (January 4, 2006)
Buffalo Public Schoo #99, School-Wide Behavioral Discipline Program Overview for New Teachers. Gregory A. Fabiano (January 26, 2006)
Buffalo Public School #89, Using time out and daily rewards simultaneously. Francis Walker (February 15, 2006)
Community Presentations (cont’d)

Presentations to Other Groups

Visiting Brazilian Professionals and Students, Involving Fathers in Clinical Interventions. Center for Children and Families, Buffalo, NY. Gregory A. Fabiano (September 23, 2005)

Student Lecture, Assessment and Treatment of ADHD. UB Occupational Therapy, Buffalo, NY. Daniel A. Waschbusch (October 26, 2006)

Parent Workshop, Building Positive Relationships with our Children. BPS #89, Buffalo, NY. Francis Arnold (October 28, 2005)


The Parent Child Connection. Treatment for Children with ADHD: Just Say “Yes” to Drugs???? Hamburg, NY. Kathryn S. Walker (November 9, 2005)

Parent Workshop, Building Positive Relationships with our Children. BPS #31, Buffalo, NY. Francis Arnold (November 9, 2005)

Parent Workshop, Building Positive Relationships with our Children. BPS #95, Buffalo, NY. Francis Arnold (November 10, 2005)

Resident Lecture, Diagnosis and Evaluation for ADHD. Women and Children’s Hospital of Buffalo, Buffalo, NY. Martin T. Hoffman (November 14, 2005)


Pediatric Nurse Practitioner Students, Neurodevelopment and ADHD. UB School of Nursing, Buffalo, NY. Martin T. Hoffman (November 15, 2005)

Parent Workshop, Building Positive Relationships with our Children. BPS #27, Buffalo, NY. Francis Arnold (November 18, 2005)


Resident Lecture, ADHD: The Long and the Short of It. UB Family Medicine, Buffalo, NY. Martin T. Hoffman (January 5, 2006)


Parent Workshop, Establishing a Home-Based Reward Program. BPS #89, Buffalo, NY. Francis Arnold (January 20, 2006)


Parent Workshop, Establishing a Home-Based Reward Program. Mullen Elementary School, Tonawanda, NY. Francis Arnold (February 6, 2006)

Parent Workshop, Establishing a Home-Based Reward Program. BPS #31, Buffalo, NY. Francis Arnold (February 8, 2006)

Parent Workshop, Establishing a Home-Based Reward Program. BPS #27, Buffalo, NY. Francis Arnold (February 15, 2006)

Children’s Psychiatric Clinic, Involving Fathers in Behavioral Parent Training. Millard Fillmore Suburban Hospital, Amherst, NY. Gregory A. Fabiano (February 16, 2006)


Parent Workshop, Dealing with Homework Hassles. BPS #31, Buffalo, NY. Francis Arnold (March 8, 2006)


Parent Workshop, Dealing with Homework Hassles. BPS #27, Buffalo, NY. Francis Arnold (March 15, 2006)


Parent Workshop, Dealing with Homework Hassles. BPS #89, Buffalo, NY. Francis Arnold (March 17, 2006)

Erie County Chapter of Medical Assistants. What General Practice Medical Providers Should Know about ADHD. Buffalo, NY. Lisa Burrows-MacLean (March 18, 2006)


Speaker Series and Grand Rounds

CCF Speaker Series
This 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.

Cosponsored by the College of Arts & Sciences, Graduate School of Education, Departments of Pediatrics, Psychiatry, and Psychology, and the Department of 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
203 Diefendorf Hall, University at Buffalo-South Campus, 3:30-5:00 p.m.
Psychologist CE and Physician CME credits offered!

October 14, 2005 (70 attendees)
Getting Dads Off the Sidelines: Parenting Programs for Fathers of Children with ADHD
Greg Fabiano, Ph.D.
Assistant Professor of Counseling, School and Educational Psychology; University at Buffalo - SUNY

November 4, 2005 (95 attendees)
From Individual Differences to Different Individuals: Etiology of Substance Use Disorder
Ralph Tarter, Ph.D.
Professor of Pharmaceutical Sciences, Psychiatry and Psychology; University of Pittsburgh School of Medicine

December 2, 2005 (85 attendees)
The Biopsychosocial Outcomes of Prenatal Cocaine Exposure
LeAdelle Phelps, Ph.D.
Professor of Counseling, School and Educational Psychology
Director of Training, Counseling Psychology/School Psychology
Associate Dean for Academic Affairs, Graduate School of Education
University at Buffalo - SUNY

