

Center for Children and Families

The Focus

EARLY AND DEVELOPING READING SKILLS: RESOURCES FOR PARENTS



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downloadable
information and tools for
parents and teachers.

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Justin Naylor, Contributor
Reading directly to your child is a great way to establish a strong parent-child bond and to explore thoughts and ideas about books that don't typically come up in conversations (Senechal, 2006). It is likely that if you

are a parent of a young child, you have been given the advice that you should read to your child at least 15 minutes a day. Some of you may wonder... "Is this enough?" or "Can I do more?" Well the short answer is yes. A study that looked at family literacy interventions found that children whose parents used a variety of reading strategies when working with their children, scored better on measures of reading achievement than children whose parents followed the standard "15 minutes a day" approach (Senechal, 2006). A series of pamphlets published by the National Institute for Literacy provides information for parents to help their children develop skills at different stages of reading develop-



ment. These fact sheets are available at no cost by calling 1-800-228-8813 or by going online to www.nifl.gov. Within these booklets are different strategies that parents can use to help their children develop stage specific skills that have been identified as essential to becoming good readers. One example provided is helping young children develop a good understanding of how to manipulate sounds in words. Young children

(3 – 5) who can develop the ability to rhyme, replace a beginning sound with a different sound and say a new word (e.g., say jelly, now take the /j/ from jelly and put /b/), or say words backwards (e.g., say cat backwards) are more likely to be able to successfully transition to print and understand how sounds and print relate compared to children who have difficulty with manipulating sounds in words (Beck, 2006). This is just one of the many different types of activities that parents can do to help their children develop the skills necessary to become

good readers.

One online resource that is available for free to parents that helps describe various early literacy skills is available through the New York City Public Library (NYPL). New York State residents can apply for a free NYPL library card to be able to access online materials from the NYPL by going online to www.nypl.org. Through their electronic resources page, parents can download online videos that review early literacy skills, which can be played on the computer. In addition to these resources, there are numerous children's books and movies that can be downloaded free of charge to your home computer.

While the resources mentioned above are a good start, it is likely that your child's school can provide additional information to support you in helping your child become a successful reader. Schools and libraries that provide resources for parents to assist their children in becoming better readers will likely empower parents with the knowledge and skills to be able to go beyond the standard recommendation of "15 minutes of reading a day."



FROM THE DIRECTOR



Happy Spring! The winter has been a fun and busy time for the CCF and we're so happy to see spring come so we can start our spring and summer programming once again.

We are currently planning for our 2009 Summer Treatment Program both at our University at Buffalo south campus, and at our community sites funded by the John R. Oishei Foundation*. We will be welcoming approximately 60 children and adolescents to our STP day camp this year at UB from June 29 to August 21, 2009, including an expansion of the successful adolescent program that we began last summer. The community sites, Boys and Girls Clubs of Buffalo (BGC Buffalo) at the Butler Mitchell Clubhouse and Buffalo United Charter School, the Boys and Girls Club of Niagara Falls, and the Chautauqua County Department of Mental Hygiene will be running their own six to eight week camps during the same time. We're delighted to be extending our STPs to the community. We also have plans to expand our STP with another BGC Buffalo site as well as work with them to establish systematic afterschool programming modeled on the STP at all the BGC Buffalo clubhouses to provide services to several hundred children every day. The three community site STPs we established 15 years ago around Western Pennsylvania have grown to 29 STPs, and with the help of the John R. Oishei Foundation*, we hope to replicate that success in Western New York.

The CCF also started two new services available to children and adolescents. A new respite service was established and is available to

all our ADHD children and their brothers and sisters aged 3-12 in families who have participated or are currently participating in our studies or receiving clinical services from the CCF. Parents can drop their children off at the CCF for up to 4 ½ hours one Friday evening a month for \$6 per child and have an evening off from child care. The children participate in fun activities and receive dinner and snacks! These respite nights have been popular with our CCF parents and children and we plan on offering these again. Details regarding the 2009-2010 respite program can be found on page 6.

