Contributors, Jennifer Piccolo & Justin Naylor

Children and adolescents with ADHD are often provided services/accommodations in schools through Individualized Education Plans (IEPs) or 504 Accommodation Plans. Both aim to address difficulties children with ADHD have that may make school more difficult for them than for others. Some typical accommodations include extra time on tests and preferential seating. Schools are obligated to identify students in need of services and therefore, once identified, are required to provide services accordingly.

Many of you have children that are getting close to the day when they will graduate from high school. It is important to begin planning the steps necessary for identifying accommodations that might be needed for a successful first semester of college. Students with IEPs receive long-term transition planning goals as part of their special education. These goals should include learning how to advocate for oneself and to develop skills necessary to be able to seek out the types of services needed. This may be as basic as navigating a college’s website to find information for those with ADHD, or on a somewhat more challenging level, learning assertiveness skills to help make advocating easier.

School districts are responsible for providing services for students and monitoring their effectiveness as part of their IEP or 504 Plan. Parents are often advocates for their children while they are in school. Once they enter college, however, the burden falls upon the student to identify services that they may need to help them succeed. The choice to identify oneself as an individual with ADHD is personal and can change as one matures and has different life experiences.

Once this occurs, however, it is important to determine whether making such information known to college personnel is necessary, and if it is, knowing how to self-advocate for services is the next step.

Suggestions for high school juniors and seniors applying to college:
1. Speak to your school psychologist to find out if you can get up-to-date IQ and achievement testing during your senior year. Some schools provide this as part of their transition planning services.
2. Determine whether it is necessary for you to identify yourself as an individual with ADHD to college personnel.
3. Don’t delay! Seek out the college’s disabilities services coordinator and have the appropriate paperwork ready.
4. Speak to your professors early. You may decide that all you need is to sit in the front of the class, and unlike middle school or high school, this is up to you.
5. Seek out free services at the college, such as study skills, writing and math centers, and support groups.

The following resources were used in creating this article:
• Q & A: This document is thorough and frequently updated. Free, hard copies, can be requested through this site. You can access it through the internet at: http://www.ed.gov/about/offices/list/ocr/transition.html#skipnav1

Contact information for Offices of Student Services:
• Q & A: This site includes contact information for many colleges and universities in the State of New York. You can access it through the internet at: http://www.highered.nysed.gov/oris/specialneeds/index.html
• University at Buffalo, Office of Disabilities: http://www.student-affairs.buffalo.edu/ods/index.shtml
THE SUMMER WAS VERY BUSY IN THE CCF. WE RAN SIX STPS! ONE OF THE TWO AT UB WAS AN STP FOR 48 CHILDREN IN THE YOUNG CHILDREN’S STUDY. THE OTHER AT UB WAS A CLINICAL PROGRAM WITH THREE GROUPS FOR ANOTHER 48 CHILDREN. AN ADDITIONAL FOUR WERE CONDUCTED IN CONJUNCTION WITH UNITED WAY AND THE CHILDREN’S GUILD AT FOUR BUFFALO PUBLIC SCHOOLS – P.S.#27 HILLERY PARK ELEMENTARY, P.S.#53 COMMUNITY SCHOOL, P.S.#30 FRANK A. SEDITA ELEMENTARY, AND P.S.#54 E.C.C. DR. GEORGE BLACKMAN SCHOOL OF EXCELLENCE. A TOTAL OF APPROXIMATELY 550 CHILDREN WERE SERVED IN THESE PROGRAMS BY 110 STAFF TRAINED BY THE CCF. IN THE BPS PROGRAM, WE MADE A CONCERTED EFFORT TO RECRUIT AND TRAIN HIGH SCHOOL STUDENTS AS COUNSELORS IN THE PROGRAM. WE BELIEVED THAT WAS A VERY SUCCESSFUL ATTEMPT TO PROVIDE EARLY TRAINING IN WORKING WITH CHILDREN AT THE SAME TIME AS WE PROVIDED JOBS TO 48 CHILDREN. An additional four were conducted in conjunction with United Way and the Children’s Guild at four Buffalo Public Schools – P.S.#27 Hillery Park Elementary, P.S.#53 Community School, P.S.#30 Frank A. Sedita Elementary, and P.S.#54 E.C.C. Dr. George Blackman School of Excellence. A total of approximately 550 children were served in these programs by 110 staff trained by the CCF. In the BPS program, we made a concerted effort to recruit and train high school students as counselors in the program. We believed that was a very successful attempt to provide early training in how to work with children at the same time as we provided jobs for many high school students from Buffalo. We are proud that two of these counselors were formerly children in an STP. They did an outstanding job, and we hope they return next summer!