January 27, 2006 (80 attendees)
Predicting Which Late Adolescent Drinkers Will Experience Negative Consequences
Michael MacLean, Ph.D.
Associate Professor of Psychology; Buffalo State College

February 10, 2006 (140 attendees)
The Fast Track Project: Towards the Prevention of Severe Conduct Problems in School-Age Youth
Robert McMahon, Ph.D.
Professor of Psychology; University of Washington

March 24, 2006 (100 attendees)
Family-School Success: A Multi-Systemic Intervention for Children with ADHD
Thomas Power, Ph.D.
Associate Professor of School Psychology and Psychology in Education
University of Pennsylvania School of Medicine
Children's Hospital of Philadelphia
April 21, 2006 (80 attendees)
Should We Use Medications for the Treatment of Depression and Anxiety in Children?
Boris Birmaher, M.D.
Professor of Psychiatry; University of Pittsburgh School of Medicine

May 12, 2006 (25 attendees)
Maternal Problem Solving Skills Training (PSST) for Mothers of Newly Diagnosed Childhood Cancer Patients
Olle Jane (OJ) Sahler, M.D.
Professor of Pediatrics, Psychiatry, Oncology and Medical Humanities; University of Rochester School of Medicine

Grand Rounds
Drs. Pelham and Waschbusch organized and obtained funding for several Grand Rounds the Department of Pediatrics and Psychiatry. Fall 2005-Spring 2006.

Pediatrics Grand Rounds
Children's Hospital of Buffalo
219 Bryant Street
Buffalo, NY
Alford Auditorium, 8:00 – 9:00 am

November 4, 2005
From Individual Differences to Different Individuals: Etiology of Substance Use Disorder
Ralph Tarter, Ph.D.
Professor of Pharmaceutical Sciences, Psychiatry and Psychology
University of Pittsburgh School of Medicine

January 27, 2006
Predicting Which Late Adolescent Drinkers Will Experience Negative Consequences
Mick MacLean, Ph.D.
Associate Professor of Psychology
Buffalo State College

May 12, 2006
Maternal Problem Solving Skills Training (PSST) for Mothers of Newly Diagnosed Childhood Cancer Patients
Olle Jane (OJ) Sahler, M.D.
Professor of Pediatrics, Psychiatry, Oncology and Medical Humanities
University of Rochester School of Medicine

Psychiatry Grand Rounds
Buffalo Psychiatric Center
400 Forest Avenue
Buffalo, NY
Butler Auditorium, 8:00 – 9:00 am

April 21, 2006
Should We Use Medications for the Treatment of Depression and Anxiety in Children?
Boris Birmaher, M.D.
Professor of Psychiatry
University of Pittsburgh School of Medicine
Fourth Biennial Niagara Conference

Fourth Biennial Niagara Conference on Evidence-based Treatments
for Childhood and Adolescent Mental Health Problems
Niagara-on-the-Lake, Ontario, Canada

This was the fourth biennial 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.

Conference Objectives
• Awareness of new developments and the expanded body of knowledge in state-of-the-art treatment for mental health problems in children and adolescents
• Effective implementation of evidence-based treatments and preventative interventions for mental health disorders and educational problems in children and adolescents
• Guidelines for evidence-based practices in psychosocial therapy, educational interventions, prevention, pharmacotherapy, and combined treatments in clinic, home, school, primary care, and residential settings

There were 453 registrants for the Fourth Biennial Niagara Conference on Evidence-Based Treatments for Childhood and Adolescent Mental Health Problems. They hailed from Australia, Canada, England, Japan, Sweden, and the United States. Ninety-seven percent of the attendees were from Canada and the US.

We matched our 2003 conference funding through the assistance of the following entities and University departments:

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 Department of Psychiatry and Behavioural Neurosciences at McMaster University
University at Buffalo:
  College of Arts & Sciences
  Department of Psychology
  Department of Pediatrics
  The School of Social Work
  The Graduate School of Education
  Department Counseling School & Educational Psychology
  The School of Public Health and Health Professions
  The School of Nursing
  Department of Communicative Disorders and Sciences

The schedule was as follows:
2005 Niagara Conference Presentation Schedule

Thursday, July 21, 2005

MORNING ADDRESSES
Learning from Every Treated Child: A Novel Approach
Leonard Bickman, Ph.D.
Psychosocial Treatment of Childhood Anxiety Disorders
Thomas H. Ollendick, Ph.D.
Pharmacological Treatment of Disruptive Behavior Disorders
Mark L. Wolraich, M.D.
Interventions to Improve Peer Relationships
Betsy Hoza, Ph.D.

