

”תמיד לנער על פי דרכו”



“Educate each child according to his way...”

**A Guide for Parents to Maximize
Their Child's Learning Potential**



וועד ההינד דשיקגו

Associated Talmud Torahs of Chicago

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DEDICATION

This publication is dedicated to the memory of

Florence and Jack Feiger

החבר יעקב בן זאב נסין ע"ה ציפורה מלכה בת משה ע"ה /

Unique and wonderful human beings.

Pillars of strength, hope, and understanding.

They worked tirelessly on behalf of Jewish Education.

May their special qualities and *middos* be an example for all.

The Feiger Family

Second Edition – July, 2006

INTRODUCTION

This Guide is designed to be an initial resource for parents as they work to maximize each child's learning potential. Over the span of a child's educational career, it is very likely that questions or concerns will arise which will warrant further investigation. While not all of these concerns require professional intervention, approximately 30% of day school students will need some form of academic or mental health services during their years at school. When first confronted with a problem, many parents are understandably confused and overwhelmed, unsure of where to turn for help. The authors of this publication hope that this Guide will ease parents through the process of maximizing each child's full potential.

There are myriad agencies, both public and private, university and hospital clinics, as well as private practitioners, each with specific expertise. This guide is to help parents connect with the appropriate professionals who can assess and meet the needs of their child.

Please remember that parents know their child best; therefore, every parent should always feel free to question all professionals before and during their work with the child. If a parent is concerned that the diagnosis is incomplete or incorrect, or that the child's needs are being ignored, it is legitimate to seek a second professional opinion.

The Associated Talmud Torahs is committed to the principle that all children can succeed in school, given the appropriate educational environment and the necessary support services. For further assistance or questions regarding private practitioners, please feel free to contact the **ATT Director of Student Services, Debra Cardash, LCSW, at 773-973-2828, or the Director of the ELAN Educational Center, Bryna Towb, M.Ed., at 773-973-2009.**

The ATT would like to thank Brina and Marvin Feiger for financing the publication of this handbook, and its predecessor, and for their time, effort and input at all stages of its development.

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The process of getting help for a child varies from family to family, but it usually includes getting some form of evaluation or assessment, formal or informal. This is followed by therapy or treatment, if recommended. This section provides important information to parents who are just starting to seek help, but it can also be useful to parents whose children are already receiving help.

A. EVALUATIONS/ASSESSMENTS

Many parents begin by getting their child(ren) evaluated. An assessment/evaluation is the examination and/or testing of a child by a professional evaluator(s) to determine the child's strengths and/or weaknesses in particular areas: intelligence; academic functioning; speech and language; vision and hearing; motor skills; emotional functioning; family and/or environmental issues; and the specific needs that may be addressed in treatment or educational planning or both.

I. Referrals for Evaluation/Assessment

a. Preschool Teacher

Sometimes a child's preschool teacher may suggest that the child be evaluated. The teacher may be concerned that the child is not ready for the next level for any or a combination of the following reasons: social, emotional, physical, intellectual, maturational, or the teacher may be concerned about a specific area of functioning.

b. School

A child's school may recommend that s/he be examined for educational or emotional reasons. If a child is having difficulty in school, the school needs to know why. Is it a learning disability, an emotional problem, an intellectual problem, family problem, an environmental issue, or a combination of factors? The school needs to know more before it can provide the most appropriate educational program.

c. Pediatrician

Concern about a child's development or social/emotional growth may lead a pediatrician to recommend further examinations.

d. Therapist

A child's therapist (psychologist, social worker or educational therapist) may recommend a full battery or group of psychological and/or educational tests. The therapist may also suggest that the whole family be interviewed.

e. Parents

The parent may notice/see something about his or her child's development that is of concern. Parents have a right to have their child evaluated through the public school system. For more information, see section "4c".

2. Types of Evaluations

A **physical examination**, given by a doctor or other trained medical professional, identifies any medical problems that may affect a child's ability to function.

An **educational assessment** determines a child's academic strengths and weaknesses (for example, the child's math or reading skills). The child's classroom teacher or another educational professional usually performs this type of assessment. Specific achievement tests can be given by school psychologists to assess the child's school-related skills.

A **psychological evaluation**, administered by a psychologist or psychology intern, examines and tests a child's intellectual ability and emotional state. A complete psycho-educational evaluation measures four areas of a child's development: intelligence, achievement, social/emotional functioning, and perceptual/motor skills. Usually, it is necessary to have a recent (within six months) vision and hearing test to rule out visual and/or hearing difficulties before administering a psychological evaluation.

A **psychosocial evaluation**, administered by a licensed clinical social worker, is important because no test or group of tests alone can provide a complete picture of a child's development. In addition to tests, it is important that one's child be observed in various environments and that the evaluators talk to the parents and others who know the child well. The evaluation usually includes interviews with the parents, the child, other children in the family, and a home visit. It may also include interviews with classroom teachers. This provides a broad picture of the child's strengths and challenges.

