It is my pleasure to introduce this Annual Report of the Yale Child Study Center, a department at Yale University School of Medicine, that for nearly 100 years, has brought together multiple disciplines to further the understanding of problems of children and their families. Our mission is to understand children’s development and their social, behavioral and emotional adjustment and to help children with psychiatric and developmental disorders. This mission involves work in a number of areas.

Research | Our research is broad based spanning work on genes and brain neurotransmitters to treatment and community based programs. We develop new treatments and evaluate their effectiveness and help to translate advances in sciences into improved clinical care. Our programs of clinical research are nationally and internationally recognized. We are committed to the notion that improved clinical care and research must go hand in hand.

Clinical Services | We treat children and families in a variety of settings and provide a range of services both outpatient and inpatient. Our specialty clinics attract patients from around the world. In addition we remain committed to providing service to New Haven, the state and the region.

Training | An important part of our mission is training the next generation of leaders in the field. We offer formal training programs in child psychiatry, psychology, and social work and train medical students, residents and fellows as well as Yale College students and others. The Albert J. Solnit Integrated Training program is a model for training the next generation of leaders in the field.

Community Services | Since its inception, the Center has been active in the New Haven community and region in providing consultation and training to schools, community agencies, police officers, attorneys and judges, and legislators. We work with over 500 schools in 43 states.

Social Policy | As part of our commitment to children and their families we address policy issues related to mental health and health care, child care, education, and systems of care at the state and federal levels. We remain actively involved in developing and evaluating policies that impact children and their families.

International Activities | We maintain active collaborations in over 30 countries around the world. We have helped develop programs in countries where resources are lacking and are committed to training individuals who can assume leadership roles in their home countries.

To attain our goals we must carefully integrate science and clinical services. Our faculty have committed their careers to accomplishing our mission. In addition we gratefully acknowledge the support of the Associates of the Center who provide both intellectual and financial support and give us the flexibility to support the truly innovative work which is described in subsequent pages of this report.

Fred R. Volkmar, M.D.
Director and Irving B. Harris Professor

From the Director
Accomplishments & Highlights

Accomplishments

- The Autism Program became one of the National Institutes of Health Autism Centers of Excellence, with a focus on basic mechanisms of socialization in toddlers and young children, structural and functional neuroimaging, and molecular genetics.
- Completion of a multi-center trial of CBT for treatment of tics in children and adolescents with more than 50% of the children showing significant benefit.
- Identification of Contactin Associated Protein-Like 2 involvement in genetic causes of autism and related disorders. Yale also became the coordinating site for molecular genetic analyses of the largest simplex collection in autism, which is funded by the Simons Foundation.
- Establishment of new clinical programs in Anxiety and satellite clinics in Greenwich and Madison.
- New senior faculty recruits: Rhea Paul, Ph.D., David Reiss, M.D., and Kevin Pelphrey, Ph.D.
- Development of a regional outreach program for dissemination information on autism to schools and families.

Events

- Senator Hillary Clinton, former research assistant at the Center, visited on Super Tuesday 2008
- Annual meeting of the Associates of the Center

Publications

- Over 200 scientific papers and chapters
- More than 21 Books and monographs
- 10 Journal Editors/Associate Editors

(http://childstudycenter.yale.edu/publications)

Faculty and Trainees Awards and Honors

- Honorary degree Harvard University – James P. Comer, M.D.
- Grawemeyer Award, University of Louisville – Walter Gilliam, Ph.D.
- Connecticut Voices for Children’s First for Kids Award – Walter Gilliam, Ph.D.
- Tarjan Award, American Academy of Child & Adolescent Psychiatry – Fred R. Volkmar, M.D.
- Ruane Prize - National Alliance for Research on Schizophrenia and Depression – James. F. Leckman, M.D.
- Donald J. Cohen Professorship in Child Psychiatry – Matthew Stoner, M.D., Ph.D.
- Harris Professorship in Child Psychology – Steven Moran, Ph.D.
- Boyd McCandless Award, American Psychological Association – Kevin Pelphrey, Ph.D.