AFTERNOON WORKSHOPS (Please choose one workshop to attend.)
Workshop A Evidence-based Literacy Interventions for Young Children
Greta Massetti, Ph.D.
Workshop B Treating Childhood Anxiety Disorders
Thomas H. Ollendick, Ph.D.
Workshop C Pharmacological Treatment of Disruptive Behavior Disorders
Mark L. Wolraich, M.D.
Workshop D Social Skills Training
Betsy Hoza, Ph.D.
Workshop E COPE: Large Group Community Based Parent Training Programs for Children with Disruptive Behavior Disorders
Charles E. Cunningham, Ph.D.
Workshop F School-wide Interventions for Discipline and Violence Prevention
Daniel A. Waschbusch, Ph.D.

Friday, July 22, 2005

MORNING ADDRESSES
Psychosocial Treatment and Parent Training for Disruptive Behavior Disorders
Matthew Sanders, Ph.D.
Pharmacotherapy for Internalizing Disorders
Gabrielle A. Carlson, M.D.
School-based Substance Abuse Prevention Programs
Gilbert J. Botvin, Ph.D.
Economics of Child Mental Health Treatment
E. Michael Foster, Ph.D.

AFTERNOON WORKSHOPS (Please choose one workshop to attend.)
Workshop A Triple P: An Evidence-based Parent Training Program for Disruptive Behavior Disorders
Matthew Sanders, Ph.D.
Workshop B Pharmacotherapy for Internalizing Disorders
Gabrielle A. Carlson, M.D.
Workshop C Life Skills Training: Adolescent Drug Abuse Prevention
Alayne MacArthur
Fourth Biennial Niagara Conference (cont’d)

Workshop D  Conducting a Cost Benefit Analysis of Child Mental Health Services
E. Michael Foster, Ph.D.
Workshop E  Evidence-based Bullying Prevention Programs
Debra J. Pepler, Ph.D., C.Psych
Workshop F  Combining Psychosocial and Pharmacological Interventions for ADHD
William E. Pelham, Jr., Ph.D.

Saturday, July 23, 2005

MORNING ADDRESSES
School-based Prevention of Bullying
Debra J. Pepler, Ph.D., C.Psych.
Psychosocial Treatment of Bipolar Disorder
Mary A. Fristad, Ph.D., ABPP
Psychosocial Treatment of Autistic Spectrum Disorders
James A. Mulick, Ph.D.
Development and Promotion of Emergent Literacy in Young Children at Risk for Reading Failure: An Evidence-based Perspective
Christopher J. Lonigan, Ph.D.

AFTERNOON WORKSHOPS  (Please choose one workshop to attend.)
Workshop A  Implementing Evidence Based Practices in Schools
Laura B. Hassler, Ph.D., & Christopher J. Lonigan, Ph.D.
Workshop B  Psychosocial Treatment of Bipolar Disorder
Mary A. Fristad, Ph.D., ABPP
Workshop C  Manualized Treatment of Behavior Problems in Autistic Children
James A. Mulick, Ph.D., & Eric Butter, Ph.D.
Workshop D  Reducing Playground Aggression: Student Mediated Conflict Resolution
Lesley J. Cunningham, MSW
Workshop E  Practice-based Evidence: Using the Brief Child and Family Phone Interview (BCFPI) to Measure and Benchmark Treatment Outcomes
Charles E. Cunningham, Ph.D.

List of speakers and affiliations:

