The joys that come with earning that first paycheck and the thoughts of where and how to spend that hard earned money are shared by many teens as they enter the workforce. First experiences in working at a job, whether it be flippin’ burgers, babysitting, or performing clerical work, while different in many ways, all share common characteristics. You need to show up on time, fulfill your duties accordingly, and hopefully feel the need to return at your next scheduled shift.

Adolescents are also protected by many laws that were specifically designed so that they are not exposed to working conditions that are unsafe and do not interfere with schooling. A helpful resource for youth and their parents regarding workplace safety laws can be found at [http://www.osha.gov/SLTC/teenworkers/teenworkers.html](http://www.osha.gov/SLTC/teenworkers/teenworkers.html). This document includes facts regarding safety and how to best navigate the ins and outs of the workplace. There are also helpful tips about how to communicate with your employer regarding on-the-job safety.

One thing that is not discussed in the workplace literature is how youth with ADHD manage some of the issues that arise on the job. A national survey indicates that adults with ADHD have, on average, more days missed of work than those without ADHD (Kessler et al., 2005). The challenges youth with ADHD have in school, such as organization and time management, are also relevant to the world of work. Inattentiveness may be of particular concern if youth work in close proximity to machinery, such as farm equipment, deep-fryers, or paper shredders.

Some helpful tips from the literature on academic strategies for students with ADHD may also be applied to the workplace (Schwiebert, Sealander, & Dennis, 2002). These include:

- Using a calendar or electronic reminder for work schedule
- Setting watch alarms as a reminder for when to return to work from a lunch break
- Knowing your surroundings: specifically, knowing when to change behavior when using potentially dangerous equipment
- Visual prompts, such as putting a photo or a list of items needed for work on the bedroom door
- Having on hand an extra set of keys or other work-related items (e.g., apron, name badge, etc.) can help avoid tardiness
- Receiving frequent feedback from employers regarding job performance

Last summer, a few former STP campers worked as junior counselors in the Buffalo Public Schools where they helped teach social skills, run rec activities and provided corrective feedback to young children. Without a doubt, these youth learned some helpful skills and gained some relevant experiences that will help them in their future work endeavors.

This summer, the Center for Children and Families will be holding an Adolescent Summer Program. One component of the program that may be of interest to adolescents is the opportunity to perform a variety of jobs, such as an assistant soccer coach or publisher of the camp newspaper, to name a few. During this time, youth will learn specific job-related skills such as punctuality, presentation, and receipt of performance feedback, all of which are essential to functioning in the world of work.

It is crucial that adolescents with ADHD have specific information that will help them succeed in the workplace. This is highlighted by the fact that during February 2008, there were approximately 5.5 million adolescents participating in this nation’s workforce. Indeed, this group of workers provides necessary services that otherwise would go unfilled. Information that helps keep this workforce healthy and productive helps both individual adolescents and society at large. We encourage all youth who will be working this summer to ask their employers about workplace safety concerns as well as establish a healthy working relationship with their employers.

(Cont’d pg. 5)
FROM THE DIRECTOR

It’s been a fun and eventful winter, but we are excited to see the sun again—our social skills, Saturday, and COACHES programs will soon be able to move back outside! We are excited to relay several important announcements about expansion of the services that we offer ADHD children and their families.

We continue to expand our Summer Treatment Programs (STPs), and the CCF was fortunate enough to receive a generous grant from the John R. Oishei Foundation to do just that. The Oishei grant will help us to assist five community agencies in the Buffalo-Niagara region in establishing and implementing their own STPs. Participation in the STP at the University has been limited to families participating in our studies or families who can afford to pay for the treatment, the cost of which is out of reach for some families who would benefit from participating. Some of the community agencies that will run STPs will be able to offer them at substantially reduced prices because they receive state and county money to offer their programs, which UB does not. This is a terrific and exciting opportunity that will help to make the STP available to more families in the region.

We are currently coordinating with several sites to get going for summer, so stay tuned to our website for details.

One of these STPs will be offered by Women and Children’s Hospital of Buffalo (WCHOB) as a part of a new collaboration that the CCF has developed with WCHOB through the Department of Pediatrics at UB. This collaboration will also enable us to expand our services for ADHD children throughout the school year, including parent training, social skills programs, and school consultations. In addition, we will establish a clinic focused on learning problems in children, offering evaluations and interventions (e.g., tutoring). We are excited about the opportunities that this partnership offers.

