Research demonstrates that most youth with ADHD continue to be impaired as adolescents (e.g., poor academic performance, peer relations). These problems often spark parent-adolescent conflict and underlie numerous additional stressors for their families. With this in mind, it appears that extending evidence-based treatment throughout adolescence (and perhaps into adulthood) is needed for many children with ADHD. Dr. Steven Evans, the Alvin V. Baird Centennial Chair and Professor of Psychology at James Madison University in Virginia, came to the Center for Children and Families (CCF) in December 2006 to present his research findings regarding “best practices” for treating adolescents with ADHD.

In an effort to improve upon the mixed results of existing interventions for ADHD adolescents in school settings (e.g., anger management counseling, accommodations offered by 504 plans or Individualized Education Plans), Dr. Evans developed an after-school program called “Challenging Horizons.” The Challenging Horizons Program (CHP) focuses on treating impairment faced by adolescents with ADHD in several key domains, including organization, study skills, and classroom behavior.

Dr. Evans discussed how the CHP treats disorganization by developing a checklist and attaching it to the front of the adolescent’s assignment notebook. Each checklist includes individualized goals (e.g. “Is notebook free of loose paper?” or “Are all homework assignments in the homework folder?”) tailored to common areas of disorganization faced by the adolescent. CHP works to improve adolescent study skills by using strategies that work best for youth with ADHD. For example, CHP instructs adolescents to create and use flashcards and acronyms (e.g., “HOMES” to help memorize the Great Lakes—Huron, Ontario, Michigan, Erie, Superior) when studying for tests. CHP also seeks to improve study skills by teaching appropriate note taking during lectures. Interestingly, Dr. Evans conducted a research study with Dr. Pelham where they demonstrated the effectiveness of the same note taking treatment for adolescents with ADHD attending the Summer Treatment Program (STP) in Pittsburgh in the early 90’s.

Dr. Evans reported that the CHP advocates the use of Daily Report Cards (DRCs) to treat behavior problems exhibited by ADHD adolescents in the classroom. Similar to DRCs developed as part of the STP or school-based interventions provided by the CCF, DRCs include individual behavioral goals for the adolescents to meet within classes of the school day where they typically have problems. Parents are asked to support the intervention by providing/receiving rewards depending on whether their child met their goals. Of note, CHP often prints DRC goals on stickers/labels so that they can be attached separately to each subject in the adolescent’s assignment notebook. They found that doing so increased the likelihood that the teacher would be willing to reliably provide feedback for the DRC goals.

Research studies have displayed the effectiveness of the CHP. Dr. Evans presented data indicating that adolescents with ADHD participating in the after-school CHP demonstrated improvements in their grade point averages and behavior problems. Given these encouraging results, Dr. Evans also

*Adolescents cont’d pg. 3*
FROM THE DIRECTOR

The winter has been busy and interesting at the CCF, but we are happy to see Spring arrive. Social skills training groups indoors get a little old with the children and with the staff, and we are looking forward to warmer weather and outdoor recs!

I would like to talk about a few issues that I hope will be of interest to you. First, we would like to issue a huge thanks to two STP families—Peter Popczynski’s and TJ Van de Wal’s. Mr. and Ms. Popczynski and Ms. Van de Wal, opened their homes to Ben Carey, the lead mental health writer for the New York Times to write a story about parent training and behavioral treatments for children with ADHD. Mr. Carey spent quite a bit of time in Buffalo observing the STP and parent training groups, and he met with both of these families and visited them at their homes. His story, which was very inspiring, was featured on the front page of the New York Times above the fold on December 22, 2006. It highlighted the importance of parent training in the treatment of ADHD, and served as an inspiration for parents all over the country. We were pleased to see that our treatment model was presented as a success story in an opening article of the newspaper.

