Division Data Summary

RESEARCH AND TRAINING DETAILS

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<tr>
<th>Description</th>
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<td>Number of Research Fellows</td>
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<td>Peer Reviewed Publications</td>
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CLINICAL ACTIVITIES AND TRAINING

<table>
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<tr>
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<tr>
<td>Number of Clinical Staff</td>
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<td>Number of Clinical Fellows</td>
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<td>Number of Other Students</td>
<td>45</td>
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<td>Outpatient Encounters</td>
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Significant Accomplishments

Autism Treatment Network Successes

The Kelly O'Leary Center for Autism Spectrum Disorders (TKOC) is entering its sixth year of funding as a member of the Autism Speaks - Autism Treatment Network (AS-ATN). TKOC remains the leading enrollment site for the 17-site network, enrolling a total of 565 patients into the national AS-ATN registry, consisting of 6,380 patients. TKOC was also a contributing site to a novel ASD biorespository study, funded by NIMH and Autism Speaks, collecting blood and urine on 152 children with ASD and their parents. The AS-ATN published a supplement to Pediatrics this year, focusing on improving health care for children with ASD and other neurodevelopmental disorders. With support from the AS-ATN, TKOC provided training to over 1,600 ASD providers and family members in FY 2013.

Innovative Developmental-Behavioral Pediatric Research Network

Our Division is one of 12 sites in the Developmental-Behavioral Pediatrics research network, funded by the Maternal and Child Health Bureau. As one of the largest sites in the network, our division has participated in work that has guided key research agendas in the field of developmental-behavioral pediatrics, identified the clinical practice variability within the field, and guided our understanding of using electronic health records to answer clinical research questions within the field of developmental and behavioral pediatrics.
New Advances in ADHD

Froehlich’s research, funded by her NIH K23 award, has contributed substantially to the understanding of ADHD. She elucidated the effects of dopamine gene variants on methylphenidate response in children with ADHD. She collaborated on the development of a novel genotyping assay for carboxylesterase 1 (CES1), the enzyme which metabolizes methylphenidate, and is currently evaluating the effects of this genetic variant on methylphenidate response. In addition to her work on identifying predictors of ADHD medication response, she has contributed to our knowledge about the impact of toxic exposures on ADHD-related behaviors (e.g., lead and in-utero tobacco exposure), and is currently co-investigator on an NIH R01 grant which aims to determine the effects of pyrethroid pesticide exposure on ADHD symptoms and executive functioning. Froehlich has also examined national datasets to further understanding of ADHD prevalence, including how socio-demographic disparities (such as poverty, insurance status and race) impact rates of ADHD and its pharmacotherapy.

Research Highlights

Ryan Adams, PhD

Dr. Ryan Adams, Assistant Professor of Pediatrics, has developed an anti-bullying curriculum for girls, with support from Proctor and Gamble and the Secret brand. The web-based curriculum, designed for students, teachers and parents, was tested on 251 girls from three local high schools, with a 5% decrease in the experience of bullying overall, and an 11% decrease for girls experiencing the highest level of bullying at baseline. Adams was supported by the “Secret Mean Stinks” campaign, and the curriculum, known as "The Girls Guide to Bullying", is available free on-line. “Secret Mean Stinks” will be implementing national dissemination of this important work.

Significant Publications


This study examined the protective effects against bullying and depression from friendships for overweight teens. Best friend self-disclosure made it less likely that the obese adolescents’ self-esteem for their physical appearance was affected by peer victimization and protecting self-esteem, in turn, made it less likely that depressive symptoms increased as a result of being victimized. This study identified potential protective factors of friendship in teens who are at risk of being targets of bullying.


This paper described rates of psychotropic medication use in one of the largest and well characterized samples of children and adolescents with autism spectrum disorder. Data from the Autism Treatment Network on over 2800 children provided knowledge about psychotropic medication use and the association with specific of psychiatric co-morbidities as well as family and child demographic characteristics. Disparate care was noted for some children based on type of insurance type, race, and age.

