Jessica Robb, Contributor

The UB Center for Children and Families (CCF) was awarded a grant from the John R. Oishei Foundation* to partner with area schools, community agencies, and mental health agencies to establish and Summer Treatment Programs (STPs) serving low-income families in the Buffalo-Niagara region.

The Oishei Foundation’s support made it possible for the CCF to partner with four area agencies this past summer and support their efforts to offer STPs to their clients. All STP programs were held for a six-week period during the summer and were offered to families at no- or low-cost.

The four sites that ran the STP during the summer of 2008 were: The Boys and Girls Club of Buffalo, Buffalo United Charter School (in Buffalo, NY); The Boys and Girls Club of Buffalo (in Buffalo, NY), Butler-Mitchell Clubhouse; The Boys and Girls of Niagara Falls (Niagara Falls, NY) and the Chautauqua County Department of Mental Hygiene (Dunkirk, NY). A fifth site will be added for the upcoming 2009 summer.

Overall, the STP was very well received, and sites reported benefit for participating children and site staff alike. Across all four sites staff rated 84% - 93% of the participants as having somewhat to greatly improved social skills, peer interactions, participation in group discussions, adult interactions, knowledge and implementation of sports skills, and sportsmanship. Staff satisfaction ratings overwhelmingly indicated that they felt the students benefited from the program (100%), staff learned a lot (87%) and enjoyed working in the program (87%), and would like to see the program continue next year (93%).

Across all four sites, STP Site Coordinators rated 100% of the children as having greatly benefited from the STP, regardless of whether the children had behavior problems or not, and that 100% of the children enjoyed the STP very much. One-hundred percent of the STP Site Coordinators also reported that they personally enjoyed being the coordinator of the STP at least somewhat to very much, and that they understood the STP programming at least somewhat to very much. All of the STP Site Coordinators reported that they would recommend the STP to their colleagues, and also reported that they would continue to run the STP during the summer of 2009.

The CCF is pleased with the positive outcome of this endeavor and thanks the Oishei Foundation for their support of this project. Further, we urge families in the mentioned areas to contact the listed site(s) for additional information about the STP 2009. We hope that the expansion of the STP helps families attain much needed services for their children.

*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.
As usual, our summer was a busy one at the CCF. In addition to running two STPs on campus—the one for the young children in our early intervention study and our regular STP—we taught three local agencies (four sites) how to establish STPs with the assistance of a grant from the Oishei Foundation (see pg. 1). In addition, under the direction of Maggie Sibley we reintroduced the adolescent STP that we had last conducted a half dozen years ago (see pg. 5), and received very positive feedback about it from both parents and teens. Our small residential program was a success with two international students, and we will expand this program next year. Finally, we again sent staff to help train the Staten Island Men’s Center STP about what it is like to be good teachers, (b) evaluation of two procedures for reducing appetitive and growth problems in medicated ADHD children, (c) development of a new intervention focused on children who are extremely aggressive and remorseless, (e) evaluation of a peer mediation program in elementary school, (d) training head start teachers how to work with children with behavior problems, (e) developing a tool to evaluate teachers’ instructional and discipline practices in school, (f) postdoctoral training with a specialty in ADHD and special education, (g) development of an intervention for children with both ADHD and mood problems, and (h) examining the impact of stimulant medication on the functioning of ADHD parents of children with ADHD, and (i) evaluating whether it is better to begin treatment with medication or with behavioral interventions. We already know that several of these have been funded (d, e, and g) and we are keeping our fingers crossed about the rest! Each one of these proposals is quite lengthy and quite detailed, requiring many hours of time on the parts of our faculty members and our administrative staff. After submission, the proposals go to peer review committees at the federal agency level. The review committees rank all of the proposals that are submitted, and the top 10% or so are funded. This number has been as high as 20% in the past decade, but the federal budgets for the past 5 years have systematically cut funding for research in health, education, and mental health. It is typical that even if we are funded on a project, we must absorb a 20% cut on the budget that we submitted and need to do the work. Needless to say, we are always on the lookout for new ideas about which to submit proposals, so let us know if you have ideas about what we should be studying. We are particularly interested in identifying community agencies, community physicians, or school districts that are interested in collaborating on projects related to treatment of ADHD and related problems.

Finally, once again we would like to thank the many parents, teachers, and children with whom we have worked in the past year. Your enable us to be successful in our efforts on behalf of ADHD children.

We would like to extend special thanks to Adam M. for returning to speak to our adolescent STP about what it is like to go into the U.S. Air Force (see pg. 3 for photo). We are always very happy to see one of our “children” succeed and grateful when they take the time to come motivate those teens and children currently enrolled in our programs. We wish Adam success in his deployment to Alaska.

