

Center for Children and Families

The Focus

THE SUMMER TREATMENT PROGRAM COMPARISON AND COMBINED DOSE EFFECTS STUDIES: WHAT WE'VE LEARNED SO FAR



In Our Next Issue

- ADHD and Bipolar Disorder
- Long term outcomes for ADHD

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As many of you know, because you participated in the project, during the summers of 2002, 2003, and 2004 we conducted an NIMH-funded study that looked at 3 different levels of behavior modification (no, low and high) combined with 4 different levels of medication (no, low, medium and moderate). The study took place during the Summer Treatment Program (STP) and involved 154 children with ADHD and 72 children without ADHD. While we are still analyzing the data from that study, two findings are clear. First, we found that with a medium amount of behavior modification, children's behavior and academic performance in the STP on a low dose of medication was equal to their behavioral and academic performance on a high dose of medication. In other words, by adding a little bit of behavior modification, children could reduce the amount of medication they need to take each day by 50%-75%! An equally exciting finding was that many children, even children who had been medicated before the STP, did just as well without medication

when they received a high level of behavior modification!

Sure, we know what your thinking...that was during the STP! It wouldn't be the same in a regular school setting. We thought the same thing so we extended the study (with a grant from NIMH) to follow the kids once they went back to school. One-hundred and twenty-nine of the families who participated in the summer study participated in the school-year follow-up study. Children were randomly assigned to return to school with or without follow-up behavior modification. All children in the behavior modification follow up group had a consultant work with their teacher to set up a Daily Report Card and their parents could attend a monthly booster parent training meeting. All the children in the study were followed for an entire school year to see if and when they would need to resume taking medication, both at school and at home. The last group of kids finished in June of 2005. The children who received behavior modification follow up upon returning to

school stayed off medication longer, and more children in this group went the entire school year without medication. When children in the behavior modification group did return to using medication, they were far less likely to need medication at home in addition to school (*See graphs on page 3*). The biggest predictor of who ended up going on medication was whether a child was medicated prior to the STP.

We don't want to say too much about these results because the families enrolled in this project are still participating in the study. Each family that was in the school year follow up study returns to the CCF once a year for five years so that we can continue to track the children's progress, medication usage, and growth. The five-year follow-up component is a very important part of this study because there is very limited information about the long-term effects of behavioral treatment for ADHD. For families involved in this program, we look forward to seeing you in June!

FROM THE DIRECTOR

As we enter our tenth year at the University at Buffalo, we want to thank all of the families who have participated in programs at the Center for Children and Families and helped to make our research endeavors and clinical programs successful. In order to stay in touch with the families we have worked with over the years, we have created this newsletter that we plan to send out twice a year. The purposes of this newsletter are to maintain contact with you, update you as to new developments in the field of ADHD, announce

“As we enter our tenth year at the University at Buffalo, we want to thank all of the families who have participated...”

results of studies that some of you may have participated in, and provide you with information about upcoming programs at the CCF and community resources for families coping with ADHD.

The Center for Children and Families has grown considerably since our relatively modest beginnings in Buffalo in 1996. We have even undergone a name change. The first families we worked with knew us as the ADHD Program, located on the North Campus. We have expanded

considerably since that time. We now occupy the entire third floor of the Diefendorf Building on the South Campus and are in the process of renovating half of Diefendorf's first floor. Ten years ago, my staff consisted of an administrative assistant and 3 graduate students. Today, the Center for Children and Families is comprised of 7 core faculty members from the departments of Psychology, Pediatrics, Psychiatry, and the School of Education, 20 collaborating faculty from UB, and 14 permanent staff members. The CCF also has research collaborations with 20 faculty members at other institutions and we are currently training 9 clinical psychology graduate students. In a typical year, we also train graduate students from other departments, child psychiatry fellows, pediatric residents, and approximately 100 undergraduates in the treatment of disruptive behavior disorders.

