Manville School Helped Brandon Barlow Stay on Track

When Brandon Barlow was a little boy he loved playing with trains and imagined one day growing up and working on the railroad. A challenging childhood threatened his boyhood dreams as he struggled to stay on track in public schools. Luckily for Brandon, he was directed to the Baker’s Manville School where he found a place he felt comfortable and was able to flourish.

“Everyone was really down to earth. I got lots of personal attention,” says the confident 20-year old. “Dr. Mitch Abblett is one of the coolest people I ever met. He opened me up in a way that helped me fix my problems,” notes Brandon.

After leaving Manville and while at North Quincy High School, Brandon returned to the Baker to work in Manville’s summer program assisting with the Lower School students. In his junior year of high school, Brandon called up the railroad and set up a work study with the engine house in Somerville. After graduating, Brandon fulfilled his childhood dream by enrolling in the Conductor School with the MBTA.

He credits his experience at the Manville School in helping him move up the ladder at the MBTA. “While I was at Manville, I did endless exercises to stimulate my memory. At the time, I didn’t understand the value of mastering memorization. However, when I had to study for a test to track maps and learn signals, I realized why honing your retention skills is important. I value the people at Manville and what they have done for me,” says Brandon.

One of the best parts of his job as a Conductor with the MBTA is seeing how excited children are when they ride the train. “It’s like they are on the Polar Express,” says Brandon. His future goals include getting his EMT license and possibly studying to be an engineer. “I am so happy. I have done everything I have ever dreamed of,” says Brandon.

Research on Depression

By William R. Beardslee, MD

How long have you been researching depression?
I came to Judge Baker Children’s Center and Children’s Hospital as a resident in child psychiatry in 1974, completing my residency in 1976 and served as a research fellow. I joined the staff at the Baker and Children’s in 1978 and I am very proud to say I have been with both institutions ever since.

How has research about treatment of depression changed over the years?
There have been major changes both in the treatment of depression and in the development of preventive interventions. In terms of treatment, we now recognize that depression in adults is a treatable illness either by talking therapies, by medication, or by a combination of both. There is some evidence that the same is true for adolescent depression.

One of the most exciting developments in both evidence-based treatment and evidence-based prevention is the recognition of the need for wide-scale dissemination and implementation. This is a major focus of Dr. John Weisz, President and CEO of the Baker, who is a longtime friend and colleague. Our work fits broadly into that framework by including the component of an evidence-based family strengthening preventive intervention that is being widely disseminated.

How has the dissemination of evidence-based practices impacted your research?
It is quite clear that we should be guided by evidence when it exists and we do have really good evidence about the effectiveness of both treatment and prevention. My original work at the Baker was studying resilience in Civil Rights workers, then survivors of cancer, and then children with parents with mood disorders, all of which focused on the disseminations of self and shared understanding as essential for good functioning. We developed two preventive interventions for families with parental depression: one with brief public health lectures; the other, Family Talk, a six session intervention that actually helps families have effective conversations about depression and how to overcome it. Both are strength-based resilience enhancing interventions.

In our own work, we conducted a large, randomized trial at the Baker comparing the two interventions showing that both were valuable, that the Family Talk intervention led to more changes both initially and over time, and that it had a major effects on children’s understanding.

Where has your international research been conducted?
In 2000 at the Carter Center, a collaborative group was formed consisting of Dr. Tytti Solantaus from Finland, Dr. Clemens Hosman and Karin van Doorem from Holland, Dr. Randi Talsel from Norway, and myself. Dr. Solantaus has done a marvelous countrywide program focusing on the needs of children whose parents are facing difficulties. She has used Family Talk as one of her interventions and developed a number of others and has trained hundreds of clinicians who have seen thousands of families. In Holland, 15% of the budgets of community mental health centers are devoted to prevention and Family Talk is one of the regularly used interventions. It has been part of countrywide programs in Sweden, Norway and, most recently, in Costa Rica.

What is the focus of your current research?
I am presently working on a number of projects. We continue to disseminate the Family Talk intervention. We have a large collaboration with a community mental health center in Chicago to train people in Family Talk and we have developed a website for web-based training that is available to all for free: www.fampod.org.

I have been working for a number of years with a group at UCLA to develop interventions for families in the armed services facing multiple deployments. One of the foundational interventions used to develop the program was Family Talk. I recently wrote a paper with my colleagues for the Journal of Prevention Science which showed how we took that intervention from seeing 20 families at Camp Pendleton to its being disseminated at more than 14 bases across the continental United States and the Pacific.

Also, at the Baker, we are part of a large four-site trial delivering preventive interventions to children at double risk for depression both because their parents are depressed and they themselves have either had depression or symptoms of depression. We have shown in this trial, the Prevention of Depression (POD) project, that it is actually possible to prevent episodes of a major mental illness.
President’s Corner

Although the colors of fall are beginning to dot the landscape, at the Baker we are still hearing rave reviews about this year’s successful Summer Treatment Program (STP). STP is an award-winning program that was designed by William Pelham, Ph.D., a distinguished Professor of Psychology at Florida International University, and a world leader in treatment of ADHD. The STP uses evidence-based practices to help children with ADHD and other disruptive behaviors. Its philosophy fits perfectly with our focus here at the Baker on providing and promoting children’s services that have been tested and shown to work.

This summer, STP at JBCC welcomed a new Director, Dr. James Slavet, who is also a psychologist at the Manville School, where he serves as Upper School Clinical Coordinator. Dr. Slavet was assisted in this role by Dr. Ana Ugueta, also a psychologist and Director of the Laboratory for Youth Mental Health at the Baker. The intensive six week program was enjoyed by a lively, enthusiastic group of children including three international students: twins from Hong Kong and a student from Saudi Arabia. The program provides clear feedback, positive sports experience, classroom instruction, art, skill drills, and games—all focused on helping children develop the focus and self-control skills needed for success in schoolwork, extracurricular activities, and peer interactions. STP has a high staff to student ratio.

Many children who have been challenged by traditional summer programs flourish at STP as it is designed to foster lots of success and highlight for children the ways their skills are improving. One parent reports that her son, who is 7 and has ADHD, had a transformative experience that "by far my son’s best summer yet!" After experimenting with more traditional camps where his son regressed, she was thrilled to find “the right program.”

The children were not the only ones who benefitted from STP at JBCC. Parents found the weekly parenting meetings and booster sessions so valuable that they are now returning to the Baker monthly throughout the school year, for additional guidance and support. In addition, the Harvard graduate students who served as Lead Counselors in the STP gained valuable clinical experience and built important new skills in working with children and families, as did the undergraduates from multiple universities who served as STP Counselors. The involvement of graduate and undergraduate students in the STP is an excellent example of JBCC’s commitment to training the next generation of professionals in the best evidence-based practices.

We at the Baker are grateful to the children, parents, students, and professionals who together made the STP such a success. In addition, we offer our sincere thanks to the Baker Foundation for funding that helps us begin the process of transforming this valuable summer program into a year-long model. We are excited about both the past success and the future prospects of this remarkable program that can make such a difference for good in the lives of children and their families.

Trustee Update

Richard P. Breed, III has joined the Board of Trustees of Judge Baker Children’s Center. Breed is a shareholder and co-founder of Tarlow, Breed, Hart & Rodgers P.C. of Boston, which was established in 1991. A graduate of Bowdoin College and Suffolk University Law School, Breed received his L.L.M. in Taxation from Boston University Law School. He has authored numerous articles on estate planning and taxation issues. He has also served as an adjunct professor both at the New England School of Law and the Suffolk University School of Law. (Continued on page 4)