Dr. James McPartland places a Geodesic Sensor Net on a toddler. The elastic cap noninvasively records electrical brain activity to reveal neural mechanisms of social perception.
From the Director

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 99 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 report showcases our collaborative efforts, which bring together basic and clinical research, clinical care, training, advocacy, as well as community, national, and global outreach.

Our groundbreaking research moves from the laboratory to the practical realm of the clinic, the home, the school, and the community. At the same time, our firsthand experiences with patients inspire and influence new lines of scientific inquiry. Our renowned specialty clinics attract patients from around the world, and we treat children and families in a variety of settings and provide a range of outpatient and inpatient services. As a Center, we are committed to the idea that improved clinical care and research must go hand in hand and that these activities mutually enrich one another.

The Child Study Center is also internationally recognized for excellence in child and adolescent psychiatry training. We offer formal training programs in child psychiatry, psychology, and social work. We also offer training programs for medical students, residents and fellows, as well as for Yale College students and others. By integrating clinical and research efforts into our training programs, we can best prepare physicians, scientists, and caregivers to make a difference in the lives of children and families. Of these, the Albert J. Solnit Integrated Training program has become a national model for training the next generation of leaders in the field.

We also extend our work outside Yale by addressing 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 affect children and their families. As part of this effort, we are developing new models of outreach and training applicable internationally. Since our beginning, we have been active in the New Haven community and region in providing service, consultation, and trainings. We now work with over 500 schools in 43 states. We maintain active collaborations in over 40 countries around the world and have developed programs in countries where resources and training opportunities are lacking.

During this, our 99th year, we gratefully acknowledge 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
Accomplishments & Highlights

ACCOMPLISHMENTS

- Over $6 million in 42 new grants including 6 federal “stimulus” grants – the latter includes a new shared instrument grant to support a functional near infrared spectroscopy (fNIRS) system.
- New programs in pediatric oncology mental health support, learning disabilities, Shoreline Satellite Clinic.
- New anxiety disorders clinical and research program with support for one endowed professor and two junior faculty.
- Reorganized outpatient clinical program with emphasis on increased integration of inpatient, outpatient, and home based services.
- New initiatives in training with Native American colleges.
- A series of regional, national, and international training programs.

EVENTS AND OUTREACH

- Annual meeting of the Associates of the Center.
- Lecture series and presentations in Manhattan, Washington, D.C., Greenwich, CT, Branford, CT.
- Online lectures from undergraduate Autism course on Yale YouTube web site.
- Development of a regional outreach program for dissemination of information to parents and schools.
- Centennial celebration events planned for 2010 (see www.childstudycenter.yale.edu for updates).
- Revised and updated website with an average of nearly 7000 hits each day.

PUBLICATIONS

- Over 250 scientific papers and chapters.
- More than 11 Books published.
- 10 Journal Editors/Associate Editors.
- See http://childstudycenter.yale.edu/publications09-10 for a full list.

FACULTY AND TRAINEE ACCOMPLISHMENTS

- Endowed Chairs: Kevin Pelphrey, Ph.D. Harris Associate Professor of Psychology, Andrés Martin, M.P.H., M.D. Riva Ariella Ritvo Professor of Child Psychiatry.
- Faculty Promotions: Flora Vaccarino, M.D. to Professor, Katarzyna Chawarska, Ph.D. and Walter Gilliam, Ph.D. to Associate Professor.
- New Assistant Professors: Carla Stover Ph.D., Yann Poncin, M.D. and James McPartland, Ph.D.

Sandra P. Boltax-Stern, M.D.
Julian B. Ferholt, M.D.
Robert King, M.D.
James Leckman, M.D.
Janet A. Madigan, M.D.
Jean P. Marachi, M.D.
Andrés Martin, M.D.
Robert S. McWilliam, M.D.
Joan F. Poll, M.D.
Kyle D. Pruett, M.D.
Dorothy E. Stubbe, M.D.
Preston Wiles, M.D.
Fred Volkmar, M.D.
Recently published books written or edited by Child Study Center Faculty.
Dr. Flora Vaccarino explains how genes affect cellular and neuronal functions.
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 as we attempt to advance knowledge and train the next generation of leaders in research. Research being conducted at the Center has recently been featured in stories in the New York Times and the Wall Street Journal as well as leading scientific journals including the Journal of the American Medical Association, Nature, and the New England Journal of Medicine.

Research on autism and related conditions has included studies of development, neuropsychology, speech-language and communication, the social brain, outcome, adaptive skills, neurobiology, genetics, and innovative treatments. The Autism Program is one of the National Institutes of Health Autism Centers of Excellence. 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 communication skills; studies of learning styles and remedial treatments capitalizing on identified strengths; functional neuroimaging studies; gene finding and related neurophysiologic pathways to social disabilities; and the study of new drugs to alleviate impairing symptoms as well as parent-training and treatments to improve competence.