The UB STP will offer a small residential program this coming summer for children who do not live in Buffalo. You may not know that we have had a handful of families that have moved to Buffalo each summer in order to enroll their children. In response to their requests and others, we have decided to make arrangements for children to live on campus with counselors who will work with them after the STP day throughout the evenings and on weekends. This is an exciting development as the CCF can now help families who are out of the area and cannot move to Buffalo for the summer.

In addition to the residential program, the STP will expand this year to include a treatment group for adolescents. We have not had such a group for a number of years, and are reopening it in response to numerous requests from families that we strengthen the programs that we offer for adolescents. We will be coordinating this program with one of our new graduate students, Maggie Sibley, and our colleague, Dr. Steven Evans of James Madison University. We developed the adolescent STP when Dr. Evans and I worked together at the University of Pittsburgh, and we are pleased to be offering it again in Buffalo.

We have successfully expanded two of our clinical programs this year—our parent training groups and our Saturday Treatment Program (SatTP). We have been running parenting programs 3-4 nights per week and on Saturdays to make them convenient for families, and they have been well attended. We have already had two seven-week SatTP sessions. Similar to the summer program, children build skills in peer relationships, communication, and problem solving while participating in group recreational activities while parents participate in their own parent training sessions. The SatTP provides follow-up from our summer program so that gains made during summer will be maintained throughout the school year. We’re currently in our third and final session before the summer and plan on continuing in the fall.

The CCF clinical and research programs have continued to be featured in prominent news articles. For example, Dr. Fabiano’s COACHES program was featured in the USA Weekend Magazine. Our Coping for Parents parenting program was featured in the Buffalo News. CCF staff, including Norine Eaton, our Community Liaison, have been quoted in the New York Times.

This fall, the CCF was also contacted by the NYC Department of Health and Mental Hygiene to provide the largest COPE training session to clinicians in the City we have done to-date. The CCF just finished providing 2-day parent training and children’s social skills sessions for 72 clinicians from 40 additional community mental health clinics, and we are currently providing supervision to the participating agencies in the delivery of the interventions for their clients. These trainings have helped the CCF and UB obtain visibility with the New York State Office of Mental Health.

We have some exciting new developments on our website that we hope will provide easily accessible and useful information for families and professionals. The new schedule for this year’s Speaker Series has been updated, and includes videos of past presentations and copies of speaker slides. We will be posting the talks from our 2007 Niagara Conference on Evidence Based Treatments for Childhood and Adolescent Mental Health Problems. These talks will include nationally prominent faculty members talking about new developments in treatment for many childhood learning and behavior problems. In addition, information regarding the various Summer Treatment Programs has been updated and includes current hours, fees, and applications, so be sure to check it out. A new Announcements and News page has been created to keep our CCF website readers up to date with all of the new things going on – at the CCF and in the media. Several projects are underway regarding instructional videos for parents and teachers that will be updated on the website within a few months. The step-by-step videos will provide what we hope are user-friendly information for parents and teachers dealing with ADHD children.

The first two of many that are currently being developed are how to set up a daily report card at home and at school. Keep your eyes peeled on the website for more news regarding these videos. Lastly, we will be creating a section on the website that will include downloadable tips for parents and teachers when dealing with a child with ADHD and other behavioral problems. I strongly encourage any interested parents, teachers or mental health professionals to contact Karen Morris, 829-2244 x 129 with any suggestions for the website or any of our ongoing web-related projects. Your suggestions and input are always appreciated!

Finally, I would like to thank the families and children who have worked with us during this year in our clinical and research programs. Our efforts would not be possible without your cooperation and dedication. We look forward to continuing to work with you and your children.

William E. Pelham, Jr., Ph.D., ABPP
Director, Center for Children & Families
ALUMNI NEWS SPOTLIGHT

Recently, Drs. Pelham and Hoffman received a visit from one STP Alumnus, Adam M. Adam is now 19. He was in the STP in 2001 and recently graduated from Kenmore East in June 2007. During his senior year he worked at a Valu store and continued working there after graduation. Adam stopped by to share his future plans. He was inducted into the US Air Force in early March, fulfilling a long held ambition. After basic training he will be attending school to learn aircraft mechanics. Adam’s advice to kids with ADHD is “to just go with it. Don’t try to fight everything.”