This paper adds to this body of literature by showing that, in a large, nationally representative sample, the timing of entry to special education services impacts reading achievement in children with reading disorders. Early, evidence-based intervention has been shown to be effective in remediating reading disabilities. For children with reading disabilities, earlier entry to special education (by first grade as compared with second or third grade services) was associated with larger gains in reading achievement between first and fifth grade. As children with learning disabilities, including reading disorders, comprise the largest proportion of US children enrolled in special education services, this work is important in understanding factors which are linked to improved outcomes.


This paper examined the sensitivity and specificity of the DSM-5 criteria for autism spectrum disorder (ASD) in over 4400 children with DSM-IV diagnoses of ASD and 690 children with non-ASD diagnoses. Results indicated that over 90% of children with ASD would continue to meet eligibility for a diagnosis using the proposed DSM-5 criteria for ASD. In addition, when applying DSM-5 criteria, the authors found greater sensitivity in specific subgroups (e.g., females with ASD, children under the age of 4) and greater specificity as compared to DSM-IV criteria. Thus, the DSM-5 criteria for ASD appears to continue to identify most children with previous diagnoses of ASD and also leads to fewer misclassifications as compared to DSM-IV criteria.


This study shifted the prior level of evidence on outcomes of children with dual sensory loss with cochlear implants from small case series to a large observational study. Among 91 children across the United States with dual sensory loss with a cochlear implant, language outcomes were highly variable. Approximately 25% of children achieving good language levels and cognitive development rather than type of vision impairment was most predictive of better language outcomes.

Division Publications


**Faculty, Staff, and Trainees**

**Faculty Members**

**David Schonfeld, MD,** Professor  
*Leadership* Division Director (July-Oct)  
**Research Interests** Children's understanding of serious illness (e.g., AIDS, cancer) and death and school-based interventions to advance children's understanding and adjustment and to prevent the onset of risk behaviors.

**Patricia Manning-Courtney, MD,** Associate Professor  
*Leadership* Co-Interim Division Director (Oct-Jun); Medical Director, Kelly O'Leary Center for Autism Spectrum Disorders  
**Research Interests** Autism and Quality Improvement Access Services

**Susan Wiley, MD,** Associate Professor  
*Leadership* Co-Interim Division Director (Oct-Jun)  
**Research Interests** Children with dual sensory impairments, children who are deaf/hard of hearing with an additional disability, functional communication in young children who are deaf/hard of hearing

**Sonya Oppenheimer, MD,** Professor Emerita  
**Research Interests** Spina Bifida; High-Risk Infants; Early Intervention; Down Syndrome

**Ryan Adams, PhD,** Assistant Professor  
**Research Interests** Adolescent relationships (i.e. friendships, mother-child, romantic relationships); peer groups, peer victimization, & peer experiences of obese adolescents and adolescents w/autism spectrum disorder

**Julia Anixt, MD,** Assistant Professor  
**Research Interests** ADHD; the diagnosis and management of behavioral and mental health issues in primary care settings, access to care for underserved populations, shared decision-making for medication decisions
Holly Barnard, PhD, Assistant Professor

**Research Interests** Social interactions of children with ASDs, the impact of hearing loss on cognitive functioning and the role of environmental risk factors (e.g., maternal cotinine levels) on the manifestation of executive dysfunction.

Aimee Duncan, PhD, Assistant Professor

**Research Interests** Identifying factors that may promote or impede an optimal outcome in adulthood for individuals with ASD, interventions to increase daily living skills and overall independence in adolescents with ASD

Karen Edwards, MD, MPH, Associate Professor

**Leadership** LEND Program Director/UCEDD Director

**Research Interests** Leadership training; developmental disabilities in childhood; early identification of developmental disabilities

Jennifer Ehrhardt, MD, Assistant Professor

**Research Interests** Children in foster care who are at risk for developmental delay, timely access to intervention for young children with delays

Anna Esbensen, PhD, Assistant Professor

**Research Interests** Lifespan development and health care of individuals with Down Syndrome, with a specific focus on behavioral outcomes, mental health of individuals with intellectual disability, Down Syndrome research registry collaborating across Ohio.

Tanya Froehlich, MD, Assistant Professor

**Research Interests** ADHD; Health Care Disparities, genetic and phenotypic predictors of ADHD medication response, contributions of environmental exposures to etiology of ADHD.