Katarzyna (Kasia) Chawarska, Ph.D. leads the Yale Early Social Cognition Laboratory. The work in her lab is focused on examining face processing and recognition, gaze detection and orientation, dyadic and triadic attention, and observational learning in young children with Autism Spectrum Disorders (ASD) using advanced eye-tracking, computational, and statistical approaches. Populations of interest include infants at risk for developing ASD as well as toddlers presenting with early symptoms of the disorder. The work is funded by federal and private foundations grants. Dr. Chawarska also directs the Toddler Developmental Disabilities Clinic.

The Laboratory of Developmental Communication Disorders, headed by Rhea Paul, Ph.D., CCC-SLP, engages in research and clinical services around children's difficulties in speech, language, and communicative development. Research focuses on communication disorders in children with developmental disorders or at risk for such disorders.

The Research Unit on Pediatric Psychopharmacology (RUPP) directed by Lawrence Scahill, M.S.N., Ph.D. (Professor of Nursing and Child Psychiatry) continues to collaborate with leading medical centers to advance knowledge on the safety and effectiveness of medications for children with autism spectrum disorders. This NIMH-funded consortium published two key reports over the past year. The first showed that a commonly used medication, citalopram, was no better than placebo in reducing repetitive behavior in 149 children between the ages of 5 and 17 years. This medication is a member of a class of medications called selective serotonin reuptake inhibitors (SSRIs), which is one of the most commonly prescribed medications for children with autism spectrum disorders. The second study compared medication alone to medication plus parent training. In this multisite trial, the investigators showed that both groups exhibited considerable improvement over the six-month trial. However, the combined treatment group showed greater gains on several clinical outcomes. In 2010, RUPP investigators launched two new clinical trials. The first will evaluate the effectiveness of parent training in young children, ages 3 to 7 years, with autism spectrum disorders. With a sample size of 180 children, this will be the largest trial of its type. The second study will evaluate the safety and effectiveness of guanfacine in school-age children with autism spectrum accompanied by hyperactivity.

In the area of tics and Tourette’s Disorder, Child Study Center researchers have developed and tested novel behavioral, pharmacological, and physiological therapeutic interventions. Under the direction of Lawrence Scahill, M.S.N., Ph.D., the Child Study Center has been involved in testing of Comprehensive Behavioral Intervention for Tics (CBIT). This intervention, which uses Habit Reversal Training (HRT) for the treatment of tics, has been evaluated in 248 subjects across the lifespan through two NIH funded clinical trials. The first study in children was published in the Journal of the American Medical Association in May, 2010. The study showed that the treatment was effective in reducing tics compared to an educational intervention. A second study in adults has been completed and analyses are underway. James Leckman, M.D. has been involved in the development of new approaches to the treatment of tics, including initial testing of repetitive Transcranial Magnetic Stimulation (rTMS) and Deep Brain Stimulation (DBS) in the treatment of severe tics. This is
Research continued

proceeding in concert with Functional Magnetic Resonance Imaging (fMRI) studies showing brain regions that malfunction in TS and adapt with symptom remission. The research group has long been involved in the development of rating instruments, including the recently published Dimensional Yale-Brown Obsessive-compulsive Disorder Scale. Together with the School of Epidemiology and Public Health, the group has been exploring the complex temporal relationships between antecedent psychosocial stress and physiological stressors (including streptococcal infections) and future exacerbations of tic and obsessive-compulsive symptoms. Through ongoing collaborations with the departments of Genetics, Neurobiology, Psychiatry and Immunobiology, 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 system.

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 maintain the Center’s long standing interest in working with infants and their families, placing 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 and provides 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.

The Laboratory for the Study of Affective and Social Development in High Risk Families coordinated by Dr. Linda Mayes covers three related thematic areas—the impact of perinatal events, including prenatal drug exposure and/or maternal depression—on children’s emotional, neurocognitive, and social development, the impact of early stressors, including growing up in economic adversity, on later stress regulation in adolescence and the relation to risk taking behaviors including drug use, and the impact of substance use on parental sensitivity to infants cues including cries and facial emotional expressions. The research team has followed two cohorts of children longitudinally including one from birth through now age 16 and another from early school age to early adolescence. They are now enrolling another cohort of families in collaboration with colleagues at the University of North Carolina to study the impact of addiction on the basic neural circuitry of attachment in first-time mothers. In the last year, the Mayes lab has also begun collaborations with the Interdisciplinary Stress Consortium in the Department of Psychiatry with a focus on adolescence and the impact of early adversity on adolescent stress reactivity. The laboratory uses a range of methods from basic behavioral observation to dense array electrophysiology and neuroimaging.

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, this 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 resources 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, and Dr. Michael Crowley’s work on cognitive appraisal of consequences in risk-taking situations. With funding through an NIMH Career Award, Denis Sukhodolsky, Ph.D. is using electroencephalography to evaluate 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.