Our commitment to training service providers is also evident in two programs we've started. For the past 3 years, we have conducted a monthly speaker series on Evidence-Based Approaches in Child and Adolescent Mental Health. We have had the pleasure of hosting experts in their respective fields from all over the country. The series is designed to provide health and mental health professionals, educators, and students with strategies for understanding, identifying,

and treating children with mental health problems. The series is free and open to the public. Continuing education credits are offered for multiple professions.

The CCF also held the Fourth Biennial Niagara Conference on Evidence-Based Treatments for Childhood and Adolescent Mental Health Problems on July 21-23, 2005, in Niagara-on-the-Lake, Ontario, Canada. The conference, which is held biennially, has contributed to the training of over 900 Western New York and southern Ontario mental health professionals since 1999. This is an interdisciplinary conference co-sponsored by McMaster University and numerous UB departments. It focuses on state-of-the-art, evidence-based treatments for mental health problems in children and adolescents. The speakers are all international leaders in their fields.

The CCF has also retained its strong commitment to research and service, and some of our activities will be highlighted in this issue. The CCF has continued to attain large amounts of funding from multiple institutes of the NIH, as well as from pharmaceutical companies. Our research is highly visible and is published in leading, peer-reviewed outlets. We don't have the space to summarize all of our current research here but in each issue we will highlight a couple of our recent projects that we hope

you will find interesting. The CCF also continues to engage in a variety of service activities. These include direct clinical service offered through our clinic, the Summer Treatment Program, 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.

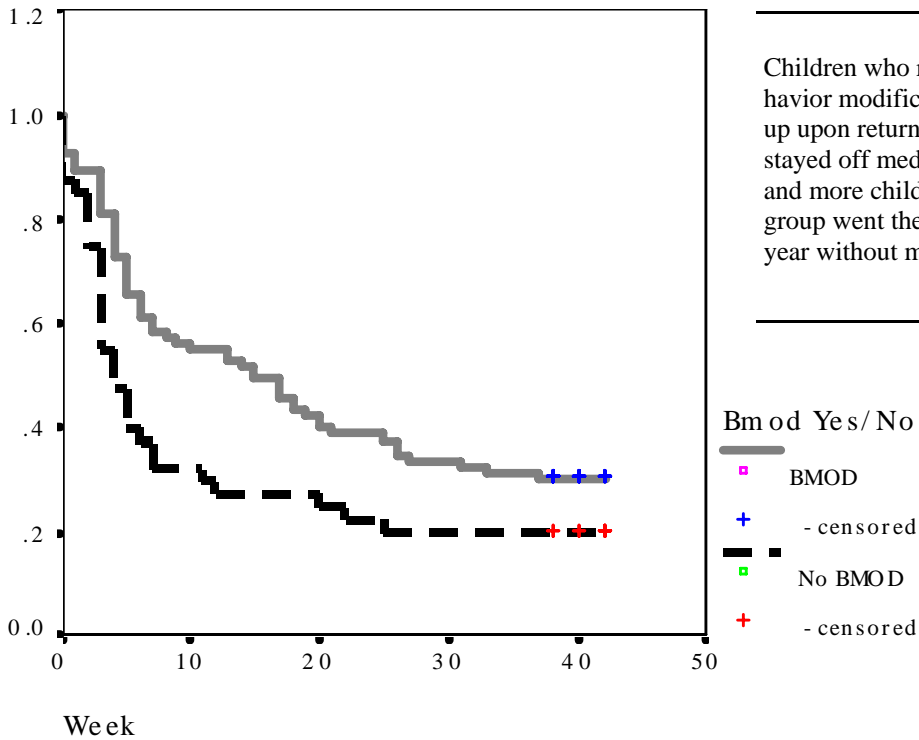
As a Center we plan to continue to expand, both in terms of the number of collaborators and the number of funded research projects. We are committed to advancing the field by conducting research on new ways to treat ADHD and disseminating our findings through direct service, education, and training. All of us at the CCF wish to extend a special thanks to the families that have been integral in helping us to achieve our goals through participation in our research and service programs. Without your support, we would not have been able to expand our presence in Western New York and continue to work toward advancing the fields of ADHD and other childhood mental health and educational problems.