A **neuropsychological evaluation**, administered by a clinical psychologist with training in neuropsychological testing, may include measures of sensory perceptual functions, psychomotor functioning, problem solving, language, memory, communication skills, and cognitive and intellectual skills. The evaluation is useful in identifying cognitive strengths and weaknesses, as they may impact academic performance.

A **speech-language evaluation** measures the child's communication and articulation skills and is administered by a speech and language pathologist on an individual basis. Usually it is necessary to have a recent hearing test to rule out hearing loss before doing a speech and language evaluation.

A **comprehensive vision exam**, conducted by a developmental optometrist or ophthalmologist, goes beyond an acuity test and evaluates many important visual skills that are necessary for learning, such as: visual acuity at close range, eye teaming skills, eye focusing skills, eye movement skills, and reversal frequency.

A **physical therapy evaluation** by a physical therapist focuses on the child's ability to move through his environment, muscle tone, strength, coordination, balance and motor planning.

An **occupational therapy evaluation**, by an occupational therapist, assesses the child's fine motor skills and ability to interpret and organize information from the senses, as they impact on daily life skills, such as eating, sleeping, and dressing difficulties, as well as handwriting, behavior, and physical problems associated with sensory integration dysfunction.

A **psychiatric examination** is administered by a child psychiatrist or a general psychiatrist to determine whether a child has an emotional problem that may affect his or her ability to function. This assessment might also explore the use of medication.

A **psychiatrist's examination** usually involves one to three sessions in which a child is seen alone by the psychiatrist and sometimes observed at play. Psychiatrists will want to speak with parents regarding the nature of the problem and the child's social, developmental, and medical history. The psychiatrist may also want to interview the whole family, and speak to the teachers and other therapists.

3. Getting Feedback

When the evaluator has completed the evaluation(s), the parents will have the opportunity to hear the results of the tests. This is called "feedback." If the tester advises that the parents read the report, they should do so with the tester present so they can ask questions and fully understand the answers. If parents are afraid they will not understand the results or ask the right questions, it is advisable to bring someone else along with them to the feedback session. One must look for a balance of strengths and challenges/weaknesses. No matter how challenging a child is, a good evaluator will always present the child's strengths. Specific recommendations that will benefit the child will be included. A treatment plan or educational program can then be designed that will build on the child's strengths.

4. Fees for Evaluations

a. Private insurance

Private insurance usually pays for part of the cost of psychological evaluations, if the policy contains Major Medical coverage and the professional is licensed. Most vision and hearing screening, speech and language evaluations, occupational and physical therapy are covered by insurance. Psychological testing and psycho-social evaluations may/may not be covered by private insurance. Please note, however, that there may be a referral from the child's primary care physician and co-pay required by the insurance company, as well as limitations of coverage.

Educational evaluations are usually not covered by insurance, but can be provided free of charge by the public school system (refer to section "d") The cost for these services varies and must be checked with the provider. It is always a good idea to call one's own managed care company to find out the procedures for obtaining an evaluation. Some companies require that members obtain pre-authorization to make an appointment for an evaluation; others do not.

b. Medicaid

Chicago Health Benefits Hotline: 800-226-0768.

There are no fees or co-payments for the evaluation if a child or family is eligible for Medicaid and a participating in-network professional evaluates the child. These benefits should be discussed with one's Medicaid caseworker *prior* to contracting for services.

c. All Kids, (formerly called KidCare)

866-468-7543 from 8:00 am – 4:45 pm

<http://www.kidcareillinois.com>

Residents of the state of Illinois who are members of All Kids may also receive certain evaluations covered by their insurance. All Kids is a state program that offers health care coverage to children, pregnant women and their babies, or helps in paying premiums of employer or private health insurance plans. Children through age 18 who are Illinois residents, are U.S. citizens or qualified legal immigrants, and meet income requirements are eligible. Pregnant women of any age who are Illinois residents and meet the income requirements are eligible.

There are two different All Kid programs: Kid Care Share and Kid Care Premium, each with a small co-pay for services, dependent upon income.

d. School System

The educational and psychological evaluations must be provided free of charge by the public school district of the private school the child attends. The process begins with the parents contacting their private school to identify the private school LEA (public local educational agency) and request an evaluation from the LEA. It may be advisable for parents to have someone accompany them to the initial evaluation request meetings. This person can be a teacher or learning resource representative from the child's school, a private clinician, or a consultant who is familiar with the child and the issues. Often, the private school can give the parents guidance about how to negotiate the public school process. If a parent disagrees with the school district's evaluation and believes that it is not appropriate for the child, s/he may request that the district pay for an independent evaluation. The school district must either agree to pay, or request mediation or a due process hearing to show why it should not have to pay.