We also hosted a film crew from Panorama, the leading news magazine that think 60 Minutes of the BBC. They were doing a story on medication and ADHD and traveled all the way to Buffalo to film a parent training class and social skills program, as well as to interview staff and parent volunteers. The STP has been featured previously on CBS’s 20-20 news program and the ABC evening news, but this is the first time that we have had a film crew from overseas come to highlight what we do! We thank the families who graciously allowed themselves to be videotaped, and we look forward to seeing the product.

On a related note, you may not know that there are a number of places around the country that are implementing our summer treatment program (e.g., the Cleveland Clinic, the University of Alabama, Birmingham). We work closely with a number of them. We were pleased to see that the NYU summer program had a child and her family featured in People magazine a few weeks ago. It is nice to see the STP getting attention in settings other than ours.

Sadly, we’ve had to say goodbye to a number of staff who have done an excellent job with us – in some cases for many years. Dr. Greta Massetti accepted a position at the Centers for Disease Control and at the end of the summer for Atlanta. Greta has been a clinical figure in the center for 5 years, having been involved in most of the major projects, including a central role in the Social and Character Development Project in the Buffalo Public Schools. We will miss her and wish her luck in her new position! Brian Wymbys, who has been one of the hardest working graduate students for some time left us this summer to take an internship at Western Psychiatric Institute and Clinic in Pittsburgh. There he will continue to be involved because he will work with the ADHD Program in Pittsburgh (Dr. Molina) on the large longitudinal study that we share with our Pittsburgh colleagues. We are pleased that Alii Garafino and Jess Robb will be staying in Buffalo to complete their internships at the CCF. Jillian Flood and Mindy Scime completed their internships at the CCF this year. Jillian has taken a job as school psychologist in Maryland at Prince George’s County School District, and Mindy will be joining the CCF as a full time employee and a Clinical Assistant Professor of Pediatrics. Brigid Vilardo, Sean O’Dell, Alana Eaton, Jeaveen Neadheriser, Jason Oliver, Jessie Verley, Brianon O’Connor and Brian Gangloff are CCF staff who have moved on to graduate school. One disadvantage of having such a wonderful and dedicated staff is that they eventually move on to other opportunities that open up because of the experiences they have had in the CCF. We say thank you to those leaving and wish them luck, and we welcome those who are staying on!

Above all, we would like to thank the families and schools who have participated in our various projects. The children enrolled in the projects are lucky to have such devoted parents and teachers. We hope that our efforts have made a difference for the children and families we’ve lost touch with, please have them contact us.

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

FROM THE DIRECTOR

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Director, Center for 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, 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) was awarded a Klingenstein ADHD Fellowship to start doing early intervention for preschoolers with ADHD in Head Start.
Brian Wymbys (STP ’00-’02 Lead Counselor) has started his pre-doctoral internship at Western Psychiatric Institute and Clinic in Pittsburgh, PA.
Kate Tresco (STP ’01 Lead Counselor) has returned to the CCF for her pre-doctoral internship.

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.
**FEATURING TEACHERS**

**Team 1** is proud to feature Lydia Brenner (principal) & Patricia DiGiacomo (Grade 1-2 teacher) of Smallwood Drive Elementary, Amherst Central School District. Mrs. DiGiacomo is an exemplary teacher. With Mrs. Brenner’s support, she creates a positive classroom environment through social reinforcement and class-wide behavioral management programs. Mrs. DiGiacomo is extremely dedicated to her students and goes over & above standard educational practice to promote their academic success. Mrs. DiGiacomo is a commendable teacher!

**Team 2** is proud to feature Denise Dunbar and Barbara Goldman of Charlotte Sidway Elementary School in Grand Island as a remarkable principal-teacher team. They have demonstrated patience and enthusiasm in their work with students, parents, and professionals alike. Mrs. Dunbar and Ms. Goldman collaborated closely with the Center for Children and Families staff and have truly “gone the extra mile” to foster student success. Their dedication is inspiring to everyone!

**Team 3** is delighted to honor not just one, but a school of dedicated staff. We'd like to tip our hats to West Seneca's West Elementary. West Elementary is currently serving four children through their collaboration with the Center for Children and Families, and their commitment to their students hasn't gone unnoticed. We’d like to thank the teachers and administrators of West Elementary alike for their continued cooperation, hard work, and unified treatment delivery. West is the Best!