Added up across all ADHD children and adolescents, this translates into an annual societal cost of roughly $50 billion per year—approximately the same as the annual cost of stroke. Clearly ADHD is a major public health problem. Another paper just published in Alcoholism: Clinical and Experimental Research showed that ADHD adolescents have heavier alcohol consumption than non-ADHD teens.

We have continued our efforts to expand the number of places in which STPs are offered. We have met with faculty from the University of Michigan about establishing an STP there, and we will be training a mental health center in NYC to begin a second STP in New York City (there is already one on Long Island that is run by NYU).

We are making plans to expand the range of clinical services that we are able to offer at the CCF outside of our research grants. As you know, we have a parenting program that operates weekly for a very low fee, and you received a flyer announcing our new Saturday social skills program. We hope to be able to establish groups in which parents and teens can work together on solving family problems, groups for teens themselves, and in the summer of 2008 an adolescent version of our STP. We would like to establish a real-time contact and feedback system for pediatric and family practice offices, so that pediatricians can contact us when they have families in the office and have questions about treatment and referral. We plan to begin a residential STP in the summer of 2008 so that children from other cities and states can live on campus with our counselors while they attend the STP. We also hope to teach community agencies how to establish their own summer programs. In partnership with the United Way, we will be expanding the summer program that we began last year in the Buffalo Public School summer school. We continue to work with our Japanese colleagues and will establish a second STP in Japan this summer. Finally, we are considering establishing a low-cost Saturday respite program, in which you would be able to drop off your ADHD child at the CCF for a structured and fun Saturday while you do activities or errands that you cannot easily do with your child. We would like to hear from you about services that would be useful to your families. Please do not hesitate to contact us with your suggestions.

Our hope to expand our services brings us to the next point I would like to make. You may have noticed the new section on the back of the newsletter in which we allow charitable contributions to the CCF. I thought it would be useful to tell you why we have taken this step to raise revenue. What you see when you are involved in CCF activities is a very large staff of individuals who work with you and your children, as well as behind the scenes. As of this month, we have 29 full-time employees, 11 part-time employees, 20 graduate assistants, and 48 undergraduates working on our various projects. You may have thought that UB pays the salaries of all of these individuals. In fact, because the CCF is a second-steady center, all 108 positions are funded by competitive external grants that the faculty in the CCF obtain from the federal government, foundations, or pharmaceutical companies. There is a notable exception: the University administration provides a small annual fund to assist the CCF—enough to fund one secretary—and the faculty members have part of their salaries underwritten by their departments in exchange for teaching or clinical service in their departments. However, the monies in the external grants must be used to conduct the research that was proposed in the projects. None of it may be used to provide services that are not part of the grant-funded studies. That is why we must charge parents for our clinical services (i.e., the parenting programs, school visits, Saturday programs, and Summer Programs)—we receive no support for these services. Thus, we are constantly applying for research grants to obtain the funds to run the CCF. We currently have a dozen federal grants that support our current studies—more than any other program at UB—and have applied to a local foundation for support to teach community agencies how to run their own Summer Programs.

This is a complicated explanation for why we have added a section requesting donations to the CCF. We know that most of you, like most of us at the CCF, do not have the means to make donations of the sort that would help underwrite the CCF. However, we hope that some of you may know someone who does have the financial resources to help—whether that is an individual who is looking to provide support for a place that provides help for children and families or someone on a foundation board who is in a position to help the CCF. We would appreciate your suggestions and assistance.

William E. Pelham, Jr., Ph.D.
Director, Center for Children and Families
FIFTH BIENNIAL NIAGARA CONFERENCE

The Fifth Biennial Niagara Conference on Evidence-Based Treatments for Childhood and Adolescent Mental Health Problems

July 18-21, 2007
Queen’s Landing Inn and Conference Resort;
Niagara-On-The-Lake,
Ontario, Canada

We are pleased to announce this interdisciplinary conference focusing on state-of-the-art, evidence-based interventions for mental health problems in children and adolescents. This conference will offer points of interest for: Clinical and school psychologists, pediatricians, family practitioners, psychiatrists, educators, pharmacists, social workers, counselors; school, pediatric and psychiatric nurses; mental health administrators and graduate/post-graduate students.