FEATURED TEACHERS

Team 1 is proud to feature Lianne Oskvig (Grade 1) and Margaret Hopkins (Principal) of John A. Sciole Elementary in Depew. Ms. Oskvig, with the support of Mrs. Hopkins, has worked to create a positive classroom environment that should serve as a model to all. Ms. Oskvig has not only been willing to collaborate with the CCF, but has really taken a hold the interventions provided and shown great insight into her referred student’s individual needs. Her dedication to teaching and providing a warm, supportive environment for all her students deserves recognition!

Mrs. Sara Thibault, 2nd grade teacher at Pratt Elementary School in Barker, NY, has been an extremely supportive participant in the Young Children study since the beginning of the 2007-2008 school year. Team 3 is proud to nominate her as the featured teacher for her dedication towards her students and for her commitment to this project.

Team 2 is proud to feature Ms. Leone, a 2nd grade teacher at Forest Elementary in Williamsville, NY. She is a positive influence on students and is ever willing to try new classroom procedures to promote a positive learning environment. Recently, she collaborated with us to adopt a class-wide program that emphasizes and rewards children for displaying positive behaviors and social skills. Her continued effort and commitment to her students and her profession make her an admirable member of the Forest Elementary community.

Team 4 is proud to feature Stacy Keicher along with Emily Shade, Joellen Kogut and principal Dr. Claity Massey at King Center Charter School. This team has gone above and beyond to help students succeed in the classroom. They have all demonstrated an openness to work collaboratively and closely with our center and other outside agencies in the best interest of their students. We have seen remarkable growth this year with the students in Ms. Keicher and Ms. Shade’s classroom. We commend their willingness to support positive behavior and academic excellence.

Team 5 is proud to feature Pam Griffasi at Saints Peter and Paul School (MaryAnn Maines, Principal) in the Williamsville school district as an outstanding teacher in the Adaptive Treatments program. Throughout the year, Mrs. Griffasi has shown dependable care, sensitivity, and patience in educating her fourth grade class. She shows wonderful use in a variety of effective strategies to help her students succeed both academically and behaviorally! Congratulations!

TIP FOR TEACHERS:

Youth with ADHD need immediate and clear feedback to make positive changes. Teachers should emphasize the importance of providing reinforcement as immediately as possible for students with ADHD.

PARENTING CORNER

IF YOU COULD SAVE TIME IN A BOTTLE, WOULD YOU?

USE THESE TOOLS TO SAVE TIME AND STRESS!

Parents report—and research shows—that if you spend time using these techniques, you save time and stress in the long run …

<table>
<thead>
<tr>
<th>Tip #1:</th>
<th>Tip #2:</th>
<th>Tip #3:</th>
<th>Tip #4:</th>
</tr>
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<tbody>
<tr>
<td>If you use a home-DRC or daily list of goals …</td>
<td>If you use when/then instructions (e.g., “When you finish your homework then you can play outside) …</td>
<td>If you use attending statements (e.g., “I see that you’re building a mansion with the blocks”) …</td>
<td>If you try not to dwell on the intent of your child’s misbehavior …</td>
</tr>
</tbody>
</table>

You could save …

15 minutes a day at least, according to some parents enrolled in our Coping for Parents Program!

15-25 minutes a day if applied to aversive tasks (like homework or chores), according to recent parent-report!

Time AND stress, as parents report that using these statements improves their mood and their child’s compliance.

Stress and a lifetime of childhood defiance, “and that’s invaluable!” one parent commented to CCF Staff.

Research shows that the daily report card serves as an effective behavioral intervention for children with ADHD (Evans et al., 2007).

Research shows that improvements in effective parenting strategies, like effectively giving instructions, is related with improvements in children’s disruptive behavior (Beauchainne et al., 2005).

Research shows that increased use of attending statements among parents of aggressive children is associated with improvements in compliance (Kolter & McMahon, 2006).

Research shows that interpreting a child’s noncompliance as controllable and internal is associated with harsher discipline and more stress in parents (Geller & Johnston, 1994). Further, research finds these harsher tactics predictive of a trajectory of childhood defiance (e.g., August, 1999).

For more information, contact Fran Arnold at the CCF: 716.829.2244, ext. 140, or farnold@buffalo.edu
For over 50 years, researchers have investigated treatments for children with attention-deficit/hyperactivity disorder (ADHD). In fact, many of these studies, including the largest federally-funded study ever conducted with children (sp. MTA), were undertaken at the University of Pittsburgh. While much progress has been made towards identifying effective interventions for ADHD (e.g., behavioral parenting strategies, stimulant medication), much remains to be learned about how to optimally treat youth with ADHD across home and school settings. Interestingly, even though we now know that many children continue to have symptoms of ADHD into adulthood, there are very few studies on the treatment of ADHD in adulthood compared to many studies of treatment for children. This article summarizes what we currently know from the research literature about the treatment of ADHD in adulthood.