In addition, the CCF is currently running a new academic support service to our adolescents coordinated by Maggie Sibley. Teens are taught academic skills to improve their time management, study skills, and organizational skills to overcome academic challenges frequently encountered by adolescents with ADHD. The program is currently running and plans are underway to offer it in the Fall. If you're interested, please contact our Center. Maggie will also be directing the 2009 Adolescent STP and is still accepting applications.

The Center received calls from individuals from many different states to help them establish an STP in their communities. CCF staff will be training people in these locations to help them implement their STPs. In addition, the Center completed a rigorous application to list the Summer Treatment Program on SAMHSA's National Registry of Evidence-based Programs and Practices. We are delighted to announce that our application was approved and the STP is now listed! This information is available to more clinicians and researchers, thereby being available to more families and children as an evidence-based ADHD treatment alternative.

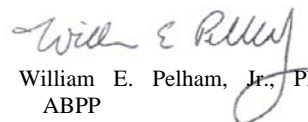
Several of our staff and faculty have received recognition for their work since our last newsletter. Dr. Gregory Fabiano was chosen by the White House to receive a pres-

tigious award, the Presidential Early Career Award for Scientists and Engineers. I was very pleased to receive the University at Buffalo's Inaugural Presidential Award for Faculty Excellence. Both Dr. Fabiano and I owe these awards to the many families and children who have participated with such effort and cooperation in all of the studies and services that the CCF conducts, the educators who have worked so closely with us in projects in school settings across Western New York, and last but not least the excellent and dedicated CCF staff. We both would like to give a big "THANK YOU" to you all.

Finally, you may have seen an article or two in the media about an interview that I gave to reporters at the Washington Post and U.S. News and World Report in which I discussed a new study that questions the usefulness of medication as a long term treatment for ADHD. This was a major NIMH project in which I participated at the University of Pittsburgh and has been continued there by my colleagues at Pittsburgh. Although the early reports of the study had shown that medication was very beneficial, the later results--2 years after the end of the study--had shown that the benefits of medication went away. All that remained was negative effect of medication in the form of suppression of growth--about a centimeter per year reduction in height growth. The new study reported in the Washington Post showed that that result--no detectable benefits of long-term treatment with medication--continued 6 years after the previous report. Further, the growth retardation also continued. This study has generated quite a bit of controversy, even though it probably should not have done so. The scientific literature for some time has shown that there is no evidence that medication alone produces long-term benefits for ADHD children, and this study was the latest and best-designed to add to that literature. This study

confirms that medication should be used as a short-term adjunctive treatment, for which it is very useful for children who need something extra beyond our training in parenting skills, classroom management for teachers, and social skills for the children, but should not be relied upon as a long-term intervention. I gave a talk at the CCF in October that summarized much of this research, and parents can watch it on the web at our website: <http://ccf.buffalo.edu>. As we always do, CCF faculty and staff are already hard at work writing grants to obtain funding to follow up on this major study. Dr. Waxmonsky recently learned that he will be funded to study what can be done to prevent growth retardation in children who are being medicated.

Don't forget to check out our website, <http://ccf.buffalo.edu>, as we're always adding new information. For example, we had several speakers come to our Speaker Series this year talking about parenting and ADHD, depression, and obesity. These talks are available to be watched online, so please check them out and the other helpful information we have available. We at the CCF look forward to seeing you before or during the summer. If we do not, we hope that you all have a wonderful summer, and we look forward to further contact in the Fall.