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

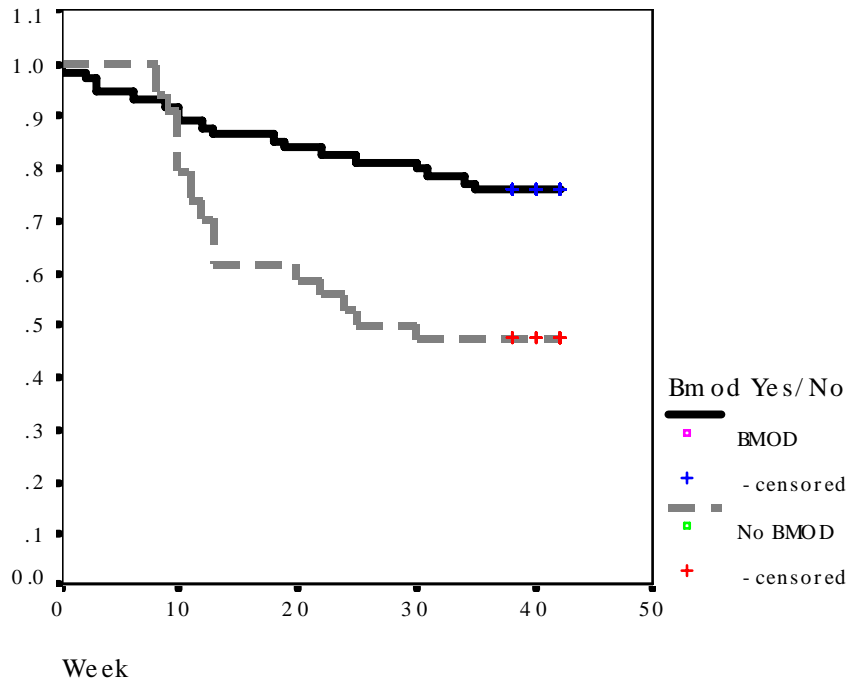
STP Findings... (cont'd from page 1)

Survival to School Medication



Week

Survival to Home Medication



Week

OUR WORK IN THE SCHOOLS

Four years ago, the CCF began coordinating a school-based, system-wide intervention for the prevention of behavior problems in public school settings. The program, known as ABC (School-Wide Academic and Behavioral Competencies), was implemented at schools 54, 61, 71, and 99 in the City of Buffalo School District. All teachers and staff at these schools were trained to use effective, evidence-based, behavior modification techniques to use with all children in their classrooms. In addition, a school-wide discipline model was put in place, with school-wide rules, consistent monitoring, and appropriate, con-

sistent consequences. Teachers and school staff were provided with school-based, ongoing consultation in the use and implementation of the program. Overall, the goal was to create a supportive and rewarding learning environment in which students were motivated to achieve, and teachers were encouraged to make use of effective techniques.

The success of this program was instrumental in Drs. Pelham and Massetti obtaining federal funding to study the effects of the ABC Program over a 3-year period on children's social and behavioral development. The ABC pro-

ject was one of 7 projects funded nationally by the Institute for Educational Science and the Centers for Disease Control. The ABC program, now in its second year, is currently being implemented in 7 additional public elementary schools in the Buffalo, Kenmore-Tonawanda, and Sweet Home School Districts. Eight additional schools in these districts are serving as comparison schools. The CCF is proud to be part of this national initiative designed to develop evidence-based programs that promote social and character development in the schools.