**Medication**

Similar to research with children, stimulant medication has a relatively longstanding history of effectiveness as a treatment for adults with ADHD. Results of 20 studies suggest that short-acting Ritalin (methylphenidate) and, more recently, long-acting Concerta (methylphenidate HCL) and Adderall XR (mixed amphetamine salts) successfully reduce symptoms of ADHD in adults. However, the available studies also indicate that adults with ADHD respond more inconsistently to stimulant medication than do children. Further, no study has examined factors that predict which adults will respond positively or negatively to stimulants and only one study has examined effects of stimulants for longer than six months. Thus, important questions remain unanswered regarding the effectiveness of stimulant medication as a first line medication treatment for adults with ADHD.

Non-stimulant medication trials have also been conducted with adults with ADHD. The most common nonstimulant medication, and the only FDA approved drug to treat ADHD in adulthood, is Strattera (atomoxetine). Seven studies have investigated Strattera, with results indicating that it reduces ADHD symptoms in adults and also has some positive effects for depression and anxiety. Another non-stimulant prescribed to manage symptoms of ADHD in adulthood is Wellbutrin (buproprion). However, only a handful of studies have assessed how effective Wellbutrin is with adults with ADHD, and only one of these had stringent criteria in place to evaluate its usefulness. Furthermore, the positive effects of Strattera and Wellbutrin for adults with ADHD are often smaller than the benefits experienced by adults treated with stimulants. With this in mind, nonstimulant medications are often recommended after trials with stimulants fail to yield significant effects for adults with ADHD.

In sum, there is some evidence available in support of stimulants as a first-line medication and nonstimulants as a second-line medication for adults with ADHD. Yet, neither form of medication has been shown to consistently and/or sufficiently treat adults with ADHD. Alternative and/or complimentary interventions appear to be needed.

**Psychotherapy**

About ten years ago, the American Academy of Child and Adolescent Psychiatry highlighted the potential usefulness of combining medication and psychotherapy treatments for adults with ADHD. Since their recommendation, research has finally started to test whether adults with ADHD indeed benefit from psychotherapy. The most commonly used and rigorously tested psychotherapy for ADHD in adulthood is cognitive behavioral therapy (CBT).

Briefly, CBT is based on the notion that thoughts, emotions, and behavior are all interconnected. By focusing treatment on “challenging” distressing thoughts (e.g., “Nothing ever goes my way.”) with alternative thoughts (e.g., “I did have some good things happen yesterday.”), studies have found that CBT helps reduce symptoms of depression and anxiety. CBT for ADHD has a similar focus: challenging negative thoughts (e.g., “I’m never going to be able to get this done.”) with alternative, positively framed thoughts (e.g., “I’ve been able to get things on time before, why not this?”). CBT for ADHD also typically teaches effective coping skills to reduce disorganization, poor planning, distractibility, procrastination, and avoidance of difficult tasks.

While research has found consistently that CBT is ineffective in treating the symptoms of ADHD in childhood, recent work highlights that CBT may be an effective intervention for ADHD in adulthood. Eight studies, including three with stringent criteria, evaluated whether adults medicated for ADHD did better when they also received CBT. Findings indicated that adults with ADHD felt better when they were treated with medication and CBT than those who received medication only treatment. However, these studies only revealed improvements in ADHD symptoms (e.g., are you often easily distracted, do you often act before thinking) in medicated adults. No study has examined whether CBT helps unmedicated adults with ADHD or whether the daily life functioning of adults with ADHD (e.g., marital relations, work performance) improves with CBT. While results of these studies are encouraging, work is needed to clarify how well CBT really works, and whether other creative ways of helping adults with ADHD may be helpful (e.g., coaching).

**Conclusion**

Adults with ADHD have been shown to benefit most from treatment including stimulant medication and CBT. However, additional research is sorely needed before anyone can confidently recommend the best way for clinicians and consumers to manage adult ADHD.

(contin’ed from pg. 1)

References:


SUMMER CAMP OPPORTUNITY!
Summer Treatment Program 2008

The Center for Children and Families is now accepting applications for the 2008 Summer Treatment Program day and residential camps. The day program is open to children entering grades 1-10 with academic or behavioral problems. The residential camp is available to children entering grades 3-6 with academic or behavioral problems. All families currently in a study at the CCF are encouraged to attend.