**Shannon Krug** taught a Kindergarten inclusion class last year and exemplified incredible dedication in teaching. Working with the CCF, she offered many excellent reward strategies as she developed a warm supportive relationship with students, and saw quick progress in behavioral difficulties her referred student exhibited. She made attempts to celebrate the student's successes daily, giving the student and his family a much-welcomed school efficacy experience.

**Diane Crotzer** and Amy Kostecky at Court Street Elementary School (Deborah Bojanski, Principal) in the Lancaster school district were outstanding teachers in the year-long Adaptive Treatments project. During the year, they showed consistent care, sensitivity, and skill in educating children in their kindergarten classroom. Both had a knack for problem-solving effective strategies to help students succeed academically and behaviorally!

**TIP FOR TEACHERS: CHOICE-MAKING**

Often children that have a tendency to argue with adults, respond well to be given a choice. "Choice-making" is a tip that comes from the positive behavioral support movement, and can help to reduce oppositional behavior. Giving a child the choice between two or more tasks, or allowing them to choose how to order their tasks can create a more harmonious classroom environment.
SO IS IT “BACK TO SCHOOL” … OR “BACK TO STRESS?”

PARENTING UNDER STRESS

During the often busy and stressful times that characterize the back-to-school season, parenting can be very difficult. New routines, activities, and demands from your child’s school can cause added stress and anxiety. The everyday pressures of parenting as well as managing your child’s disruptive behavior can build up and make it harder to be cool, calm, and collected when interacting with your child. These suggestions can help you feel more effective as a parent, less anxious and guilty about parenting, and ultimately lead to more pleasant interactions with your family.

Contributor
Fran Arnold

DO’s

- Do try to “catch your child while being good”
- Do try to fit in “special 1-on-1 quality time” every day for 5 minutes
- Do maintain a neutral voice when correcting your child
- Do compliment your child 3x more than you correct him
- Do limit the amount of instructions given to your child in general and only give one at a time
- Do revise the house rules and daily report card to make sure that rules and goals for your child are still appropriate
- Do revise your child’s reward program when his motivation is low
- Do post the house rules and/or the daily report card on the fridge or another easily visible location
- Do use “When/Then” statements (See example right)
- Do plan ahead for potentially problematic situations

DON’Ts

- Don’t threaten your child with a punishment that you can’t or won’t follow through with
- Don’t take away privileges for long periods of time
- Don’t make harsh, critical statements to your child
- Don’t repeatedly give instructions without evaluating for compliance
- Don’t think that just because behavior change isn’t immediate, that it won’t happen. Be patient! If not, you may “give up” on a technique that was going to work if you gave it a little more time …

Example of a When/Then Statement

When Maria finished her homework, then she could go play soccer …
OTHER WAYS TO COPE

**Pick your battles...** Use planned ignoring for those battles that are just not worth fighting because the behavior is either less severe than the others or is an attention-seeking behavior.

**Talk with a friend or relative...** who is nonjudgmental when you are stressed.

**Problem-solve for situations...** that constantly cause stress or present problems.

**Remind yourself...** that you can only set the stage for your child to be successful, compliant, or well-behaved; the rest is up to your child.

**Make time for yourself...** Do something fun, rewarding, or pleasurable for at least 5 minutes a day. If possible, spend at least one hour of “Me Time” on the weekends doing something that you love or used to love.

**Talk about your differences in parenting strategies...** with partners when they arise and try to arrive at a solution.

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

EXAMINING PARENTS’ PREFERENCES FOR TREATMENTS

Some parents may wonder whether researchers who develop treatments for children’s mental health issues seek input from the parents themselves when they design these interventions. After all, the parents are the consumers considering buying or using a product—a therapeutic intervention—for their child. Parents, teachers, and other health care providers may take solace upon hearing that consumer preference studies of clients’ preferences for psychological treatments have not been COMPLETELY ABSENT, and have gained considerable attention of late.

Chuck Cunningham and colleagues, the developers of the COPE Program (Community Parent Education Program) offered at the CCF, have become increasingly interested in consumers’ preferences for children’s mental health treatments in the last decade. Across several studies conducted in the past decade, Cunningham and colleagues found that parents fell into “segments” (i.e., subgroups) on what they prioritized as important in behavioral treatments for disruptive children. That is, while subgroups of parents prioritized some facets of behavioral treatment packages (e.g., ones that are solution-focused), others seemed to prioritize different factors (e.g., location of relevant treatment services and relevant information, and the time required to obtain services and information). What makes these findings remarkable is that members of each segment seemed to place similar priority on issues, consistently weighting some facets of treatment more heavily than others. Results from this study suggest that while some parents seemed ready to “take action” (or “change their child’s environment”), others were more interested in ascertaining information about treatments (without making changes), and still others seemed uninterested in information or making changes.