If you would like to see a similar program implemented in your child's school, let us know and talk to the school principal. The CCF also offers free in-service training and behavioral consultation to teachers all over Western New York. We typically conduct about 12 in-service training programs per year for local school districts and have done presentations ranging from an hour to an entire day. Please tell your child's school that this service is available. School personnel should contact Lisa Burrows-MacLean for more information or to schedule training.

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 other ADHD children's accomplishments 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 lhm@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 name.

Now for our own alumni news:

Dr. Pelham has been named a UB Distinguished Professor.

Andrea Chronis is now an Assistant Professor of Psychology at the University of Maryland.

David Meichenbaum is a Staff Psychologist at Summit Educational Resources, Inc.

We are pleased to welcome back our own Gregory Fabiano who is now an Assistant Professor of Counseling, School and Educational Psychology at UB.

Greta Massetti is now an Assistant Professor in the

Department of Psychology at UB.

Daniel Waschbusch is now an Associate Professor of Pediatrics at UB.

Anil Chacko (STP Lead Counselor '02, '03) is completing his clinical psychology internship in Chicago and is applying for academic positions.

Erika Coles (STP Lead Counselor '02) is also completing her clinical psychology internship and has been offered a job as an Assistant Professor of Psychology at the University of Maine!

Katie Walker (STP Lead Counselor '02, '03, '04) is an advanced graduate student at the CCF pursuing

her Ph.D in clinical psychology.

Fran Arnold (STP Lead Counselor '02, '03, '04) is also continuing her graduate school career pursuing her Ph.D. in clinical psychology at the CCF.

Jenna Keenan (STP '02 Lead Counselor) is finishing up her law degree at Syracuse University.

Brian Wymbs (STP '02 Lead Counselor) continues his graduate school career at the CCF pursuing his Ph.D. in clinical psychology. He will be applying for internships next year.

Michelle Swanger (STP '02 Lead Counselor) is pursuing her Ph.D. in school psychology at the University of Nebraska.

HAPPENINGS

New Families

The CCF is now offering parenting classes every Tuesday evening from 6:30 pm – 8:30 pm in room 305 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. Enrollment is open, families can start the class at anytime and topics repeat every six weeks. The fee for the course is \$45.

Returning Families

Booster parenting classes are now being offered on the fourth Monday of the month from 6:30 pm – 8:30 pm in room 305 of Diefendorf Hall. These classes are open to any family we've worked with in the past with a target child age 16 or younger. Topics are selected based on the concerns of the group. The fee for attending is \$10.

Support Groups

The ADDRESS support group now holds meetings for adults with ADHD on the 2nd Wednesday of the month from 7:00 – 9:00 pm and meets on the 4th Tuesday of the month from 7:30 – 9:00 pm for parents of ADHD children. Meetings are held at the Ascension Lutheran Church at 4640 Main Street in Snyder New York.



Changing the Standard Care for ADHD in the Community

On May 19, 2006, the CCF will be offering an all day conference for physicians, educators and mental health professionals. The conference will be held on UB's South Campus. The goal of the conference is to improve the quality of care for ADHD children in Western New York. The conference will feature experts in the areas of medication management and psychosocial treatment including parent training, school consultation, social skills training and peer relationships. All participants will have the opportunity to participate in skill building workshops. Attendance at the conference is free, so please tell your child's doctors, teachers, and therapists to save the date.

NEW STUDY AND FREE TREATMENT OPPORTUNITY!

Behavior Modification in Young ADHD Children

The CCF has received a grant from NIMH to study whether providing early intensive psychosocial treatment to Kindergarteners and first graders reduces or eliminates the need for medication. The CCF is currently enrolling children who will be entering Kindergarten or first grade in the fall of 2006 in this **3-year study**. Children will be assigned to receive either three years of psychological treat-

ment or three years of medical monitoring and consultation. Psychological treatment includes parent training, school consultation, and social skills training. One third of the children will also receive attendance at our *STP* for two summers in a row. If needed, any child in the study can receive medication treatment from our staff physicians whom are experts in the field of child behavior problems.