Child Study Center Physicians Recognized For Excellence Again By New York Magazine Best Doctors 2008

New York Magazine’s 2008 list of the region’s top doctors includes 3 Child Study Center physicians. The list, published in the magazine’s June 16th issue, is based on listings in the annual guidebook to the New York metro area’s top doctors published by Castle Connolly Medical Ltd. Castle Connolly lists the top 10 percent of the area’s physicians. New York publishes a shorter list—the top quarter of the top 10 percent, about 1,400 physicians.

Congratulations to:
- Robert King, M.D.
- James Leckman, M.D.
- Fred Volkmar, M.D.
Directed by Ami Klin, Ph.D., the Autism Program at the Yale Child Study Center is one of the National Institute of Health Autism Centers of Excellence. Research activities at the Child Study Center range from the study of basic genetic and brain mechanisms to cultural and social policy issues relevant to children and families. These activities are intrinsically interdisciplinary often crossing boundaries of disciplines as we attempt to advance knowledge and train the next generation of leaders in research.

Research focused on autism and related conditions has included studies of definition and classification of autism, the development of symptoms, neuropsychology, speech-language and communication, social mind and social brain, real-life skills and outcome, neurochemistry and neurobiology, genetics and innovative treatments. Directed by Ami Klin, Ph.D., the Autism Program at the Yale Child Study Center is one of the National Institute of Health Autism Centers of Excellence. An important programmatic focus is the work on basic neuroscience and genetics of social engagement and an emphasis on the creation of novel technologies and data analytic methods. Research activities include: early detection of autism in infants; studies of basic mechanisms of socialization such as babies’ preferential attention to the eyes, gaze and voice of others; clinical studies of diagnostic profiles and stability, and predictors of outcome; studies of language acquisition and communication, including novel treatments to promote voice, language, and socialization skills; studies of learning styles and remedial treatments capitalizing on identified strengths; functional neuroimaging studies involving several neuroimaging technologies to measure in vivo brain responses to human faces, gaze, voice, emotional expressions and human action; real-life skills and outcome, gene finding and related neurophysiologic pathways to social disabilities; and the study of new drugs to alleviate impairing symptoms and parent-training and social communication treatments to improve competence. Our research priorities are derived from our clinical care activities and our goal is to promote the translation of science into better services.

In the area of tic and Tourette’s Disorder Child Study Center researchers have developed and tested novel behavioral, pharmacological, and physiological therapeutic interventions. At present, the focus of the research is the rigorous testing of Comprehensive Behavioral Intervention for Tics (CBIT) that uses Habit Reversal Training (HRT) for the treatment of tic disorders across the lifespan through two NIH funded clinical trials. New approaches to the treatment of tics have included initial testing of repetitive Transcranial Magnet Stimulation (TMS) and Deep Brain Stimulation (DBS) in the treatment of severe tics. This is proceeding in concert with Functional Magnetic Resonance Imaging (fMRI) studies showing brain regional activation in TS and Tourette with symptom remission. The research group has a long history in the development of new rating instruments, including the recently published Dimensional Yale-Brown Obsessive-Compulsive Disorder Scale. Together with the Department of Epilepology and Public Health, the group has been exploring the complex temporal relationships between antecedent psychosocial stress and physiological stressors (including microinfections) and future exacerbations of tic and obsessive-compulsive symptoms. Through ongoing collaborations with the Departments of Genetics, Neurobiology, Psychiatry and Immunology, Child Study Center researchers have discovered genes, identified cellular abnormalities in postmortem brain tissue of patients with severe tic disorders, and explored the role of important mediators of the immune response in these disorders. These projects are expected to improve our understanding of the etiology and pathogenesis of tic disorders and early onset OCD and to set the stage for the development of animal models and more efficacious treatments.
The Developmental Electrophysiology Laboratory (DEL) has served as a core resource for both the Child Study Center and the School of Medicine. Providing resources for dense array electroencephalography and assessments of psychophysiology, the DEL is an interdisciplinary program coordinated by Linda Mayes, M.D., James McPartland, Ph.D., and Michael Crowley, Ph.D. with collaborations in the departments of Surgery, Psychiatry, Diagnostic Imaging, the Haskins Laboratories as well as the Child Study Center with additional collaborations at the University of Louisville and University College London. The DEL resources offer three electroencephalography labs and also basic physiology monitoring capabilities. Studies using the DEL resource involve infants, young children, adolescents, young adults through to elderly adults. The focus of the DEL is both on the normative developmental progression of cortical maturation as well as electrophysiological markers of current psychopathology. Examples include Dr. James McPartland’s work on the electrophysiology of face processing and social expertise in normally developing children and those with autism, Dr. Michael Crowley’s work on cognitive appraisal of consequences in risk-taking situations, and Dr. Denis Sukhodolsky’s work on the impact of habit reversal training on cortical control of tics. This resource also provides training for beginning investigators in the electrophysiology methods relevant to behavioral, social, and cognitive neuroscience.