William E. Pelham, Jr., Ph.D.,
ABPP
Director, Center for Children and Families

** The John R. Oishei Foundation strives to be a catalyst for change to enhance economic vitality and the quality of life for the Buffalo Niagara region. The Foundation was established in 1940 by John R. Oishei, founder of Trico Products Corporation.*



FEATURED TEACHERS



*Miss Samantha Chiappone
Saints Peter and Paul School*



Northwood Elementary School



*Ms. Judy Diviak
East Elementary School*



*Mrs. Jennifer Etheridge and
Mrs. AJ Rhodes-Stegeman
Roy B. Kelley Elem. School*



*Mrs. Christine McMullen
Harris Hill Elementary*

Miss Samantha Chiappone of Saints Peter and Paul School in Hamburg, New York is an outstanding teacher in the Young Children with ADHD study! Since the first days of school, she has worked hard to create a positive and supportive classroom for all of her students, and her efforts can be seen in the extraordinary academic and behavioral successes of her students. Miss Chiappone has shown a willingness to work collaboratively and constructively with the CCF, and Team 1 is proud to feature her as a wonderful teacher. Congratulations, Miss Chiappone!

Team 2 is proud to present Ms. Keri Pustelnik from Northwood Elementary as our teacher feature. She is a 2nd grade teacher at Northwood Elementary and has displayed great enthusiasm working with the children in her class. She has collaborated closely with the CCF staff over the past school year and has truly "gone the extra mile" to foster student success. She is an excellent role model to all of the children in her class as well as an irreplaceable faculty member to Northwood Elementary. Thank you Keri for being an inspiration to your students as well as the community!

Team 3 is eager to recognize Ms. Judy Diviak, from East Elementary School in the West Seneca Central district, for her commitment and dedication. Her fun-filled lessons always include praise for her students behaving appropriately. We love how she encourages all with her point system as she reminds students of the valuable points they can earn and cash in on auction day!



Team 4 is proud to feature Jennifer Etheridge (Grade 2 teacher) and AJ Rhodes-Stegeman (principal) at Roy B. Kelley Elementary School in the Lockport City School District as an outstanding educational team. With the support of Mrs. Rhodes-Stegeman, Mrs. Etheridge has expertly crafted an environment where her students thrive. Her enthusiastic approach to teaching and her dedication to her students' success are constants in this classroom. We are grateful for this dedicated pair and their support of the Young Children's project this year. With their valued efforts, students are accomplishing great things at Roy B. Kelley Elementary!

Christine McMullen at Harris Hill Elementary School (Susan Corrie, Principal) in the Clarence school district is an outstanding teacher in the Adaptive Treatments program. From the start of the year, Mrs. McMullen has set up a wonderful learning environment for her second grade class. As a teacher, she shows patience, persistence and uses a variety of effective strategies to help her students succeed both academically and behaviorally! Congratulations!

IMPROVE YOUR MARRIAGE AND YOUR CHILD'S BEHAVIOR...



Contributor
Fran Arnold

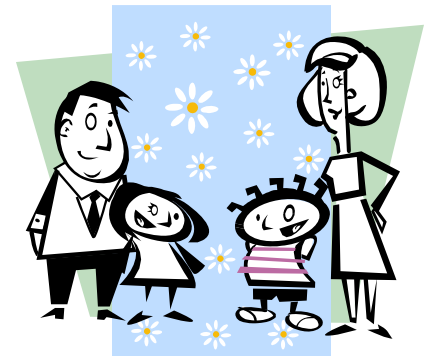
...At The Same Time!

Research shows that parents' agreement and consistency in discipline tactics are related with improvements in behavior among ADHD children, but are also associated with less marital conflict and more marital satisfaction (e.g., Harvey, 2000). Children with ADHD present their parents with more frequent and severe discipline problems (e.g., Johnston, 1996). These challenges can lead to a host of other problems, including marital conflict (Wymbs, 2008) and parenting stress (Pelham & Lang, 1993). New research has been devoted to enhancing parenting similarity to improve child behavior, parenting stress, and marital relations. To enhance parental consistency and agreement—and ultimately improve child behavior and your marriage—try to:



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- Communicate with each other about your expectations for your children and as well as situations that you think need improvement.
- Have these problem-solving conversations about discipline behind closed doors. Refrain from disagreeing in front of the kids so that you appear to be united and supportive toward each other. This also models respectful behavior!
- Have these discussions in advance as much as possible—Plan ahead with your partner for troublesome situations.
- Pick your battles together, when possible.
- Remember to point out the positive behaviors!—Encourage and compliment your child together!