Topics Include:
- Accessing Child Mental Health
- Adolescents and Schools
- ADHD
- Aggression
- Anxiety disorders
- Autism Spectrum Disorder
- Asperger’s
- Bipolar disorder
- Behavioral Parent Training
- Bullying and Violence Prevention
- Child Neglect and Maltreatment
- Conduct Disorder
- Depression
- Evidence-based Practices in Schools
- Fostering Parent-Infant Attachment
- Involving Fathers in Treatment
- Outcome Measurement
- Obsessive Compulsive Disorder
- Pediatric Psychopharmacology
- Reading and Literacy

To view the presentation schedule, and to register on-line, please visit www.ubevents.org/event/niagara07.

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 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.

Now for our own alumni news:

Brian Wymbs (STP ‘00-02 Lead Counselor) has been accepted for his pre-doctoral internship next year at Western Psychiatric Institute and Clinic in Pittsburgh, PA.

Briannon O’Connor (STP ‘06 BPS Coordinator, STP ‘05 Lead, STP ‘04 Counselor) will transition from full-time research assistant to a graduate student with the CCF in the fall.

Kate Tresco (STP ‘01 Lead Counselor, STP ‘99-00 Research Assistant, STP ‘98 Counselor) will be returning to the CCF for her pre-doctoral internship next year. We look forward to welcoming her back!

Chrishawn Mitchell (STP ‘06 Counselor) has been accepted to the School Psychology program at Texas Women's University. If we've left out one of your favorite staff members, contact us and we'll let you know where they are and what they are doing.

Adolescents cont’d from pg 1

conducted a series of studies investigating whether the after-school version of CHP could be expanded to assist adolescents with ADHD during the school day. Again, encouraging results were found. Specifically, the school-based version of the CHP was shown to improve grade point average, social functioning, and even reduced likelihood of later substance use.

Dr. Evan’s work is clearly addressing the needs of numerous children with ADHD who continue to struggle as adolescents. We look forward to collaborating in the future with Dr. Evans and potentially bringing his innovative CHP to Buffalo.

For more information regarding Dr. Evan’s work or how to secure evidence-based interventions for adolescents with ADHD in the Buffalo area, please contact the CCF.

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.
What do treatments for ADHD actually change that allows kids to improve in the classroom, at home, or on the playground? Larry Hawk, Ph.D., a clinical psychologist, and an interdisciplinary team including CCF faculty Drs. Pelham and Waxmonsky are working to answer this question as part of a 5-year project funded by the National Institute of Mental Health.

There is a long history of research on effective treatments for ADHD, namely stimulants such as methylphenidate, behavioral treatment, and their combination. However, there is almost a total absence of research addressing the question of how these interventions work at the level of basic cognitive or motivational processes. Theories of ADHD emphasize a range of cognitive processes, including the ability to inhibit, short-term memory, and sustained attention, and basic motivational processes such as the tendency to choose small, immediate rewards over larger, delayed rewards. The current project is filling in the gaps about which basic processes are sensitive to treatment. More importantly, the project will shed new light on the question of whether current treatments work by improving attention, memory, inhibition, impulsivity for immediate rewards, or some combination of these.