Richard Gilman, PhD, Associate Professor

**Leadership** Coordinator, DDBP Psychology and Special Education Services

**Research Interests** Social relationships of children diagnosed with various disabilities; Therapeutic change mechanisms; Sleep and ADHD; Perfectionism

Kimberly Kroeger-Goeppinger, PhD, Assistant Professor

**Research Interests** Autism interventions, including early intensive behavioral intervention; group interventions; social skills training

Lisa Kuan, MD, Assistant Professor

**Research Interests** Academic readiness in young children with cochlear implants, stability of autism spectrum disorder from very early childhood

Patricia Logan, PhD, Assistant Professor

**Research Interests** Learning disabilities, learning associated with congenital heart disorders

Karen Mason, MD, Assistant Professor

**Leadership** Director of Residency Rotation

**Research Interests** Training residents in developmental and behavioral conditions

Donna Murray, PhD, Associate Professor

**Leadership** Director of Treatment, Kelly O’Leary Center for Autism Spectrum Disorders; Clinical Director, Division of Developmental and Behavioral Pediatrics
Research Interests  Face/Name recognition in children with ASD, joint attention and language in children with ASD

Roz Parrish, MSN *, Assistant Professor
  Research Interests  Interdisciplinary Training (*Deceased)

Jannel Phillips, PhD, Assistant Professor
  Research Interests  Academic readiness in young children with cochlear implants, executive functioning in children with ventriculoperitoneal shunts.

Ilka Riddle, PhD, Assistant Professor
  Research Interests  Health disparities and health equity for individuals with disabilities; accessibility and inclusiveness of medical, health care and physical activity environments; health care transition of youth with special health care needs.

David Schor, MD, Associate Professor
  Research Interests  Public health and policy, Rubinstein Taybi Syndrome

Rebecca Shaffer, PhD, Assistant Professor

Harriet Valentin, MD, Assistant Professor
  Research Interests  Autism Spectrum Disorder

Pam Williams-Arya, MD, Assistant Professor
  Research Interests  The impact of sleep on behavior in teens

Michelle Zimmer, MD, Assistant Professor
  Research Interests  Utility of holistic therapies in promoting health and wellness among children with disability

Clinical Staff Members

  Robin Adams, PhD
  Terry Barnes, RN, BSN
  Jennifer Bass, PsyD
  Jennifer Bekins, MS, CCC-SLP
  Christena Benson, RN, MPH
  Beth Bishop, OTR/L
  Carissa Blatz, BA
  Emily Boehmler, BA
  Annette Bonjour, BS, CCLS
  Jennifer Brown, PhD, CCC-SLP
  Karen Burkett, RN, MS, CNP
  Meredith Burt, MS, CCC-SLP
  Jenny Burton, MEd, CCC-SLP
  Gretchen Carroll, MA
  Deb Case EdD,
  Cliff Copeland, MSW, LISW-S
  Kristn Currans, PsyD
  Patricia Curry, RN, MS, CNP
  Kerry Dalton, RA
Stacey Morrison, PsyD
Elizabeth Mulvihill, RN
Lindsey Murphy, BS, CCLS
Shelley Myers, MS, CCC-SLP
David Neises, MEd, OTR/L, ATP
Patty Norton, RN
Andrea O'Brien, PhD, MSW
Lucy Paredes, RN, BSN
Julie Perron, BA
Chandra Pester, RN, MSN, CNS
Jannel Phillips, PhD
Mindy Reagan, RD, LD
Judy Reinhold, RN, MSN, CNP
Kimberly Reizner, PT, DPT
Mary Faith Roell, MS
Christina Rogers, MA, CCC-SLP
Kathy Rosing, RN
Kimberly Rotundo, MEd
Julia Schott, DBMMA
Tracy Shook, RN, BSN
David Smith, PhD
Kristen Smith, MA, CCC-SLP
Rena Sorensen, PhD
Meghan Stahlhut, MS, CCC-SLP
Christina Stover, MA, CCC-SLP
Rebecca Taylor, RN, MSN, CNP
Laura Thielman, BA
Katherine Thoman, RN, MSN, CNP
Carrie Thomas, BS
Kelly Twehues, MA, CCC-SLP
Sarah Tyo, BA
Megan Vincent, BA
Stephanie Weber, PsyD
Jack Williams, BA
Ann Wilmers, RN