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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 Matthew State, M.D., Ph.D., has continued its ongoing search for genes contributing to childhood neuropsychiatric disorders and 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 search of Autism genes. This support builds on the already significant investment of the Simons Foundation in our autism clinical and research programs. This laboratory group has continued its work with other disorders including Tourette’s syndrome and mutations in two genes SLITRK1 and l-histidine decarboxylase (HDC). Working with Dr. Murat Gunel, the Neurogenetics Program has identified genetic risk factors for intracranial aneurysm. These findings, for the first time, offer an avenue for genetic testing that will help predict the development of aneurysms in high risk populations before they can rupture and lead to catastrophic consequences.

Elena Grigorenko, Ph.D., heads a research team at the Center that focuses on a number of inter-related areas including: (1) genes involved in language disorders in a geographically isolated Russian population; (2) genes involved in learning disabilities.
Dr. Elena Grigorenko explains learning disabilities and its manifestations around the globe.
Research continued

and related cognitive processing, with special emphasis on individuals from minority or impoverished backgrounds in the US and other countries; (3) cognitive and linguistic adaptation of international adoptees in Africa and their relationship to chronic infections and poverty; (4) intellectual giftedness and its manifestations around the globe; and (6) the interplay between genetic and environmental risk factors for conduct problems and the role of these factors in response to interventions in juvenile detainees in Connecticut.

Kevin Pelphrey, Ph.D., directs the Child Neuroscience Laboratory. His program of research employs the techniques of social, cognitive, and affective neuroscience (neuroimaging, imaging genomics, eye tracking, and virtual reality) to understand the brain basis of autism and related conditions with the goal of improving diagnosis and treatment and prevention. Work has focused on brain mechanisms that underlie development of social cognition including social perception (the ability to evaluate the intents and goals of others by analysis of biological motion cues), theory of mind (the ability to make inferences about mental states of others), and perception and regulation of emotion. By studying normal ontogeny of brain mechanisms that underlie social cognition and abnormal development in children with disabilities, the Child Neuroscience Laboratory is working to uncover the building blocks of social cognition.

The Laboratory of Molecular Neurobiology, directed by Paul Lombroso, M.D., has focused on the ways learning and memory is disrupted in various disorders. This effort has centered on the study of regulatory proteins involved in synaptic plasticity in the brain. The group has characterized a family of proteins in the strengthening of synaptic connections between neurons. They have recently discovered that STEP levels are elevated in several disorders, including Fragile X syndrome, schizophrenia, and Alzheimer’s disease. The elevation of STEP has now been shown to contribute to the pathophysiology in these disorders, and this process is proposed to lead to the cognition deficits in these disorders. A major focus of the lab is to discover small compounds that inhibit STEP activity that could be used to reverse some of the cognitive deficits that are present.

The Program in Neurodevelopment and Regeneration was founded this past year by Dr. Flora Vaccarino and other investigators within the Child Study Center and the Departments of Genetics, Neurobiology, Psychiatry, Neurology, Pathology, Biomedical Informatics, and Molecular Biophysics and Biochemistry. The objectives of the Program are to: (1) generate induced pluripotent cells (iPSC) by reprogramming somatic cells from patients with neuropsychiatric disorders; (2) generate iPSC from mice and primates for comparative studies of neural development in vivo and in vitro; and (3) recapitulate neuronal development in vitro by differentiating human neuronal progenitors of various CNS lineages. This will allow different investigators participating in this program to perform cellular, molecular, genetic, epigenetic and functional studies of these cell lines. The Program in Neurodevelopment and Regeneration has begun a repository of fibroblasts and iPSC lines from patients with autism spectrum disorders. With funding from NIMH, the Simons Foundation, and the Yale School of Medicine, investigators in this program are performing cellular and functional studies of human neural cell development to understand the biological mechanisms of neuropsychiatric disorders. The ultimate scientific goals of the program are to: (1) correlate cellular and functional events in neural development with underlying changes in genomic sequence, epigenomic imprinting and regulation of gene expression; (2) develop better technical tools for optimal derivation of iPSC lines and NSC lines; (3) develop in vitro models for small molecules/drug screening for neuropsychiatric disorders.