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

Jen Zebulske
Benjamin Franklin Elementary School

For her dedicated effort to help her students succeed, Team 2 is proud to feature Amy Massing, a 3rd grade teacher at Buffalo Public School #54. An experienced classroom teacher, Amy creates a positive classroom atmosphere by reinforcing her students’ good behavior and consistently implementing her classroom rules. Since the first days of school this year, she has shown a willingness to work collaboratively and constructively with the CCF, implementing new strategies and techniques with her students.

Team 3 would like to recognize Royalton Heartland Elementary School for their continued support, investment, and commitment to their students. They never cease to impress!

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.

Team 4 is proud to feature Lee Tojek (teacher) and Jared Taft (principal) at Martin Street Elementary School, Lackawanna School District as an exemplary team. With the support of Mr. Taft, Ms. Tojek goes above and beyond by creating an enthusiastic and positive classroom environment in which each student becomes engaged in strengthening their individual potentials. This dedicated duo has demonstrated their commitment and inspires us with their passion to help their students succeed.

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, tae kwon 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 lbm@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 our own alumni news:

Anil Chacko (STP Lead Counselor ’02, ’03) recently became an assistant professor at Queens College, CUNY.

Brian Wymbs (STP ‘00-’02 Lead Counselor) received his Ph.D. on September 1st, and is now a Postdoctoral Scholar in the Department of Psychiatry at the University of Pittsburgh.

Katie Sacco at Benjamin Franklin Elementary (Patricia Kosis, Principal) in the Kenmore-Tonawanda school district is an outstanding teacher in the Adaptive Treatments Study. Miss Sacco has shown extreme sensitivity, enthusiasm, and patience in educating her first grade class. Her friendly interactions with students warm the class. Miss Sacco also consistently uses a variety of effective strategies to help her students succeed both academically and behaviorally! Congratulations Miss Sacco!
Research suggests that the best way to extinguish a behavior is to ignore it consistently (e.g., Kazdin, 2000). Use these strategies to make planned ignoring more effective:

1. **Ignore the behavior consistently**—If you show any observable reaction to the behavior, you are technically not ignoring it. In order for planned ignoring to work, you must not show any verbal or nonverbal response, and you must act the same way every time you observe the behavior.

2. **Enlist support of others**—You can enlist the support of others by asking other caregivers to ignore the behavior, too. You can also celebrate the presence of others—children, friends, loved ones—who are behaving appropriately by laughing and talking with them while ignoring the misbehaving child.

3. **Remind yourself that you’re teaching your child**—Consider the implementation of “planned ignoring” a “teachable moment” in which you are investing in your child’s future by helping her to learn the consequences of her behavior. You will likely win the war if you endure this battle now!

4. **Short-circuit the negative**—Replace negative thoughts with positive ones. For example, if your child is increasing his volume during the tantrum which you are ignoring, tell yourself “well, clearly this is working because he is not getting what he wants.” Alternatively, you can tell yourself, “he might be getting even more out of control right now and making this moment unpleasant, but I will still have my bubble bath and hot tea in one hour.”

5. **Treat yourself!**—You can not control your child’s behavior. You can only maximize the likelihood that s/he is successful. As such, if your child behaves inappropriately and you apply this technique of planned ignoring appropriately, you deserve positive reinforcement! Give yourself a few minutes of “me time” to reward yourself with a good book, a phone call to a friend, or a bag of popcorn!

6. **Celebrate the changes, however small!**—Think about the behaviors that have been successfully improved with this technique. For example, you might have wiped out...
complaining with this technique in years past, and now you’ve decided to apply planned ignoring to arguing. If this is the first time that you have applied this technique, give it time (at least a few weeks), and when you notice that a slight decrease has occurred in the behavior, acknowledge and celebrate it!

Remember that planned ignoring is only appropriate for some behaviors. Pick behaviors that are primarily attention-seeking or that are low on the priority list, but that are not highly severe or intolerable. For example, planned ignoring might be an appropriate tool to use when your son is making weird noises, but is inappropriate to apply toward physical aggression or destruction of property.

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

MOVING INTO THE TEEN YEARS: ADOLESCENT SERVICES UPDATE

Maggie Sibley, Contributor

This summer, 14 young teens joined us for the Adolescent Summer Treatment Program (STP-A), a service we last offered seven years ago. Skill-building was the focus of our program as teens honed their note-taking, organization, and study skills, formed new friendships, and took on Junior Counselor positions that, for many, represented a first employment experience. These adolescents worked hard to run weekly hotdog sales, coach younger children in sports, and provide STP families with a creative and well-executed summer memory DVD, but the high point of our summer came during the last week of the program. Having earned substantial money from their food sales, the adolescents took off in a big blue van for Darien Lake, rewarding themselves for a summer of tremendous effort. At the final STP talent show, the adolescent group really shined, performing “HELP!” by the Beatles under the headline of “The STP Jammers” and debuting their 20 minute camp video for STP families of all ages to see. I know I speak for the entire staff when I say that it was a pleasure to watch these teens find success and meet so many personal goals this summer!