Another line of research in the area of young children has focused on early interventions for babies in high-risk programs. Minding the Baby and Parents First focus on the child’s long-standing interest in working with infants and their families, and place emphasis on outreach to first-time parents in the community and prevention. In particular, these programs are focused on increasing parents’ ability to reflect on their infant’s emotional needs and well-being. Parents First is a group-based, short-term model conducted jointly with faculty from the School of Nursing; it takes place in child care centers over a ten to twelve session prevention approach for parents of infants and young children and has now been adapted to a pediatric primary care setting. In contrast, Minding the Baby is an intensive, home-based intervention beginning in pregnancy and continuing through the child’s second birthday with services delivered by a professional team of a pediatric nurse practitioner and a social worker trained in infant mental health. Minding the Baby has been evaluated in a randomized control trial with promising results.
Two recent grants have supported replication of the program. The Neurogenetics Program, directed by Dr. Matthew State, has continued its ongoing search for genes contributing to childhood neuropsychiatric disorders as well as genes responsible for a broad range of central nervous system disorders. Over the past year this laboratory has identified rare mutations in the gene Contactin Associated Protein 2 among children with Autism Spectrum Disorders (ASD), a finding supported by simultaneous discoveries in laboratories at UCLA and Johns Hopkins. Work in the area of autism genetics has been supported by a major grant from the Simons Foundation to lead a multi-center genome-wide scan in autism. This work employs multiple techniques, including functional and structural neuroimaging, eye tracking, behavioral measures, computational modeling, genetic analyses, and virtual reality paradigms to identify mechanisms underlying the normal and abnormal development of social cognition in typically developing children and children with autism. By studying the ontogeny of multiple aspects of social cognition from relatively simple and early development (e.g., individuating people, perceiving agents and their actions) to more complex and later development (e.g., analyzing others’ intentions and motivations, representing another person’s perceptions and beliefs) at multiple levels of analysis, including genes, brain, and behavior, the group hopes to identify mechanisms for the development of complex, multi-faceted, social cognitive abilities. In turn, we believe that this knowledge will inform our understanding of the etiology and treatment of neurodevelopmental disorders that disrupt social cognition. An important new area of work has been the examination of gene-brain-behavior interactions in shaping the developing of the social brain in younger children and adults with autism.

Research continued

Dr. Matthew State presents on genetics of neuropsychiatric disorders
Research continued

inhibitory neurons deficiency in Tourette Syndrome, autism, and other mental disorders. This work has focused on understanding how the brains of mammals
develop and maintain the circuits needed for cognition and social interaction and how this circuitry is modified by
environmental enrichment or adversity. Work has included
research on the regulation of neural stem cells during
development and after injury and how inhibitory brain
systems, that regulate impulsive behavior and cognition,
develop and are disrupted.