For more information, contact Fran Arnold at the CCF:
716.829.2244, ext. 140, or farnold@buffalo.edu

Congratulations to the following employees for reaching employment anniversaries with the CCF during October—March:



- 22 years: Andrew Greiner
- 21 years: Elizabeth Gnagy
- 10 years: Neda Burtman
- 4 years: Norine Eaton
- 3 years: Ira Bhatia, Jacob Dorman, Rebecca Vujnovic
- 2 years: Karen Fumerelle
- 1 year: Alan Collichia



SATURDAY TREATMENT PROGRAM

Dara Babinski, Contributor

The winter session of the Saturday Treatment Program (SatTP) came to a successful close on March 7, 2009. Both children and parents participated and helped to make this session a big success! The SatTP is a shortened version of the intensive Summer Treatment Program (STP) offered each summer at the Center for Children and Families. Participants in the SatTP meet weekly for 2 hour sessions. Children work to develop social and sports skills, while their parents meet to discuss interventions to continue their children's success.

At the beginning of every session, children talk about the major social skills, including participation, validation, cooperation, and communication. The children work together to

plan ways in which they can use these skills during the rest of the session and during the sports activities. Then, they play a sport and practice these social skills, such as waiting their turn and sharing. It is easy to find children high-fiving their teammates, and shouting "pass it to me!" The social and sports skills the children develop help to promote positive peer relationships and self-esteem.

While the children are playing sports and having fun, parents meet to discuss evidence-based treatments for children at home. The parents in the winter session had a wealth of knowledge about their parenting children and benefited from hearing the experiences of other parents of children with ADHD. They discussed topics such as setting up

house rules, positive attending, and problem solving.

The spring session of the SatTP began on Saturday, March 21, and will run until May 16. The program is open to new and returning families with children ages 5 to 12. The warm spring weather will be a great setting for children to continue to develop their sports and social skills! We look forward to another session of wonderful children and families!



ALUMNI NEWS

We would like to publish news and accomplishments about your children in future editions of this newsletter.

We know many of you have singing stars, taekwon do champions and academic scholars. Hearing about the accomplishments of others can be inspirational for children and parents.

If you would like news of your ADHD child's accomplishments published in future editions of this newsletter, please email lbn@buffalo.edu. Children will be identified by first name, last initial, program

and year they participated (e.g., Adam S., STP 1998), unless you give us permission to print your child's full name. For an update on many of the children from the 1998-1999 STPs, please see page 7.

For our own alumni news:

Melina Buck (Coaches Research Assistant '07-'09) will be attending the Sports Psychology Masters Program at Temple University;

Alan Colicchia (YC and Adaptive Research Assistant '08-'09) will be attending the School Psy-

chology Masters Program at UB;

Michelle Heller (YC Behavioral/Teacher Consultant '07-'09, BPS Counselor, '07) will be attending School Psychology Master's Program at the University of Massachusetts—Amherst;

Jessica Minney (YC Research Assistant '07-'09, STP Counselor '07-'08) will be attending the Child Clinical Psychology Doctoral Program at the University of Alabama;

Karen Morris (Admin. Assistant '07-'09) will be

attending the Masters of Public Health program at UB;

Caroline Mullen (YC School Consultant '07-'09, BPS Counselor '07) will be entering the School Psychology Ph.D. program at Lehigh University;

Tyler Sasser (YC Teacher Consultant '08-'09, STP Lead '08, STPCounselor '07) will be entering the Child Clinical Psychology Ph.D. program at Penn State.

HAPPENINGS

Friday Respite Nights

The CCF is now offering a respite service for families involved in any of our research or treatment programs. Respite care is being offered on Friday evenings for children ages 3 to 12 through May 2009. Parents may drop their children off at the CCF at 5:30 pm and pick them up by 10:00 pm. The cost is \$6.00 per child and dinner and snacks are provided. Families must pre-register for this service by calling Karen at 829-2244 ext. 182. The program has received rave reviews from families and we plan to continue the program during the 2009-2010 school year.