NEW STUDY AND FREE TREATMENT OPPORTUNITY!

Adaptive Treatment for Children with ADHD

The CCF has received a grant from the Institute of Educational Science to study two questions 1) Should children with ADHD receive medication or behavior modification as a first line of treatment? and 2) If the first line of treatment proves insufficient, is it better to increase the treatment the child is already receiving or add the second kind of treatment? Children enrolled in this study will begin the 2006-2007 school year with medication or standard behavior therapy, which includes parent training, school consultation and a Daily Report Card. If the child is still struggling, the child will then receive either more of the same treatment or the second treatment. One of the innovative aspects of this study is that children in need of additional behavior

modification therapy will receive treatment that is completely individualized and may include academic tutoring, social skills training, and/or a free Saturday Treatment Program. The study is open to ADHD children between the ages of 6-12. Children enrolled in the program will participate for the entire 2006-2007 school year. All medication will be prescribed and monitored by our staff physicians, Drs. Hoffman and Waxmonsky. And of course, all study visits, medication, and psychological treatments are free. Interested families should call the CCF as soon as possible as there are only 48 slots available this year and they are filling up quickly.

Inhibitory Control and Clinical Response in ADHD

Dr. Larry Hawk is collaborating with the CCF to study the relationships between stimulant medication, incentives,

For more information, about any of these programs please call us at 829-2244, ext. 5.

and the cognitive processes of inhibition, attention, and memory in children with ADHD and how incentives (but not medication) affect these processes in children without ADHD. This is an NIMH-funded study. Dr.



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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.*

HAPPENINGS (cont'd from page 5)

Hawk hopes to find out if we can predict which children will respond best to medication in real-world settings by measuring the effects of medication on cognitive processes in the laboratory. Enrollment is open to 10-12 year old children with and without ADHD. Children will participate for 1 full week over the summer.

Positive Illusions in ADHD: Processes and Consequences

Dr. Waschbusch is conducting an NIMH-funded study to evaluate the accuracy of ADHD children's self-perceptions. The study is open to 8-10 year old children with and without ADHD. Children who participate receive a comprehensive

cognitive and academic achievement evaluation and financial compensation.

Effects of Co-Parenting and Childrearing Problem-Solving on the Quality of Interactions between Mothers, Fathers, and Children

Brain Wymbs has obtained federal funding to examine

how parents work together to manage child behavior (i.e., co-parent). Enrollment is open to parent couples (biological, adoptive, parent/step-parent or parent/live-in partner) who have shared parenting responsibilities for at least the past two years of a 9-12 year boy.

ALUMNI NEWS (cont'd from page 4)

Jessica Robb (STP '02, '03, '04 Lead Counselor) continues her graduate school career pursuing her Ph.D. in clinical psychology at the CCF.

Alli Garefino (STP '03, '04 Lead Counselor) continues her graduate school career pursuing her Ph.D. in clinical psychology at the CCF.

Jennifer Drake (STP '03 Lead Counselor) is pursuing her Ph.D. in School Psychology at Boston University.

Lauma Pirvics (STP '04 Lead Counselor) is pursuing her Master's Degree in Special Education at St. John Fisher College.

Laura Herbst (STP '04 Lead Counselor) is pursuing her Master's Degree in Special Education through a Fellowship granted by the Philadelphia City School District

Adam Mullins (STP '05 Lead Counselor) is continuing his graduate school career pursuing his Ph.D. in clinical psychology at the CCF.

Eric Grady (STP '05 Lead Counselor) is continuing his graduate school career pursuing his Ph.D. in clinical psychology at the University of West Virginia.

Briannon O'Connor (STP '05 Lead Counselor) is working as a full time research assistant at the CCF.

If we've left out one of your favorite staff members, contact us and we'll let you know where they and what they are doing.

We're on the web!
<http://wings.buffalo.edu/adhd>
Visit us for free downloadable information and tools for parents and teachers.

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.