The Trauma Section led by Dr. Steven Marans, Ph.D. and
research coordinator, Carla Stover, Ph.D., has developed
both clinic-based and community-based interventions for
children and families impacted by potentially traumatic
events including violence in home and neighborhoods,
abuse and neglect, sudden accidental injury and
man-made and natural disasters. Child and Family
Traumatic Stress Intervention (CFTSI), is a 4-session
secondary prevention approach for children and families
exposed to violence and other traumatic events. CFTSI
is being piloted with referrals from the 24/7 on-call
consultation services of the Child Development-Community
Policing Program, the Yale-New Haven Hospital Sexual
Abuse Clinic and the Children’s Emergency Department.
Initial findings indicate that the intervention significantly
reduces the development of PTSD and associated
symptoms compared to a psychoeducational comparison
condition. The Domestic Violence Home-visiting
Intervention (DVHVI) grew out of the long-standing
work of the Child Development-Community Policing
Program and pairs police, domestic violence advocates and
clinicians in outreach to women and children to improve
physical and psychological safety in the aftermaths of
domestic violence. A longitudinal study was recently
completed to evaluate the efficacy of the intervention at six
and 12 months post-violent incident. Results indicate that
the group who received the police-advocacy intervention
felt more respected by the police and that officers are more
helpful; women in this group were more likely to call the
police for non-physical disputes and are more likely to
engage in treatment services for their children than those
in the group who received traditional police services only
following domestic violence incidents. The Integrated
Father Treatment, developed by Dr. Stover, is designed to
utilize the parenting role to motivate fathers to decrease
their use of violence and substance abuse and improve their
parenting skills. Each research area is designed to influence
practice and service delivery within mental health and law
enforcement systems, as well as to improve direct clinical
service for children affected by violence and trauma.

Clinical research in the section of Outpatient Services, led
by Joseph Woolston, M.D., is focused on effectiveness of
psychosocial treatments and salient treatment characteristics
of children and families living in psychosocial adversity.
Intensive, In-home Child and Adolescent Services
(ICAPS) is finishing a randomized controlled trial of the
effectiveness of ICAPS in the treatment of children at risk
for requiring institutional-based psychiatric treatment. The
Outpatient Clinic for Children and Families is pursuing
a multi-year study investigating the implementation of
an evidence-based psychosocial treatment, Parent
Management Treatment (PMT), and its interaction with
child and parent attributes. These research efforts are part
of ongoing policy change efforts to create a self sustaining,
self improving system of outpatient mental health care for
children and families.

Research continued
Joseph L. Woolston, M.D.,
Vice-Chair for Clinical Affairs

Our Philosophy and Mission
Our mission is to provide the full range of the highest quality services to children and families suffering with developmental and psychiatric disorders. We believe that clinical services must be continuously improved by ongoing evaluation. Children and families whom we serve are full partners in the development, implementation and ongoing evaluation of treatment. We are committed to diffusing these treatment approaches by training new generations of clinicians as well as by scholarly contributions.

Overview of Services
The Child Study Center/Department of Child Psychiatry provides an array of hospital-based and outpatient services for children and their families who are struggling with a wide variety of disorders and developmental issues that span from infancy to young adulthood, from the impact of acute and chronic trauma to the effects of genetic disorders.

At Yale-New Haven Children's Hospital we offer the full continuum of hospital-based services from emergency evaluation to inpatient treatment. The outpatient programs at the Child Study Center provide services for children and adolescents with the entire spectrum of developmental and psychiatric disorders and in a panoply of settings—clinic offices, schools, homes, and even in the midst of disasters.

Clinical services at the Child Study Center are based on implementing evidenced-based practices that are continuously refined through the use of practice generated data. All of the clinical services are committed to working together so that the children and families served can move from one service to another as clinically indicated and with minimum obstacles.

Clinical services at the Child Study Center have continued to evolve and expand. In the past year more than 3,000 children and families were provided some clinical assessment or intervention for a total of more than 22,000 clinical visits. New initiatives this past year include provision of services at a satellite clinic in Greenwich and our pending Shoreline satellite.