Leonard Bickman, Ph.D.
  Professor of Psychology, Public Policy, and Psychiatry, Vanderbilt University
Gilbert J. Botvin, Ph.D.
  Professor and Director, Institute for Prevention Research, Department of Public Health, Weill Medical College of Cornell University
Eric Butter, Ph.D.
  Behavioral Treatment Specialist/Research Associate, The Research Unit on Pediatric Psychopharmacology, The Ohio State University
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-Centered Health Care, McMaster University
Lesley J. Cunningham, M.S.W.
   Violence Prevention Co-ordinator Student Services, Hamilton Wentworth District School Board, Hamilton, Ontario
E. Michael Foster, Ph.D.
   Professor of Health Policy and Administration and of Demography, Pennsylvania State University
Mary A. Fristad, Ph.D., ABPP
   Professor, Department of Psychiatry; Director, Psychological Services, Child & Adolescent Psychiatry, The Ohio State University
Laura B. Hassler, Ph.D.
   Associate Professor in Educational Leadership and Policy Studies, Director, Learning Systems Institute, Florida State University
Betsy Hoza, Ph.D.
   Professor, Department of Psychological Sciences, Purdue University; Director, Attention-Deficit/Hyperactivity Disorder Clinic, Purdue Psychology Treatment and Research Clinics
Christopher J. Lonigan, Ph.D.
   Professor of Psychology, Associate Director, Florida Center for Reading Research, Florida State University
Alayne MacArthur
   Senior Advisor Instructional Design and Support Services, National Health Promotion Associates, Inc.
Greta M. Massetti, Ph.D.
   Research Assistant Professor of Psychology and Pediatrics, University at Buffalo
James A. Mulick, Ph.D.
   Professor, Pediatrics & Psychology, The Ohio State University
Thomas H. Ollendick, Ph.D.
   University Distinguished Professor of Psychology, Director of the Child Study Center, Virginia Polytechnic Institute and State University
William E. Pelham, Jr., Ph.D.
   UB Distinguished Professor of Psychology, Pediatrics and Psychiatry; Director of the Center for Children and Families, State University of New York at Buffalo
Debra J. Pepler, Ph.D., C.Psych
   Professor, Psychology, York University; Senior Research Associate, Hospital for Sick Children
Matthew R. Sanders, Ph.D.
   Professor in Clinical Psychology; Director, Parenting and Family Support Centre, University of Queensland
Daniel A. Waschbusch, Ph.D.
   Research Associate Professor, Center for Children and Families, Department of Psychology, University at Buffalo; Director of the Child Behaviour Program, Dalhousie University
Mark L. Wolraich, M.D.
   CMRI/Shaun Walters Professor of Pediatrics; Director, OU Child Stud
Conference Presentations

June 2005

July 2005

August 2005

September 2005
October 2005

November 2005

May 2006
Invited Presentations and Inservices


Pelham, W.E. (2005, July). Treatment for Children with ADHD: Just Say ‘Yes’ to Drugs? Invited presentation at UB This Summer Lecture Series...Underscoring UB’s Excellence, University at Buffalo, Buffalo, NY.


Fabiano, G.A. (October, 2005). Getting Dads Off the Sidelines: Parenting Programs for Fathers of Children with ADHD. Invited talk at the University at Buffalo’s Center for Children and Families Speaker Series on Evidence-Based Approaches in Child and Adolescent Mental Health.


Publications

Book Chapters

Articles in Scholarly Journals

Published


Wilens T, Waxmonsky J, Scott B, Sweezy A, Kwon A, Spencer T,
Publications (cont’d)


In Press


Other Publications


Miscellaneous Service

Dr. Gregory A. Fabiano

- Ad hoc reviewer, Behavior Modification.
- Ad hoc reviewer, Clinical Psychology Review.
- Ad hoc reviewer, Cognitive and Behavioral Practice.
- Ad hoc reviewer, Journal of Abnormal Child Psychology.
- Ad hoc reviewer, Journal of Attention Disorders.
- Ad hoc reviewer, Journal of Pediatric Psychology.
- Ad hoc reviewer, Psychology Bulletin.

Dr. Martin T. Hoffman

- Editorial Reviewer, Journal of Developmental and Behavioral Pediatrics
- Ask the Experts Panel, MEDSCAPE

Dr. Greta M. Massetti

- Advisory Committee, Building Mentally Health Communities Coalition
- President, Elmwood Village Charter School Board of Trustees
- Reviewer, Head Start grant review panel, July 2005
- Ad hoc reviewer, Journal of Clinical Child and Adolescent Psychology
- Reviewer, Institute of Education Sciences Investigator-Initiated Grant Program, 2005

Dr. William E. Pelham, Jr.

- Editorial Board, Report on Emotional and Behavioral Disorders in Youth
- Professional Advisory Board of ADDRESS, a local parent advocacy group for children with ADHD. The CCF provides office space for the ADDRESS Director and provides speakers and support for the address meetings.
- Scientific and Advisory Board for Shire Laboratories.
- 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.

Dr. Daniel A. Waschbusch

- CCF Speaker Series Coordinator
- Ad hoc reviewer, Biological Psychiatry
- Ad hoc reviewer, Journal of Abnormal Child Psychology
- Ad hoc reviewer, Journal of Child and Adolescent Psychology
- Ad hoc reviewer, Journal of Pediatric Psychology

Dr. James G. Waxmonsky

- Primary Psychopharmacology Supervisor, Child Psychiatry Fellowship.
- Editorial panel for "BP" magazine, a patient oriented periodical for individuals and families with Bipolar Disorder.
- Invited Reviewer for Primary Psychiatry.
- Invited Reviewer for Cognitive and Behavioral Neurology.