The Laboratory of Developmental Neurobiology is directed by Flora Vaccarino, M.D. and the efforts of this group have been to understand the growth and maturation of excitatory and inhibitory neurons of the cerebral cortex and basal ganglia; neural stem cells and recovery from brain injury in the developing brain; and inhibitory neurons deficiency in Tourette’s 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 hypoxic insults and stress. 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. In the past year, Dr. Vaccarino and her team have begun a new study on the fate of astrocytes and of neural stem cells in development and aging, with funding from the National Institutes of Health. The Vaccarino lab has also begun a repository of human fibroblast and iPSC lines and is currently working on the neural differentiation of these cells, comparing normal individuals with those affected by autism spectrum disorders with macrocephaly. This project has been created under the auspices of the Program in Neurodevelopment and Regeneration, and with funds from NIMH and the Simons Foundation.
The Trauma Section led by Steven Marans, Ph.D. and joined by Carla Stover, Ph.D., has implemented clinic and community-based interventions for children and families impacted by various forms of trauma. The Child and Family Traumatic Stress Intervention (CFTSI), a 4-session secondary prevention approach for children and families exposed to violence and other traumatic events which has been shown to significantly prevent the development of PTSD compared to a psychoeducational comparison condition in a recently completed randomized controlled trial. Over the last year CFTSI has been successfully implemented at the Safe Horizon Child Advocacy Centers in New York City. An additional Learning Collaborative to train additional agencies around the country to implement CFTSI will begin next year. The Domestic Violence Home-Visiting Intervention (DVHVI) developed out of the long-standing work of the Child Development-Community Policing Program which pairs police, domestic violence advocates, and clinicians in outreach to women and children in the aftermath of domestic violence. Results of two longitudinal studies were published in the past year indicating that victims who received the DVHVI felt safer and were more likely to contact the police for help in the future compared to victims who received standard police services. A new program, Fathers for Change, developed by Dr. Stover, is designed for fathers with co-occurring substance abuse and domestic violence issues. It is designed to utilize the parenting role to motivate fathers to decrease their use of violence and substance abuse and improve their parenting skills. A pilot evaluation of the program will begin in the coming year.

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 (IICAPS) is finishing a randomized controlled trial of the effectiveness of IICAPS 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 evidenced-based psychosocial treatment, Parent Management Treatment (PMT). This effort is being led by Karen Bearss, Ph.D. 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.

A major gift from an Associate of the Center has also helped us begin to develop a new program in Anxiety Disorders. As part of building this program a new clinical program has been established and we are searching for both a senior and several junior faculty to develop the research component of this program.

Anxiety disorders are some of the most frequent mental health problems encountered in children and adolescents. Taken as a group the prevalence of the anxiety disorders is greater than that of virtually all other mental disorders in children and adolescents; about 1 in 10 children will, in a given year, have an anxiety disorder. These disorders have their origins both in experience in neurobiology. Treatment is most successful if begun early although sometimes these conditions are difficult to recognize since, in children, symptoms can be expressed in different ways. In this new program of research and clinical service the emphasis will be on understanding the origins of these conditions and their effective treatment.
Clinical Services

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 dealing with developmental and psychiatric disorders. We strive to continuously improve our services through ongoing evaluation. Children and families whom we serve are full partners in this process. We extend our treatment approaches through training, research publications, and a range of outreach activities.

OVERVIEW | We provides an array of hospital-based and outpatient services for children and their families who range in age from infancy to young adulthood. These children cope with various problems ranging 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, inpatient treatment, and partial hospital programs. The outpatient programs at the Child Study Center provide services for the entire spectrum of developmental and psychiatric disorders. The use of practice generated data helps us continuously refine our program and we are committed to an integrated treatment approach so that children and families served can move from one service to another seamlessly.

SERVICES DELIVERED | In the past year more than 3000 children and families were provided some form of clinical assessment. These included outpatient and specialty clinical programs (18,000 visits), the Emergency Department at Yale-New Haven Hospital (1,200 visits), consultations in Yale-New Haven Hospital (300 cases), and admissions to our inpatient and partial hospital programs (318 and 45 admissions and visits respectively).

NEW INITIATIVES | This past year we developed a new satellite clinic located on the Shoreline. Hospital Based Services include the Child Psychiatric Consultation in the Pediatric Emergency Department, the Consultation-Liaison Service, the Child Psychiatry on Pediatrics Service, our Partial Hospital Program, and our Inpatient Service and its associated school. In addition to our outpatient clinic, our outpatient services include specialized programs in Anxiety Disorders, Autism & Developmental Disabilities, Trauma, Psychological Assessment and Learning Disorders, Tic Disorder/Obsessive-compulsive Disorder, and Young Child Clinic. The Center has been a national leader in developing new models of clinical care to provide services in homes and other settings in an effort to prevent child placement outside the family and support families coping with multiple problems. These programs include our 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, and Program for HIV Affected Children & Families. Over the past year implementation of our clinical services program for pediatric oncology patients has been an important accomplishment.

Yale-New Haven Hospital Based Services: In its 24th year of operation, the Children’s Psychiatric Inpatient Service (CPIS) continued to provide comprehensive psychiatric, psychosocial and educational evaluation, 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 school daily (at our special education school certified by the State of Connecticut) during their inpatient stay. 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 Yale medical school students, with students rotating through CPIS. The CPIS has maintained its gain in substantially reducing the use of seclusion, and in 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. The Child Psychiatric Partial Hospital Program serves children 4 to 14. In addition to children discharged from an inpatient setting, the program accepts referrals from community providers, clinics and schools.