Hospital Based Services
Child Psychiatric Consultation in the Pediatric Emergency Department, Child and Adolescent Psychiatric Partial Hospital Program, Children Psychiatric Inpatient Service, Child Study Center School Outpatient Services
Anxiety Disorder Specialty Clinic, Autism/Developmental Disabilities Clinic, Childhood Violence/Think Clinic, Cancer Outpatient Clinic, Psychological Assessment Clinic, Tu Disorders/Obsessive Compulsive Disorders Specialty Clinic, Yale Academic Skills Clinic, Young Child Clinic, Intensive, in-home Child and Adolescent Psychiatric Service, Intensive, in-home Child and Adolescent Reintegration Service, Family Based Recovery, Intensive Family Preservation Program, Intensive Safety Planning Program, Program for HIV Affected Children & Families Implementation of our clinical services program for pediatric oncology patients has been an important accomplishment this past year.

New Initiatives
Anxiety disorder clinic, development of intake tracking system, satellite clinical programs (Greenwich and anticipated Shoreline sites).

Clinical Services
Associates of the Child Study Center at the Beinecke Rare Book & Manuscript Library
In its 22nd and 23rd years of operation, the Children’s Psychiatric Inpatient Service (CPIS) continued to provide comprehensive psychiatric, psychosocial and educational evaluations, as well as short-term treatment, for children ages 4 to 14 with serious neuropsychiatric, developmental, and behavioral problems. Parents are encouraged to join the multidisciplinary treatment team to help better understand their child, initiate active treatment, and develop an effective, comprehensive discharge plan. All children are enrolled in and attend daily school (certified as a special education school by the State of Connecticut) during their inpatient stay. More than 250 children were admitted to CPIS in 2007-2008 (527 overall, with an average length of stay just short of three weeks.)

In addition to the central role of child psychiatry and psychology trainees in the unit’s operation, CPIS continued to serve as the central hub of training for third and fourth year medical students from Yale (over 30 students per year) and beyond (including India and Spain in 2008).

The CPIS has maintained its gain in substantially reducing the use of seclusion, and in almost eliminating the use of physical restraints. This effort, which began in earnest in 2005, has been replicated widely, presented at national meetings and published in peer-reviewed journals. The Yale-New Haven Hospital administration has been supportive of this effort and of the broader collaboration with the Yale Child Study Center in the inpatient unit. Faculty include: Andrés Martin, M.D., M.P.H., Dorothy Stabile, M.D., Laurie Cardona Psy.D., and Mary Giannouli, Ed.D.

The Child Psychiatric Partial Hospital Program serves children 4 to 14 and operates weekdays, 8:30 a.m. - 3:30 p.m. during the school year and four hours a day during summer and vacation periods. In addition to children discharged from an inpatient setting, the program accepts referrals from community providers, clinics and schools. The program has 4 partial hospital slots, and has been running at a near-full census in 2008. Over 40 children were admitted to the partial hospital program in 2008.

The Yale Child Study Center Pediatric Oncology Psychosocial Service

The Yale Child Study Center, in collaboration with the Division of Pediatric Oncology of the Yale School of Medicine, initiated a model program of child mental health services for children with cancer. Beginning in July 2008, Dr. Laurie Cardona, Chief of Psychology, and Dr. Andrés Martin, Medical Director of the Children’s Psychiatric Inpatient Service, began providing a range of psychological services to children and their families during their weekly outpatient pediatrics oncology clinic visits. The mental health team has also included Yale medical students and psychology interns. The services provided thus far have included individual supportive therapy, parent counseling, psychotropic medication evaluation, psychological and educational testing, and school consultation. Since the initiation of the Pediatric Oncology Psychosocial Service, approximately 30 patients and their families have been seen in weekly clinics. Additionally, the Child Study Center faculty members are readily available to the medical team for consultation regarding a range of other concerns regarding child development and psychological adjustment to chronic illness.

Yale Child Study Center Pediatric Oncology Psychosocial Service

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Yale Child Study Center Pediatric Oncology Psychosocial Service

Yale Child Study Center Pediatric Oncology Psychosocial Service

Clinical Services continued

Clinical Services continued

Clinical Services continued

Clinical Services continued

Clinical Services continued
Training in areas relevant to child mental health is an essential aspect of our mission. We provide formal training in child and adolescent psychiatry, psychology, and social work. In addition the faculty teaches medical students, residents, Yale undergraduate and graduate students, nursing students, and international scholars. The broad expertise of the faculty and the innovative clinical service models provided by the Center offer diverse and often unique opportunities for training and education.