The program will run from June 30th through August 15, 2008. The camp day runs from 8:00 AM to 5:00 PM and all activities will take place on UB’s Main Street Campus. Residential campers will engage in evening recreational activities and weekend educational and recreational activities that will include trips off campus, including trips to local attractions such as museums, amusement parks, the zoo, and Niagara Falls.

Cost: Day Program Applications received after March 15, 2008- $2,250.00. Call for more information regarding deposit.

Residential Program: $9,000.00, including room, board, and weekend activities. Call for more information regarding deposit.

The CCF accepts Visa, MasterCard, or checks made out to UB Foundation.

How to apply: Please download an application at http://ccf.buffalo.edu 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, attn: Karen Fumerelle, STP Program, 106 Diefendorf Hall, 3435 Main Street, Buffalo, NY 14214.

Call Karen Fumerelle at 716.829.2244 ext. 182, or logon to http://ccf.buffalo.edu for more information regarding the camps.

Don’t delay in submitting your application as we have few slots available!

SUMMER CAMP OPPORTUNITY!
Cognitive Processing and Clinical Response in ADHD Summer Research Camp (SRC)
The Summer Research Camp is a week-long camp (Monday through Friday) held at the Center for Children and Families. Each camp session lasts for one week beginning the week of July 7. The last week of camp starts August 18. We are currently enrolling kids 9 to 12 years old with ADHD, who are able to participate both on and off medication for ADHD. Camp activities include computer based research tasks, free time that includes planned games and crafts activities, and classroom periods. Breakfast, lunch, and snacks are provided. Camp is free. Parents receive modest amounts of money for their time and cooperation and may receive a free evaluation.

Children earn points which are redeemed for prizes and gift cards worth approximately $100. Drs. Hawk, Pelham and Waxmonsky are running the camp to study the effects of medication on cognitive processes such as inhibition, attention, memory, and impulsivity in children with ADHD and to test whether these changes promote improved behavior and performance in the classroom.

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

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

SUMMER CAMP OPPORTUNITY!
Summer Treatment Program for Adolescents
This year the Summer Treatment Program will be extending enrollment to adolescents entering grades 7 through 10 that are experiencing academic or behavioral difficulties. The STP-Adolescent group teaches middle and high school students the skills they need with the growing demands of adolescence. The group will focus on developing academic skills, organization practices, and time management skills needed to build success in a secondary school classroom. Adolescents will spend two hours each day participating in recreational activities, such as swimming, soccer, basketball, and softball, and they will also participate in groups that problem-solve difficult issues that occur in the teenage years, such as dating, dealing with bullies, resisting peer pressure, and getting along with difficult teachers. As a group the adolescents will run a business to fundraise for an end of the summer trip—an activity that teaches leadership, responsibility, and teamwork. Finally, we will give adolescents the opportunity to apply for and hold their first job—a paid position within the STP. We are excited to welcome adolescents back to the STP for the first time since 2001 and we encourage interested parents to apply soon. Space is very limited. For more information on the adolescent program, please visit us online: http://ccf.buffalo.edu/STP-A.php.

Support Groups
The ADDRESS support group holds meetings on the 4th Tuesday of the month from 7:00 – 9:00 p.m. Meetings are held at the Ascension Lutheran Church at 4640 Main Street in Snyder, New York.
Congratulations to the following employees for reaching employment anniversaries with the CCF during October-March:

Andrew Greiner—21 years
Elizabeth Gnagy—20 years
9 years: Neda Burtman
3 years: Norine Eaton
2 years: Ira Bhattia, Jacob Dorman, Rebecca Vujnovic
1 year: Corey Amo, Karen Fumerelle
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
- Anderson’s Frozen Custard, Inc.
- Buffalo Brew Pub
- Buffalo Philharmonic Orchestra
- Buffalo Spree Publishing, Inc.
- Chef’s Restaurant of Buffalo
- Cold Stone Creamery
- Delta Sonic

### CONTRIBUTORS

Thank you to the following Faculty, Staff and Students for contributing to this issue of The Focus:

Fran Arnold, Lisa Burrows-MacLean, Norine Eaton, Lori Eldridge, Gregory Fabiano, Martin Hoffman, Wendy Marchioli, Karen Morris, Justin Naylor, William E. Pelham, Jr., Jennifer Piccolo, Jess Robb, Mindy Scime, Maggie Sibley, Jessie Verley, Brian Wymbs; 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.

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**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)

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