Building on a long-standing tradition of excellence in treating cancer at Yale, the Child Study Center, in partnership with the Section of Pediatric Oncology, has developed a model program in Pediatric Oncology Psychosocial Services to address this unmet need among children and families confronted with a cancer diagnosis. For children with cancer and for their families, early mental health intervention and assessment is vital to reducing the likelihood of developing serious adjustment problems and to promoting adaptive functioning. The Yale Child Study Center is pleased to be one of the few programs in the nation to offer specialized mental health services for children and their families coping with a diagnosis of cancer. Drs. Andrés Martin and Laurie Cardona have taken a leadership role in this effort. Their team provides a range of psychosocial services to children and their families during their outpatient and pediatric oncology clinic visits or inpatient admissions at Yale-New Haven Hospital. The Yale program is committed to strengthening the link between physical care and emotional health in order to meet the growing need among cancer patients, survivors, and their families. In this embedded providers model, mental health clinicians work in partnership with members of the medical team to provide a continuum of care. This model of care facilitates multidisciplinary communication, influences medical and psychological care, and fosters collaborations in research and training. Approximately 60 children and their families have been followed this past year on this service.

Please visit us on the web at www.childstudycenter.yale.edu
Education & Training

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 former trainees go on to careers in academic and other settings and 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 from training within one of four areas of specialization: Autism, Early Childhood, Pediatric 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 rich array of multi-disciplinary and discipline-specific didactics along with intensively supervised direct clinical experience within the Child Study Center's outpatient and in-home clinical programs. Graduates pursue careers in clinical practice, administration, and public policy arenas.

RESEARCH TRAINING | The Center’s NIH funded research training program is completing its 25th year. A broad range of disciplines are represented with projects ranging from services research to genetics, molecular and cognitive neuroscience, in vivo brain imaging, and experimental psychology. A major strength of the program continues to be its interdisciplinary collaborations. The addition of the Albert J. Solnit Integrated Research training program ensures that the Center will remain a national source for academic leaders in child and adolescent psychiatry.

MEDICAL STUDENT TEACHING | Course work is provided in child development and developmental psychopathology. The Donald Cohen/ Klingenstein Fellowship Program, funded by the Klingenstein Foundation, provides mentored clinical experiences with children and families for first and second year medical students. During years 3 and 4 medical students may select a child and adolescent psychiatry emphasis for their psychiatry clinical rotation. Medical students frequently work with faculty in research.

YALE COLLEGE AND GRADUATE SCHOOL | A series of courses is offered to Yale College students as well as to graduate students in the Faculty of Arts and Sciences and to 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.

The masters program in psychodynamic developmental neuroscience that is a joint program between the Yale School of Medicine/Child Study Center and University College London is entering its fifth year and is attracting scholars from around the world to work with Child Study Center and Yale faculty on research spanning social neuroscience to intervention evaluation.

Please visit us on the web at www.childstudycenter.yale.edu
Community & School Based Services

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) | This program provides 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 Jcan 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 1000 schools nationwide. Currently directed by Ann LeVette, Ed.D., it uses public health and child and adolescent 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 furthers 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 and provides on-call consultation to New Haven police officers and immediate direct intervention for children and families referred 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 (DVHIP) 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 YALE AUTISM RESOURCE PROGRAM | Supported by Associates of the Center, is concerned with applying the results of research in schools, families, and community settings. This newly developed program has conducted outreach activities through lectures, workshops, onsite training, collaboration, and publications. Brian Reichow, Ph.D., a special education teacher, and others work with school districts in the state and region. Over the coming year a book on evidence based treatments in autism and related disorders will be completed.

Over the last year faculty and staff of the Center have been involved in a range of community outreach efforts. This includes a lecture series in Branford, another in Greenwich as well as regular presentations in New York, Washington, and other cities. Over the coming year, the 100th anniversary of the Center, a series of special events are planned including one, in honor of Dr. Milton Senn, that will focus on mental health issues relevant to pediatricians and primary care providers.

A new initiative, the Program on the Psychobiology of Parenting and Partnerships is a consortium of investigators in the Center and in the Department of Psychiatry who focus on parenting and adult partnerships with addictive disorders. Initial studies have focused on enhanced parenting and marital/parental relationships, the role of emotional self-regulation, and improving child care practices.
Helen Egger, M.D., Carol Schaefer, and Barbara Nordhaus at the Child Study Center’s annual Associates meeting.
International Outreach

The Center’s mission to understand and help children and families has no geographical boundaries. Consequently, we work with organizations, research collaborators, and clinical programs in 70 countries around the world. This includes collaborative studies and programs as well as assisting in the development of programs to train professionals who serve children and their families. The Center also has long-standing relationships with the International Association of Child and Adolescent Psychiatry and Allied Professions (IACAPAP), the World Health Organization, UNESCO and other UN agencies. 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. We also encourage and facilitate international learning experiences for our trainees. Teaching and learning are wonderfully reciprocal so that international work improves all that we do and disseminates the latest information across geographic and cultural boundaries to improve services and patient care both within the U.S. and around the world. One of our goals during the coming year is to more actively use web-based technologies for international outreach. As noted previously one of our accomplishments this past year was the development of a set of teaching tools on autism now posted on the Yale YouTube web site and available around the world. This work, supported by interested Associates, is one example of the way we can extend our work globally.