We are continuing our adolescent services during the 2008-2009 school year and will be offering the Adolescent STP again in 2009. We are currently running an ADHD Teen Group that meets twice a month and provides adolescents with social support, problem-solving practice, and education/discussion about life with ADHD in the teenage years. We are also working one-on-one with families to troubleshoot behavioral, academic, and organizational/time management issues through parent-teen contract negotiation. With these services, we look forward to providing support for the families of adolescents as their children move into the teenage years.
**Saturday Treatment Program**
The Center for Children and Families is now accepting applications for the 2008-09 Saturday Treatment Program (SatTP). The program is open to children in K-7th grade with academic or behavioral problems. All families currently in a study at the CCF are encouraged to attend. This is a unique opportunity for you and your child. Children will spend 2 hours per day playing sports and engaging in recreational activities and social skills training with other children their age. Each group will consist of 15 children and 4 staff members. The program consists of 3 sessions. Each session is 2 hours, from 8am - 10am. Session 1 runs from October 18th, 2008 to December 6th, 2008. Session 2 runs from January 17th, 2009 to March 7th, 2009. Session 3 runs from March 21st, 2009 to May 16th, 2008. All activities will take place on UB's Main Street Campus. The cost: $200.00. Please contact Karen Fumerelle at 716.829.2244 ext. 182 for application information.

**FREE TREATMENT OPPORTUNITY! Are You Concerned About Your Child's Behavior? Does Your Child Have ADHD?**
UB's Center for Children and Families is running a study for parents of children with ADHD aged 6-12. The goal of the study is to determine whether one parenting program is better than another. If your child qualifies, your family will be assigned to receive additional psychological treatment in one of two parenting programs. In the first, mothers and fathers will attend all 10 sessions together. In the second, parents attend together some of the time, and at other times mothers and fathers attend separate groups. Psychological treatment includes parenting programs for the parents and participation in structured soccer activities for the child. There is no fee for participation in this study. All psychological treatments will be provided free of charge. To learn more or to apply, call the Center for Children and Families at 829-2244 x124.

**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 will spend two consecutive Saturdays with us in a fun, small group setting where they will 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 will have free time that includes planned games and crafts activities. Lunch and snacks will be 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.

**Coping for Parents**
The CCF offers parenting classes Monday, Wednesday and Thursday 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 $100. For more information: Please contact Fran Wymbs at 829-2244, ext 149.

**Support Groups**
The ADDRESS support group now holds meetings on the 4th Tuesday of the month from 7:30 – 9:00 pm. Meetings are held at the Ascension Lutheran Church at 4640 Main Street in Snyder, New York.

A second support group has been added, meeting the 2nd Tuesday of the month from 6:30 – 8:00 pm at the Parent Network, EPIC Building, 100 Main Street in Buffalo.
Congratulations to the following employees for reaching employment anniversaries with the CCF during April-September:

* Lisa Burrows-MacLean—11 years *

4 years: Jessie Verley
3 years: Wendy Thiel
2 years: Pete Belin, Heather Carmody, Jacob Dormann, Laura Straub
1 year: Melina Buck, Karen Morris, Carline Mullen, Mavish Sandu, Mindy Scime

NEW STAFF

Join us in welcoming these new team members who have joined the CCF since the Spring issue of The Focus.

Michelle Bubnik, Graduate Student
Ryan DiLorenzo, Sr. Research Support Specialist
Shrada Gera, Sr. Research Support Specialist
Matt Gormley, Sr. Research Support Specialist

STAFF PICNIC

Evelien Konijnendijk, Sr. Research Support Specialist
Stuart Linke, Sr. Research Support Specialist
Jessy Minney, Sr. Research Support Specialist
Tyler Sasser, Sr. Research Support Specialist
Michelle Serwacki, Sr. Research Support Specialist

Evelien Konijnendijk, Sr. Research Support Specialist
Michelle Bubnik, Graduate Student
Stuart Linke, Sr. Research Support Specialist
Jessy Minney, Sr. Research Support Specialist
Ryan DiLorenzo, Sr. Research Support Specialist
Shrada Gera, Sr. Research Support Specialist
Matt Gormley, Sr. Research Support Specialist
Michelle Serwacki, Sr. Research Support Specialist

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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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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.

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Please complete the following and return to us at 106 Diefendorf Hall, 3435 Main Street, Buffalo, NY 14214

Enclosed is my donation for:

☐ $50 ☐ $100 ☐ $250 ☐ $500 ☐ $1,000 ☐ Other: ____________________

Please make checks payable to UB Foundation, Inc. and indicate Center for Children and Families in the memo line.

Give On-Line: Please www.giving.buffalo.edu to make a gift on-line and indicate Center for Children and Families in the Gift Directions box. (Visa, MasterCard, American Express and Discover Accepted) All Donations Are Tax Deductible.