Although not quite 2 years into the project, there are already some intriguing and exciting findings. Following behavior with consequences, including rewards and time out, is at the core of behavioral treatment for ADHD. In one line of studies, the team is rewarding performance on cognitive tasks with positive feedback and points – the points can be turned in for games, toys, and gift cards. For example, in a study presented at the 2006 Annual Meeting of the Association for Behavioral and Cognitive Therapies, 21 7- to 11-year-old children with ADHD completed a visual memory task twice, once while just trying their best and once when they could earn points for doing well on the task. The task required children to remember the locations in which sequences of smiley faces appeared on a computer screen and to repeat the sequence in the same or opposite order. When the memory task was most difficult, remembering the sequences in reverse, performance was improved by providing rapid feedback and points. This was the first demonstration that memory in children with ADHD can be improved by motivational incentives, a model of behavior modification. This work is promising because it suggests one basic way in which the behavioral treatment that CCF staff, parents, and teachers use clinically may actually improve the academic performance of children. There is much yet to be learned, and the team is moving forwards to test the effects of incentives on a wider range of tasks among 9- to 12-year-old children with and without ADHD. That work is just getting underway, and children are being recruited for projects that take place on 1-2 Saturdays.

Drs. Hawk, Pelham, Waxmonsky and the rest of the team have also made progress in their long-term goal of understanding how stimulant medication works. In 2006, each of 20 9-to 12-year-old children with ADHD completed a week-long Summer Research Camp. Groups of 5 children participated together, completing computer tasks and classroom periods, intermingled with recreational periods, including a variety of sports, arts and crafts, and video games, for four consecutive days (children arrived at 7:45 a.m. and departed at 5:15 p.m.). Monday served as a practice day, and Tuesday through Thursday were the focus of the double-blind, placebo-controlled MPH dosing trial. On “Fun Friday”, children engaged primarily in recreational periods, including a trip to the pool, and craft activities. Each day ended with a trip to the “points store”, where children could “purchase” gift cards, toys, and other prizes. Both participants and their parents reported great enthusiasm for the Camp, taking home prizes they earned each day, as well as a variety of crafts made each week. Another 65 children are being recruited to participate in the 2007 and 2008 summers. By that time, the project should provide the first insights into the psychological processes that underlie the positive effects of medication often seen in more real-world settings. This has exciting implications for matching children to treatments, as well as the development and testing of future interventions.
**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 2007-2008 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 5-12. Children enrolled in the program will participate for the entire 2007-2008 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. Families on the waiting list from last year will be given the first opportunity to enroll in this program. Enrollment for ‘07-’08 began in February.

**FREE TREATMENT OPPORTUNITY!**

**Effects of Strattera and Behavior therapy on the School and Home Functioning of Elementary School Children With ADHD**

Dr. 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 829-2244, x142 for Dr. Waxmonsky or x114 for Dr. Waxmbusch.

**FREE TREATMENT OPPORTUNITY!**

**Special Education Services for Children with ADHD**

Parents: Are you concerned about your child succeeding in school? Does your child have an individualized education plan and receive special education services? UB's Center for Children and Families is looking for children between the ages of 6-12, who have attention-deficit/hyperactivity disorder (ADHD) and receive special education services at school. The goal of the study is to determine whether behavior modification procedures can improve the effectiveness of special education services. If your child qualifies, your family will be assigned to receive additional psychological treatment or to continue with the school-based interventions your child would typically receive. Psychological treatment includes school consultation and parent training meetings. There is no fee for participating 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 ext 167.

**SUMMER OPPORTUNITY!**

**Cognitive Processing and Clinical Response in ADHD**

CCF faculty including Drs. Pelham and Waxmonsky 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. Call 829-2244 x162 for more information.

**Summer Treatment Program 2007**
The Center for Children and Families is now accepting applications for the 2007 Summer Treatment Program.

For more information about any of these programs please call us at 829-2244, ext. 5.
The program is open to children ages 5 – 12 with academic or behavioral problems. All families currently in a study at the CCF are encouraged to attend.

The program will run from July 9, 2007 – August 17, 2007. The camp day runs from 8:30 AM to 4:30 PM and all activities will take place on UB’s Main Street Campus.

Cost: $1500.00. A $500.00 nonrefundable deposit is required to reserve your child's space. The remainder of the tuition, $1000.00, is due on or before June 29, 2007. The CCF accepts Visa, MasterCard, or checks made out to UB Foundation.