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. Additionally the Bridge programs with the Anna Freud Centre and UCL offer regular clinical training conferences and doctoral/postdoctoral research experiences. Other long-standing collaborations include a number of projects in Italy, Israel, and other European countries along with several multi-site international research projects.
The Associates are committed, skilled volunteers who play a vital 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, regionally, nationally, and around the world.

This group began in the late 1970’s when then Director 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, have championed innovations in clinical care, and continue to help us to provide excellent clinical services even to the most underserved patients and families. The support of the Associates has fostered the careers of a number of young scientists and clinical scholars. Over the past year the Associates of the Center have supported a number of new initiatives including:

- A clinical and research program focused on anxiety disorders in children
- Basic research in genetics and neurobiology
- Early intervention programs designed to support the development of infants at risk
- Innovative programs to support treatment of Tourette’s syndrome and Obsessive-compulsive Disorder
- A new program to support the mental health needs of children with cancer
- A new program designed to bring results from research in autism directly into schools
- The development of in-home services for vulnerable children and families
- Our pioneering child psychiatry integrated training program
- A new program designed to bring students from Native American colleges to campus for work on child development issues

Each October, the Center invites our Associates to New Haven for two days to hear presentations about current and planned clinical, educational, and research programs, to participate in group discussions, and to meet 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
Prisca Marvin
Barbara Nordhaus, M.S.W.
Judith Rivkin
Lolli Ross
Carol Schaefer
John Schowalter, M.D.
Alison Tepper Singer
Susan Turben
David Wittels
Child Study Center Associate Ruth Lord and members of the Albert J. Solnit Integrated Training Program 2010
Ladder Faculty, Coordinators & Training Directors

JEAN A. ADNOPOZ, M.P.H.
Clinical Professor. Director of In-home Clinical Services.

Interests: innovative programmatic responses for families in which children are at risk of placement outside the home.

GEORGE M. ANDERSON, PH.D.
Research Scientist. Laboratory of Developmental Neurochemistry.

Interests: neurobiology of childhood neuropsychiatric disorders.


KARYN BAILEY, M.S.W.
Clinical Social Worker, Director of Social Work Training.

Interests: Supporting families of young children with Autism.

PIA REBELLO BRITTO, PH.D.
Associate Research Scientist, Coordinator for International Outreach and Policy.

Interests: International Early Childhood Policy, including policy development, planning, implementation and analysis and Identity Development of Arab Muslim children.

LAURIE CARDONA, PSY.D.
Associate Research Scientist, Chief of Psychology.

Interests: pediatric psychology and pediatric oncology.

KATARZYNA (KASIA) CHAWARSKA, PH.D.
Associate Professor.

Interests: social abnormalities in infants and toddlers with autism.


NANCY CLOSE, PH.D.
Assistant Professor.

Interests: assessment and treatment of children under five, early childhood education.

PHYLLIS COHEN, ED.D.
Associate Clinical Professor.

Interests: child psychoanalysis, autism and early childhood.

JAMES P. COMER, M.D., M.P.H.
Maurice Falk Professor of Child Psychiatry.

Interests: child development and mental health in the schools.


MICHAEL J. CROWLEY, PH.D.
Associate Research Scientist, Associate Director, Developmental Electrophysiology Laboratory

Interests: social affective neuroscience, emotion regulation, child and adolescent anxiety, adolescent risk taking, attachment processes.


CHRISTINE DAUSER, PSY.D.
Associate Research Scientist, Director of the Outpatient Psychiatric Clinic.

Interests: Adolescents with multiple stressors and suicidal ideation; family therapy.

WALTER S. GILLIAM, PH.D.
Associate Professor, Director, The Edward Zigler Center in Child Development and Social Policy

Interests: Social policy, development and developmental assessment in young children, child care, early education, mental health consultation in early education settings.

HEATHER GOFF, M.D.
Assistant Professor, Director, Child Study Center at Madison.

Interests: Child and adolescent psychiatry, inpatient adolescent psychiatry, disaster psychiatry, clinical education for residents and medical students.

MICHELE GOYETTE-EWING, PH.D.
Associate Research Scientist, Director of Psychology Training.

Interests: Directs the training program in psychology at the Center. This was one of the small number of programs in the country to receive a Graduate Psychology education grant support.

ELENA GRIGORENKO, PH.D.
Associate Professor, Academic Skills Clinic and Laboratory.

Interests: psychological and genetic aspects of learning disorders and other childhood onset problems.