Everyone—researchers, treatment providers, parents, teachers, and key stakeholders to name a few—agrees that including parents in the planning and design decisions of behavioral treatments may help professionals prepare for and address barriers that often limit the use and effectiveness of these services. Research that examines consumers’ preferences for these treatment packages are crucial to making treatments marketable and effective. Two studies are being conducted at the CCF that explore parents' preferences for behavioral and/or pharmacological treatment packages. They will help inform what factors are important to parents, and for whom these factors matter the most.
have teamed up with UB psychologist Dr. Larry Hawk to study how motivational factors and medication affect the performance of children with ADHD on cognitive processes including inhibition, attention, memory, and impulsivity. This is an NIMH-funded project. Dr. Hawk hopes to find out if we can: 1) understand how treatments for ADHD affect the cognitive processes believed to be at the core of ADHD, and 2) predict which children will respond best to medication in the classroom by measuring the effects of medication on these processes in the laboratory. Enrollment is open to 9- to 12-year-old children. In a medication study, children with ADHD will participate in a week-long Summer Research Camp which includes sports, crafts, and game activities each day. In a separate study of motivational factors, children with and without ADHD will participate on 1 to 2 Saturdays during the school year.

Coping for Parents
The CCF offers parenting classes Monday, Wednesday and Thursday evenings (you can choose which night to

FREE TREATMENT OPPORTUNITY!
Effects of Strattera and Behavior therapy on the School and Home Functioning of Elementary School Children With ADHD
Drs. Waschbusch and Waxmonsky will be recruiting this summer for fall enrollment in a study funded by Eli Lilly & Company. The study is open to children ages 6-12 who have been diagnosed with ADHD. Even if your child has not been formally diagnosed with ADHD, (s)he may be eligible to participated. All children receive Strattera (no placebos) and are followed by a medical specialist in ADHD for six months. Children will be monitored in the school setting for one semester and study staff will work with the child’s teacher to address problem behaviors in the classroom. Some families will also receive 8-week behavior therapy courses for parents (to help manage symptoms and deal with oppositional behavior) and children (to teach social skills to promote friendships and reduce aggressive behaviors). All medication and services are provided at no cost. For more information contact Lillian Draganac-Cardona at 829-2244, x189 or Lynn Ryan at 829-2244, x186.
HAPPENINGS (cont’d)

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 Arnold at 829-2244, ext. 140.

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.

NEW STAFF

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

Congratulations to the following employees for reaching employment anniversaries with the CCF during April-September:

* Lisa Burrows-MacLean—10 years *
3 years: Jessie Verley
2 years: Tarah Carnefix, Wendy Marchioli, Tara Waddell
1 year: Pete Belin, Holly Borelli, Jacob Dormann, Lori Eldridge, Erik Lazenski, Nicole Maiorana, Niraj Patrawala, Melissa Robins, John Ross, Laura Straub
Thank you to the following Faculty, Staff and Students for contributing to this issue of The Focus:
Fran Arnold, Pete Belin, Lisa Burrows-MacLean, Norine Eaton, Gregory Fabiano, Karen Morris, Justin Naylor, Briannon O’Connor, William E. Pelham, Jr., Jennifer Piccolo, Jess Robb, Mindy Scime, Jessie Verley, Katie Walker

Editor: Neda Burtman

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.

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.

IN APPRECIATION

All clinical services provided to children and families in the community are charged on a low-cost sliding-scale fee schedule. Monetary donations help off-set the costs of providing these services and reduce the amount we must charge families.

In addition, the CCF offers monthly drawings to participants in the Behavior Modification and Young ADHD Children and Adaptive Treatments for Children with ADHD studies. Prizes are given to the teachers and parents who turn in their study ratings on time.

We would like to thank the following organizations and individuals for their generosity:

- Adam’s Mark Buffalo Niagara
- Empire Grill
- Hutch’s Restaurant
- Jimmy Mac’s Restaurant
- Kimberly & Gregory Sambuchi
- Tempo Restaurant

CONTRIBUTORS

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Editor: Neda Burtman

Interested in donating to the CCF?

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.