How to apply: Please download an application at wings.buffalo.edu/adhd or contact Karen Fumerelle at 716.829.2244 ext. 182 to have one mailed to you.

Please return all applications to: UB Center for Children and Families
106 Diefendorf Hall
3435 Main Street
Buffalo, NY 14214
attn: Karen Fumerelle, STP Program.

Once your application is received and reviewed to determine your child’s appropriateness for the program, you will be contacted to set up an informational appointment. Families will be expected to make their deposit at that time (families may send in their deposit in advance if they are certain they would like to reserve a spot for their child).

Families currently participating in the Behavior Modification in Young ADHD Children Study, the Adaptive Treatments for Children with ADHD Study, the IEP Study or families who have completed a CCF application as of 9/2006 do not need to fill out a new application but should contact Karen Fumerelle to set up an informational appointment and to be included on the STP list.

This is a unique opportunity for your child. Children will spend 2 hours per day in a classroom setting working on academics and behaviors conducive to academic success, and the rest of the day playing sports and engaging in recreational activities with other children their age. They will also participate in swimming, social skills training, and special activities on Fridays. Each group will consist of 15 children and 4 staff members.

Don’t delay in submitting your application as we have only 30 slots available.

Coping for Parents

The CCF offers parenting classes Monday 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+. The final series for the 2006-2007 academic year began in March. Enrollment will resume in the fall. 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 Arnold at 829-2244, ext. 140.

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 for parents of children with ADHD 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.

A second parent support group has been added, meeting the 2nd Tuesday of the month from 6:30 – 9:00 pm at the Parent Network, EPIC Building, 100 Main Street in Buffalo.
FUN FRIDAYS AT THE CCF

One Friday each month, the CCF Staff participate in a themed-attire contest. Our February theme was Wear Your Heart On Your Sleeve and our March theme was Everyone’s Irish!!!

NEW EMPLOYEES

Please join us in welcoming these new employees who have joined our team since our Fall issue of The Focus.

Corey Amo, Research Assistant, Behavior Modification and Young Children with ADHD & Adaptive Treatments for Children with ADHD

Bryan Rotella, Research Assistant, Effects of Strattera and Behavior therapy on the School and Home Functioning of Elementary School Children With ADHD

Lillian Draganac-Cardona, Study Coordinator, Effects of Strattera and Behavior therapy on the School and Home Functioning of Elementary School Children With ADHD

Lynn Ryan, Research Assistant, Effects of Strattera and Behavior therapy on the School and Home Functioning of Elementary School Children With ADHD

Karen Fumerelle, Administrative Assistant

Congratulations to the following employees for reaching employment anniversaries with Dr. Pelham and/or the CCF during November-April:

* Andrew Greiner—20 years*
Elizabeth Gnagy—19 years
Neda Burtman—8 years
Norine Eaton—2 years
Ira Bhatia—1 year
Jason Oliver—1 year
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

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 have been soliciting donations from local businesses, and would like to thank the following organizations for their generosity:

- Aléthea's Chocolates
- Anderson's ® Frozen Custard, Inc.
- Mr. & Mrs. Brad Archdeacon
- Bagel Jay's Bakery & Café
- The Buffalo Bisons
- Buffalo Museum of Science
- The Buffalo Philharmonic Orchestra
- Café in the Square
- Castle Products
- Chef's Restaurant of Buffalo, Inc.
- Cold Stone Creamery
- CyberJocks
- Dave & Buster's, Eastern Hills Mall
- Delta Sonic Car Wash Systems, Inc
- Entercom Buffalo
- Farrell Photography
- Fowler’s Chocolates, Inc.
- Galleria Florist
- Ganz, Inc.
- Holiday Valley Resort and Conference Center
- Independent Health
- Just Pizza
- Lasertron, Inc.
- Skateland Family Fun Center
- White Oaks Conference Resort & Spa

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](http://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.