Child and Adolescent Psychiatry | We offer a fully accredited two-year clinical training experience for six to seven residents annually. Residents choose different areas of training emphasis within either the Child Study Center/Riverview Hospital for Children and Youth training track or the New Haven Track which has an added emphasis on specialty clinic training. Our new Albert J. Solnit Integrated training program is a 6-year academic training track and enrolls two new residents annually. This highly competitive program emphasizes research training embedded within a rigorous educational curriculum. All residents are immersed in intensively supervised clinical and didactic experiences within a multidisciplinary and collaborative model of care. Child and adolescent psychiatry graduates pursue careers that enable them to provide comprehensive assessment, treatment, and advocacy to children and families with a range of psychiatric disorders in various settings. Our fellowship trainees go on to careers in academia and other settings, many have become leaders in the field.

Psychology | We offer a two-year fellowship designed to develop leaders in research, teaching, clinical services, and advocacy for medically underserved populations. The American Psychological Association accredited pre-doctoral internship emphasizes community-based intervention and psychological assessment during Year One; while a hospital-based postdoctoral fellowship focuses on severe psychopathology during the second year. Trainees select training within one of four areas of specialization: Autism, Early Childhood, Palliative Psychology and Children and Trauma. Each intern has an individualized course of study and engages in clinical services, consultation, teaching and research in these areas. The Psychology Training Program continues to attract highly skilled students from leading universities around the country. Psychology program graduates have gone on to a variety of careers in academia, hospital-based practice, community-based practice, and the public policy arena.

Social Work | The post-graduate social work training program offers a one-year fellowship, which includes a one-year clinical training in multi-disciplinary and discipline-specific pediatric psychology emphasize for their psychiatric clinical rotation. Medical students frequently work with faculty in research.

Yale College and Graduate School | A series of courses are offered to Yale College students as well as to graduate students in the School of Nursing and the School of Public Health and Epidemiology. Undergraduate offerings include courses in child development, autism, and other areas. The Autism class, the first of its kind in the country, has been offered for 25 years and has provided an introduction to autism for hundreds of Yale undergraduates.

Please visit us on the web at www.childstudycenter.yale.edu
One of the Center’s primary missions is to promote positive child and family functioning through developmentally informed, theory-based programs and practices delivered in real-world settings. Services provided by faculty and staff are accessible, culturally competent, and responsive to the strengths and needs of each child and family. We accomplish this mission through a range of programs.

In-Home Clinical Service (IHCS) programs provide population-specific, home-based interventions for families with children whose behavioral problems are responsive to or exacerbated by persistent, severe environmental stress. The overarching goal of IHCS programs, directed by Jean Adnopoz, M.P.H. and co-directed by Joseph Woolston, M.D., is strengthening of a child’s positive relationship with his/her primary adult caregiver(s) in the interest of permanency, safety, and nurturance. Treatment models developed at Yale include Intensive In-Home Child and Adolescent Psychiatric Services (IICAPS) for children with serious psychiatric disorders and at risk for hospitalization, Intensive In-Home Child and Adolescent Reintegrative Services (IICARS) for children returning to the community from long-term residential care, and programs for neglected or abused children and those for whom family illness or parental substance abuse pose the likelihood of disruptive attachments. The IICAPS program is currently replicated in 20 sites throughout Connecticut, while Family-Based Recovery, a service for families affected by substance abuse, has been replicated in 5 sites across the state.

The School Development Program (SDP) This program, founded by James Comer, M.D., supports schools and school districts around the country and internationally in their use of the SDP model. It has been utilized in more than 1,000 schools nationwide. Currently directed by Ann Levett, Ed.D., accessible health and child development principles to help educators create a positive school environment and school culture that, with parental and community participation, promotes student development and improves teaching, student behavior and social and academic learning. The staff has created a University Partnership model that infuses the application of child and adolescent development knowledge and skills into teacher education. The SDP team has and continues to inform major educational policy-making and practice panels at local, state, and national levels.