YOUNG-SHIN KIM, PH.D., M.D.
Assistant Professor.

Interests: epidemiology and genetics, school bullying.


ROBERT KING, M.D.
Professor, Medical Director of the Tourette’s/ OCD and Anxiety Disorders Clinic.

Interests: Tourette’s, OCD, PANDAs, and adolescent suicide in U.S. and in Israel.


AMI KLIN, PH.D.
Harris Associate Professor, Director of the Autism Program.

Interests: social neuroscience, autism.


JAMES F. LECKMAN, M.D.
Neison Harris Professor.

Interests: Tourette’s syndrome and pediatric onset obsessive-compulsive disorder. Evolutionary Perspectives on psychopathology.


PAUL J. LOMBROSO, M.D.
Elizabeth Mear and House Jameson Professor.

Interests: molecular mechanisms of learning, Fragile X , schizophrenia, and Alzheimer’s disease.


STEVEN R. MARANS, PH.D.
Harris Professor of Child Psychiatry, Professor of Psychiatry, Director of the National Center for Children Exposed to Violence (NCCEV).

Interests: Integration of mental health principles into community policing, governmental responses to trauma, terrorism, natural disasters.

Ladder Faculty, Coordinators & Training Directors continued

ANDRÉS MARTIN, M.D., M.P.H.
Riva Ariella Ritvo Professor, Director of Medical Studies, and Associate Training Director, Child and Adolescent Psychiatry; Medical Director, Children’s Psychiatric Inpatient Service at Yale-New Haven Children’s Hospital.

Interests: inpatient psychiatric care, pediatric psychopharmacology, and medical student education.


LINDA C. MAYES, M.D.
Arnold Gesell Professor, Special Advisor to the Dean in the School of Medicine, Chairman of the Directorial Team, Anna Freud Centre.

Interests: impact of early adversity on child health and development.


JAMES MCPARTLAND, PH.D.
Assistant Professor.

Interests: autism, developmental social neuroscience, electrophysiology.


DAVID F. MUSTO, M.A., M.D.
Professor.

Interests: substance abuse, history of medicine.

BARBARA NORDHAUS, M.S.W.
Assistant Clinical Professor.

Interests: psychoanalysis, divorce and custody issues.

RHEA PAUL, PH.D., CCC-SLP
Professor. Director of the Communication Disorders section.

Interests: studies on auditory preferences in young children and pragmatic and prosody skills in older individuals with autism.


KEVIN A. PELPHREY, PH.D.
Harris Associate Professor, Child Neuropsychiatric Laboratory.

Interests: neuroscience and neuroimaging studies of autism.


YANN B. PONCIN, M.D.
Assistant Professor.

Interests: acute care psychiatry.


KYLE D. PRUETT, M.D.
Clinical Professor.

Interests: clinical interventions to reduce abuse and neglect.

DAVID REISS, M.D.
Clinical Professor.

Interests: mechanisms that link social and genetic influences on emotion regulation and behavioral development across the life span.


CELINE SAULNIER, PH.D.
Associate Research Scientist, Training Director, Autism Program.

Interests: adaptive functioning and cognitive profiles across the autism spectrum.

LAWRENCE SCAHILL, M.S.N, PH.D.
Professor.

Interests: development and testing of interventions for children with Tourette Syndrome and autism spectrum disorders.


JOHN E. SCHOWALTER, M.D.
Albert J. Solnit Professor Emeritus of Child Psychiatry and former Director of the Center.

Interests: medical education and adolescence.

MARY SCHWAB-STONE, M.D.
Associate Professor.

Interests: Psychiatric epidemiology, consultation liaison psychiatry.

CARLA SMITH STOVER, PH.D.
Assistant Professor.

Interests: best practice interventions for children and families exposed to violence.


MATTHEW STATE, M.D., PH.D.
Donald J. Cohen Associate Professor, Co-Director, Yale Program on Neurogenetics.

Interests: genetic aspects of neuropsychiatric disorders including autism and Tourette’s syndrome.


DOROTHY STUBBE, M.D.
Associate Professor. Director of Residency Training, Associate Medical Director Children’s Psychiatric Inpatient Service.

Interests: medical education, children and adolescents with serious emotional disorders.


KATHERINE D. TSATSANIS, PH.D.
Associate Research Scientist, Coordinator of the Developmental Disabilities Clinic.


FLORA M. VACCARINO, M.D.
Professor
Interests: contribution of genetic and environmental factors in tourette syndrome, autism and other neuropsychiatric disorders.


EDWARD ZIGLER, PH.D.
Sterling Professor of Psychology, Emeritus
Interests: Child Development and Social Policy and Developmental Psychopathology.


FRED R. VOLKMAR, M.D.
Irving B. Harris Professor, Director.
Interests: autism, developmental disorders.


JOSEPH L. WOOLSTON, M.D.
Albert J. Solnit Professor, Vice Chair of Clinical Affairs.
Interests: home and clinic-based interventions for psychiatric disorders in children living in psychosocial adversity.