Trainees

Joseph Amaral, Jr., PhD
Brent Anderson, PsyD
Debra (Katie) Bentley, BS, Eastern KY University
Beth Bishop, MOT
Sara Bitter, JD, Case Wester U School Law
Stephanie Bowman, BS, University of Cincinnati
Deborah Boyd, MD, Cincinnati Children's Hospital Medical Center
Ashley Brazil, BS, University of California, Davis
Division Collaboration

Division of Biostatistics and Epidemiology » Jareen Meinzen-Derr, PhD

DDBP is collaborating with Dr. Meinzen-Derr in the Division of Biostatistics and Epidemiology on the HRSA-
funded study "Cognition and Language in Deaf and Hard of Hearing Children." This work has been instrumental in illustrating the functional impact of language-cognitive gap in children who are deaf and hard of hearing.

**Division of Child Psychiatry » Craig Erickson, MD**

DDBP and Child Psychiatry have begun a fruitful collaboration around the treatment and research of individuals with Autism Spectrum Disorder. Dr. Craig Erickson, recruited by Child Psychiatry, has a practice and research focus on autism spectrum disorders, and Fragile X Syndrome. His clinical work and research is housed in DDBP, which has fostered an interdisciplinary approach both in clinical treatment and in conducting research protocols. Drs. Manning and Erickson are Co-PIs on the Autism Speaks Autism Treatment Network, and further collaboration to expand treatment options for children with ASD is planned.

**Division of Cardiology » Brad Marino, MD**

DDBP has collaborated with The Heart Institute to staff and support the Neurodevelopmental Clinic, following children with congenital heart disease for common neurodevelopmental complications. Physicians, psychologists and special educators have been embedded in the clinic, which serves a growing population of children with CHD and co-morbid developmental concerns.

**Grants, Contracts, and Industry Agreements**

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<tr>
<th>Grant and Contract Awards</th>
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<td><strong>DUNCAN, A</strong></td>
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| *Evaluating the Time-Dependent Unfolding of Social Interactions in Children with Autism*  
  National Institutes of Health (University of Cincinnati)  
  R21 MH 094659  
  08/06/12-05/31/14  
  $80,765 |
| *Training Outpatient Clinicians to Delivery Cognitive Behavior Therapy to Children*  
  National Institutes of Health (University of Colorado)  
  R33 MH 089291  
  08/01/12-08/30/14  
  $10,458 |
| *Risk & Resiliency for Youth with Autism During the Transition to Adulthood*  
  Vanderbilt University  
  VUMC 41111  
  02/01/13-02/28/15  
  $20,935 |
| **EDWARDS, K**            |              |
| *Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) Training Program*  
  Health Resources & Services Admin (University of Cincinnati)  
  T73 MC00032  
  07/01/11-06/30/16  
  $527,197 |
| *University Centers for Excellence in Developmental Disabilities*  
  Assoc of Univ Center on Disabilities (University of Cincinnati)  
  90DD0696/01  
  07/01/12-06/30/17  
  $453,108 |
| **FROEHLICH, T**          |              |
| *Medication Response in Children with Predominantly Inattentive Type ADHD*  
  National Institutes of Health  
  K23 MH 083881  
  06/04/09-01/31/14  
  $152,755 |
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<td>Using SNA to Examine the Long-Term Outcomes of Socially Excluded Adolescents</td>
<td>National Institutes of Health</td>
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<td>RIDDLE, I</td>
<td>Improving the Health of People with Disabilities through State Based Public Health Programs</td>
<td>Center for Disease Control and Prevention (Ohio State University)</td>
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<td>WILEY, S</td>
<td>Extracting EHR Data on Use of Psychotropic Medications in DBPNet</td>
<td>Maternal &amp; Child Health Bureau (Children's Hospital of Philadelphia)</td>
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**Current Year Direct** $1,715,747

**Total** $1,715,747