The National Center for Child Exposed to Violence, directed by Steven Marans, Ph.D. aims to increase public and professional awareness of the effects of violence on children and to reduce the incidence and impact of violence on children. It further this mission locally, regionally, and nationally by developing model collaborative programs that provide intervention, training, technical assistance and consultation to collaborative programs throughout the country. The program includes the Child Development-Community Policing Program Consultation Service that provides on-call consultation to New Haven police officers and immediate direct intervention for children and families affected following incidents of violence. The Childhood Violent Trauma Clinic provides comprehensive assessment and treatment for children and families exposed to violence and other potential trauma. The Domestic Violence Home Visit Intervention Project (DVHVP) is a unique home-based intervention implemented by a team of police patrol officers, community outreach advocates, and child mental health professionals that provides information, support, and comprehensive social services to children and families.
The Center’s mission is to understand and help children and families and has no geographical boundaries. Consequently, we work with organizations, research collaborators, and clinical services in nearly 30 countries around the world. This involves collaborative studies to understand children’s mental health and emotional needs and to assist other countries in developing programs to train professionals who serve children and their families. The Center has an active international presence through its ongoing involvement with the International Association of Child and Adolescent Psychiatry and Allied Professions (IACAPAP) as well as numerous collaborative relationships with professionals and agencies around the world. We convene conferences at the Center, visit other countries to conduct training, and invite scientists and clinicians from other countries to learn at the Center and to share their expertise to improve our own work. Teaching and learning are wonderfully reciprocal so international work improves all that we do and disseminates the latest information across geographic and cultural boundaries to improve services and patient care globally.

Over the past year faculty and trainees have worked in over 30 countries. Major continuing collaborations include our work with the Anna Freud Center and our joint Master of Science program with University College London. This multidisciplinary program bridges neuroscience and developmental psychopathology and brings a range of young scholars to the Center on a regular basis. Other long-standing collaborations include projects in Italy, Israel, and other European countries along with several multi-site international research projects.

In keeping with our strong commitment to international activities, we encourage trainees in child psychiatry to spend at least one month abroad and over the past year they have worked and studied in Egypt, China, Israel, Romania, Jamaica, India, France and England. One of our goals during the coming year is to more actively use web-based technologies for international outreach.
The Associates are committed, skilled volunteers who play a pivotal role at the Yale Child Study Center and serve as partners in science and service by advancing the Center’s goals. The Associates share our vision, advocate for our mission, and support our work to help children and families locally, internationally, and around the world.

This group began in the late 1970’s when then Director Dr. Albert J. Solnit met with Irving Harris, who realized that there was a community of individuals who were concerned with children’s mental health and development. He organized the small group to interact with the faculty, exchange ideas and share their own thoughts and experiences with children. Under the leadership of Dr. Donald Cohen, the Associates began meeting annually and grew to its present number of over 200 individuals from throughout the nation and around the world. The Executive Council of the Associates meets several times a year to promote communication between faculty of the Center and interested friends, corporations, and foundations.

The Associates encourage new lines of thinking and provide seed funding for new, cutting edge research. They have supported new laboratory facilities, championed innovative clinical care initiatives, and have enabled us to provide excellent clinical services even to the most underserved patients and their families. The support of the Associates has fueled the careers of young scientists and clinical scholars.

Over the past year the Associates of the Center have supported a number of new initiatives including:

- A new program designed to bring results from research in autism directly into schools.
- A clinical and research program focused on anxiety disorders in children.
- Funds to support basic research in the areas of genetics and neurobiology.
- Support for early intervention programs designed to support the development of infants at risk.
- Innovative programs to support treatment of Tourette’s and Obsessive Compulsive Disorder.
- A new program to support the mental health needs of children with cancer.
- The development of in-home services for vulnerable children and families.
- Our pioneering child psychiatry residency training program.

Each October, the Center invites Associates to New Haven for two days to hear presentations about what is currently most exciting about our clinical, educational, and research programs, to participate in group discussions, and to have the opportunity to schedule meetings with individual faculty members engaged in work of mutual interest.