ASSOCIATE RESEARCH SCIENTISTS
Maysa Akbar, Ph.D.
Maria A. Babyonysev, Ph.D.
Kathleen M. Balestracci, Ph.D.
Baoyuan Bi, M.D., Ph.D.
Sandra J. Bishop-Joseph, Ph.D.
Daniela Blum, M.S.W.
Leah L. Booth, M.A.
Fay E. Brown, Ph.D.
Sasha L. Durso, M.S.N.
Christine Emmons, Ph.D.
Adife G. Erican-Sencicek, Ph.D.
Matia Finn-Stevenson, Ph.D.
Hilary Hahn, M.Ed., M.P.H.
Lesley Hart, Ph.D.
Yuko Kataoka-Sasaki, M.D., Ph.D.
Arif Murat Kocabas, M.S., Ph.D.
Kathy Koenig, M.S.W.
Nicole Landi, Ph.D.
Suzanne Macari, Ph.D.
Tina Newman, Ph.D.
Sarah S. Nicholls, Ph.D.
Sayoko Nishimura, M.D. Ph.D.
Dean Palejev, Ph.D.
Gordon J. Ramsay, Ph.D.
Cecilia T. Rowland, Ed.D.
Dale H. Saul, Ph.D.
Cecilia Singh, Ph.D.
Karen Muller-Smith, Ph.D.
Sherin S. Stahl, Ph.D.
Denis Sukhodolsky, Ph.D.
CLINICAL INSTRUCTORS IN SOCIAL WORK

Heather Dowling, M.S.W.
Judith Eisenberg, M.S.W.
Sara Fleming, M.S.W.
Jennifer Lee Grimsley, M.S.W.
Lynette Brinkerhoff, M.A.
Jennifer Dussich Cunningham, M.S.T.
Diane Dodge, M.S.W.
Judith Eisenberg, M.S.W.
Kristen Hammel, M.S.W.
Kristin Holdt, M.S.W.
Bethany Kleine, M.S.W.
Megan Lyons, M.S.W.
Katherine Malensek, M.A.
Sarah Monteleone, M.S.W.
Barkley Murray, M.S.W.
Amy J. Myers, M.S.W.
Signy Peck, M.S.W.
Heather C. Pizzanello, M.S.W.
Jeanette Radawich, M.S.W.
Camilla Schnaitmann, M.S.W.
April N. Smoke-Collins, M.A.
April Stachelski, M.S.W.
Michelle St. Pierre, M.S.W.
Jennifer Wells, M.S.W.
Virginia Zecchini, M.Sc.

CLINICIANS

Miriam Berkman, M.S.W.
Elif O. Tongul, M.A.

LECTURERS

Robert Casey, Ph.D.
Camille J. Cooper, M.Ed.
Mary Gunsalus, M.S.
Saylor Heidmann, M.Sc.
Carla M. Horowitz, D.Ed.
Cynthia Savo, M.A.
Deborah Smolover, J.D.
Prakash K. Thomas, M.D.

CENTENNIAL EVENTS – 2011

In 1911, Dr. Arnold Gesell was given a room in the New Haven Dispensary for the study of children with mental retardation. This event marks the beginning of what was to become the Child Study Center. Today, the Center remains a unique resource that brings together multiple disciplines to further understand the mental health challenges facing children, their families, communities, and society at large. A series of events to celebrate are planned. The first will be at the Center on January 11, 2011 in honor of CSC founder, Dr. Arnold Gesell, and will focus on infant mental health and development. On April 29, 2011 we are hosting a symposium for pediatricians and primary care providers at the Grace Murray Hopper auditorium at Yale West Campus. The event will be honoring the contribution of Dr. Milton J.E. Senn and will focus on child mental health. Other events will be held in the summer and fall. For more information please visit: childstudycenter.yale.edu/training/centennial
History of the Center

The first Director of what would become the Child Study Center was Arnold Gesell, Ph.D., 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 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 and his use of new approaches in doing so.

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 child development. An innovator in 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.

Al 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 of 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 clinical service, social policy, and international activities. Under his leadership programs of research and clinical excellence were developed in several areas, including autism and Tourette’s disorder. His impact on the field remains powerful, despite his premature death 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 followed, in 2002, by Alan E. Kazdin, Ph.D., a clinical psychologist with a strong interest in treatment evaluation and work in the area of conduct disorder. He was succeeded in 2006 by Fred Volkmar, M.D.

Fred Volkmar came to Yale as a trainee in 1980, joined the faculty in 1982 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 and Developmental Disorders”.

Throughout its history, the Center has had an outstanding group of faculty and trainees. Many have achieved clinical renown, 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!
Dr. James McFarland places a Geodesic Sensor Net on a toddler. The elastic cap noninvasively records electrical brain activity to reveal neural mechanisms of social perception.