Attention Teachers, Principals and School Psychologists!

The University of Buffalo's (UB) Center for Children and Families is looking to partner with elementary schools in New York to develop a new measure that will identify, document, and track teachers' use of common instructional and classroom management procedures.

- This measure may someday be helpful to teachers and school districts interested in documenting student needs for additional school services or supports.
- It may also someday be helpful for documenting classroom-based services on Tier 1 of the Response to Intervention (RTI) approach.
- If a school qualifies for the study, teachers will be asked to complete a brief questionnaire and observations of the classroom will be

completed by another person who works in the school (such as a principal, school psychologist, school social worker).

- Teachers, and other school participants will receive compensation for participation.

To learn more or to apply please call: 829-2244 x167

Cigarette Smokers Needed for Research Study

Participants will complete 2 sessions lasting 2 hours examining the effects of smoking on a variety of tasks and will be compensated for their time. This project is funded by National Institute on Drug Abuse.

Contact Rebecca Ashare for more details: (716) 645-0203, via e-mail rlashare@buffalo.edu, or visit: <http://www.buffalo.edu/~rlashare>.

Coping for Parents

The CCF offers parenting classes Monday, Tuesday, and Wednesday evenings (you can choose which night to attend) from 6:15 pm – 8:00 pm in room 106 of Diefendorf Hall. The classes are open to parents of children ages 5-12 and children participate in a social skills training group while parents attend class. Childcare is also provided for siblings aged 3+. Families can start the class at anytime and topics repeat every eight weeks. The fee for the course is \$45. For more information: Please contact Fran Wymbs at 829-2244, ext. 149.

Cognitive Processing and Clinical Response in ADHD

The Child and Adolescent Motivation Project (C.A.M.P.) is looking for kids 9-12 years of age, with or without ADHD, to participate in a research study at the CCF. This study is being conducted by Dr. Larry Hawk in collaboration with Dr. William Pelham, Director of the CCF, as well as others at the center. The aim of the study is to understand the extent to which rewards help children with or without attention and behavior problems perform on a range of cognitive tests in the laboratory.

Children spend two consecutive Saturdays with us in a fun, small group setting where they earn points for participating in a variety of cognitively oriented computer activities. At the end of each day the kids turn in their points for gift cards and prizes worth up to \$30 on the first Saturday and up to \$60 on the second Saturday.

In addition to computer activities children have free time that includes planned games and crafts activities. Lunch and snacks are provided. C.A.M.P. is free. Parents receive modest amounts of money for their time and cooperation and may receive a free evaluation of their child.

This is not a medication study, so children who are currently taking medication for ADHD will be asked to stop their medication for the two Saturdays of the study.

Call the CCF at 829-2244, ext 162 for more information.



Help Us Go Green! If you are receiving this newsletter in hard copy format and are interested in receiving future issues electronically, please send your name, mailing address and e-mail address to: burtman@buffalo.edu.



IS THERE LIGHT AT THE END OF THE TUNNEL?

Norine Eaton, Contributor

I recently contacted families whose children attended the Summer Treatment Program (STP) at UB in 1997 and 1998 to find out how the “kids” were doing. Most of these children are now out of high school. Many parents reported that their children had a lot of problems through middle school and high school. Some families shared that their children were involved in family or drug court. A few of the children have attempted college but found it was not a good fit. Parents frequently mentioned that their children still required parental oversight related to budgeting and money management. Several parents mentioned that for all of the problems they were living with at the time their children participated in the STP and during the middle and high school years, they did not think things would turn out as well as they have. All of the parents I spoke with were pleased with the progress their children had made and the direction they are headed. Below are the highlights of our conversations:

- *Robert B. (age 21):* Robert graduated from high school and is now working at Lowe’s. He takes ADHD medication as needed.
- *Jason B. (age 18):* Jason graduated from high school and earned his EMT certificate. He is working for Rural Metro and joined the National Guard. He no longer takes ADHD medication.
- *Daniel B. (age 23):* Daniel graduated from high school, spending his last two high school years with BOCES for computer and auto tech training. He is currently working as an auto technician. He

is the father of an 18 month-old. He does not take ADHD medication.