**Executive Council**

Richard Chase, M.D.
Phyllis Cohen, Ed.D.
Judith Fisher
Debra Hauser, Ph.D.
Deborah Hilibrand (Chair)
Thomas Israel
Richard Joslin
Diana Levinson
Priscia Marvin
Barbara Nordhaus, M.S.W.
Judith Rubin
Lilli Rose
Carol Schaffer
Judith Schneider, Ph.D.
John Schoreider, M.D.
Alison Tepner Singer
Susan Turben
David Winstead

**Associates of The Child Study Center**

Chair, Deborah Hilibrand
Faculty

Jean A. Adieho, M.D., M.P.H.

George M. Anderson, Ph.D.

Karyn Bailey, M.S.W.

Elena Grigorenko, Ph.D.
Faculty. Associate Professor. Director of the Autism Program. Interests: social neuroscience, autism.

Robert King, M.D.

Robert King, M.D.

Linda Mayes, M.D.

Alexis Martin, M.D., M.F.H.

Linda Mayes, M.D.

James P. Comer, M.D., M.F.H.

Karon Bailey, M.S.W.

Karine F. de Almeida, M.D.

Michelle Guettet-Ringh, Ph.D.
Faculty. Medical Director. Director of Psychiatric Training. Interests: Direct the training program in psychology at the Center. This was one of the small number of programs in the country to receive a Graduate Psychiatry Education grant support.

Izora Kim, Ph.D.

Peter A. Salovey, Ph.D.

The first Director of what would become the Child Study Center was Arnold Gesell, PhD, M.D. (1880-1961). Dr. Gesell, a psychologist and subsequently a pediatrician, is often considered the father of child development in the United States. In 1911 he instituted a new clinical service that became the Yale Clinic of Child Development. A meticulous observer and researcher, Gesell is best known for his studies of normal child development.

Following Gesell’s retirement, Milton J.E. Senn, M.D. was recruited to serve as both Chairman of the Department of Pediatrics and Director of the reorganized Child Study Center. The designation as a Center indicated the University’s desire for a multidisciplinary program focused on children and child development. An innovator in the field of pediatrics, Senn introduced many changes in pediatric care including rooming-in. He was succeeded in 1966 by Albert J. Solnit, M.D. who had been the first resident in Child Psychiatry at Yale. Dr. Solnit was a child psychiatrist, pediatrician, and psychoanalyst who pioneered work on social policy and child custody. He fostered collaborations with the Department of Pediatrics, Yale Law School, and oversaw the establishment of the Center as a Department of the Yale School of Medicine and Yale-New Haven Hospital. He expanded the research program in neurobiology by recruiting Donald Cohen, M.D. who would succeed him in 1983 as the fourth director of the Center.

Donald Cohen stimulated the growth of one of the nation’s leading programs with a focus on brain mechanisms along with a strong commitment to social policy and international activity. Under his leadership, internationally recognized programs of research and clinical excellence were developed in several areas, including autism and Tourette’s disorder. His impact on the field remains powerful, in spite of his premature death in 2001.

In 2001, John E. Schowalter, M.D., a child psychiatrist, became Interim Director of the Center following Donald Cohen’s death. Dr. Schowalter was a national and international leader in child psychiatry and served as director of Child Psychiatry Training here for almost three decades. He was succeeded, in 2002, by Alan E. Kazdin, PhD, a clinical psychologist with a strong interest in treatment evaluation and work in the area of conduct disorder. He was succeeded in 2006 by Dr. Fred Volkmar.

Dr. Volkmar came to Yale as a trainee in 1980, joined the faculty in 1983 and worked with Donald Cohen to develop our world renowned autism program. A child psychiatrist, Dr. Volkmar is the author of several hundred scholarly works in the area of autism and is the editor of the “Journal of Autism”.

Throughout its history, the Center has had an outstanding group of faculty and trainees. Many have achieved clinical returns, successful research careers and international recognition. The primary goal for the Center always remains excellence in science, clinical services, and training in order to enhance child mental health world-wide.

We look forward to celebrating 100 years of Child Study at Yale in 2011!