- *Mark E. (age 19):* Mark graduated from high school and is attending Alfred State College. He continues to take medication.
- *Nathan K. (age 19):* Nathan graduated from high school and is attending Niagara County Community College and studying animal management. He does not take medication.
- *Joshua K. (age 19):* Joshua graduated from high school and is attending Niagara County Community College.
- *Christopher L. (age 20):* Christopher graduated from high school with honors and is attending the University at Buffalo. He is an engineering major in the honors program. Christopher serves as President of Engineers for a Sustainable World and has won 2 leadership awards at UB. He takes medication as needed.
- *John R. (age 21):* John graduated from high school and joined the National Guard. He does not take medication for ADHD.
- *Justin S. (age 18):* Justin graduated from high school with honors and is working in his father’s hardwood flooring business. He takes medication as needed.
- *Bryan W. (age 20):* Bryan graduated from high school and is attending Villa Maria College for music and business. He is currently interning at Riviera Theater. He does not take ADHD medication.
- *Sammy Z. (age 18):* Sammy is currently attending high school.
- *Sean W. (age 24):* Sean graduated high school with honors. He earned his first

bachelor’s degree from the University at Buffalo in mathematics. He is currently working on his second bachelor’s degree in computers. He does not take ADHD medication.

- *Dennis W. (age 19):* Dennis graduated from high school and completed one year of college before entering the Marines in April of 2009. He does not take medication.
- *Aaron F. (age 23):* Aaron graduated from high school and is studying physics at the University at Buffalo. He does not take ADHD medication.
- *Michael L. (age 21):* Michael graduated from high school and attended one year of college. He is currently working as a cook.
- *Andrew S. (age 20):* Andrew earned his G.E.D. and is currently looking for permanent employment. He does not take ADHD medication.
- *Joshua D. (age 18):* Joshua graduated from high school with an Advanced Regents Diploma. He is studying business and marketing at St. John Fisher College and is a pitcher for the school baseball team. He takes ADHD medication.

As the parent of two ADHD sons who are now in college, my advice to those of you with young children is: Do your best to follow the parent training you received at UB. You may not think it’s working, but it really is. Eventually you too will see that your child is “getting it” and your efforts will be appreciated.

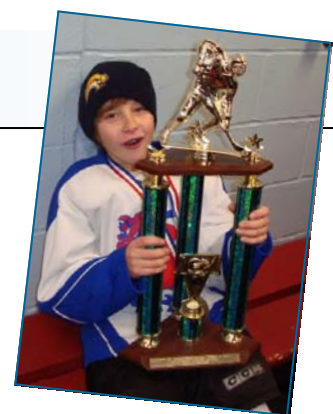
STUDENT ALUMNI ACCOMPLISHMENTS



In April 2009, TJ (STP 2004, 2006) was “declassified” as a Special Ed student. According to his parents, he no longer needs the assistance of his aide and is really thriving at school. He will still receive

some modifications for testing through 504, but obviously this is quite a huge accomplishment for TJ and his family!

Right: A recent photo - TJ’s hockey team won the championship this year!





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The Center for Children and Families is an interdisciplinary Center at the University at Buffalo that focuses on a tripartite mission of education, research, and service.

Our goal is to increase the knowledge of mental health and learning problems in children and adolescence, to disseminate new information to the professional, educational and family communities, and to provide state-of-the-art treatments for families whose children have mental health and learning problems.

CONTRIBUTORS

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Editor: Neda Burtman

We want to keep in touch with you! If you've moved or are planning to move, please contact us with your new address. If you know a family we've lost touch with, please have them contact us for a newsletter.

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