The Family Resource Center on Disabilities (FRCD), a federally funded organization, can assist parents in ascertaining what resources are available to educate them on the rights of children with disabilities. Additionally, the FRCD can assist parents in obtaining special services for their child, preparing for the child's Individualized Education Program (IEP) meeting, and effectively participating and advocating in the IEP process. (See Section "G")

B. BEHAVIORS OF CONCERN

Although it is understandable that parents do not want their child(ren) to be "labeled," a diagnosis is necessary to obtain medical assistance or before a private insurance carrier will pay for the child's treatment. It is also necessary to help professionals develop the appropriate treatment and educational recommendations. Information is kept confidential, like all health records, and the diagnosis can only be released with the written consent of the parents or guardians.

Below is a list of some symptoms and behaviors that children may exhibit, which may indicate a need for further professional evaluation. Children often exhibit some of these behaviors for brief periods and this does not necessarily indicate a problem (i.e. not sleeping well before the first day of school, or if a parent is out of town for a time). However, if any of these behaviors persist for longer than a month, an evaluation may be indicated. If a parent has any questions or concerns about the child's health and well-being, s/he should contact the child's primary care provider. For additional follow-up, refer to section "E" of this handbook for resources for evaluation and treatment.

- Day- or nighttime incontinence after toilet training has been completed.
- Difficulty in talking, playing with other children, and relating to others, including family members.
- Difficulty responding or unusual responses, such as oversensitivity or insensitivity to one or more of the five senses, i.e., noises, lighting, moving or being moved, common odors, fragrances or tastes.
- Very fearful and avoids certain situations, such as spending time apart from parents, attending school, making friends, or new situations. The child may also be very worried or self-conscious.
- Child may be talkative at home but will not talk to teachers and/or classmates.
- Child may come to school, but has difficulty leaving the classroom setting and entering other rooms in the school.
- Child may exhibit tics.
- Displays various signs of inattention, hyperactivity and/or impulsivity. Some of these symptoms include difficulty sustaining attention, difficulty organizing tasks, easily distracted, often forgetful and/or makes careless mistakes in schoolwork, tasks or activities. May also appear restless, is fidgety, talks excessively, and seems to be "on the go", blurt out answers, interrupt and/or intrude on others. These symptoms are more likely to occur in group situations.
- Lack of social skills, such as missing social cues, resulting in difficulties at school, home, and with peers.
- Decrease in the ability to enjoy -withdrawal from once-pleasurable activities.
- Disturbances of sleep and/or appetite.
- A noticeable decline in school performance.
- Time periods when a person has excessive energy, little time for sleep, often accompanied by poor impulse control, lasting for weeks rather than days, alternating with episodes of dramatically reverse behavior
- A reoccurring pattern of disruptive behaviors, including hostile, disobedient, and defiant behavior toward authority figures.
- Persistent violations of the customs of society, often with harm to others. This may be accompanied by aggressive or non-aggressive behaviors. Behavior may include repeated rule breaking, stealing, running away from home, fighting, vandalism, truancy, repeated violations of Jewish laws and customs usually followed by the child's family, etc.

- Repetitive behaviors, for example, hand washing, involuntary physical movements of the face or arms, even when there is no logical reason to do so.
- Noticeable distress usually triggered by a stressful situation, such as the death of a family member, divorce, a family move, or separation from parents. That distress is more excessive than would be expected and/or causes impairment in academic or social functioning.
- Refusal to eat, leading to a drastic loss of weight and often includes extreme exercise
- Binge-eating followed by self-induced vomiting and/or the use of laxatives

Learning Issues

Below is a partial list of learning difficulties that children may exhibit, which may indicate a need for further professional evaluation. (See section “E”) As some concerns may involve vision, hearing or gross and fine motor problems, contacting the child’s primary care provider is recommended for consultation and/or for referrals to specialists. Parents know their children best and are their most important advocates. If parents continue to have concerns about their children, they should not be deterred from pursuing further professional consultation.

The child may do any of the following:

- Has difficulty holding a pencil or pen, or using scissors, tying shoes, buttoning buttons.
- Difficulty with maintaining balance, hopping, jumping, catching or throwing a ball.
- Difficulty with spatial reasoning and spatial relationships, i.e. judging distances accurately, depth perception issues, difficulty perceiving positions of objects in space, difficulty in lining up numbers, understanding math concepts.
- Asks parents/teachers to repeat questions or instructions frequently.
- Frequently misinterprets questions or information.
- Difficulty distinguishing or identifying shapes, letters, and/or numbers.
- Squints excessively.
- Rubs eyes frequently.
- Hold books or toys close to face or at unusual angles, and/or avoids close work.
- Has frequent headaches.
- Loses place frequently when reading.
- Seems to take longer time than one would expect to complete tasks and/or homework.
- Slurs speech, articulates poorly, speaks in a monotone.
- Has difficulty coming up with the “right” word.

Substance Abuse

The term “Substance Abuse” encompasses a wider variety of drugs than those that are illegal. It also includes over-the-counter or prescription medications, alcohol, wine, and tobacco. Substance use that continues despite increasing negative consequences in many areas of daily living, such as school, friends, family, and religion warrants a substance abuse evaluation. Refer to section “E1”.

The child may be exhibiting any of the following symptoms:

Inability to sleep	Red, bloodshot or glassy eyes
Drowsiness	Nausea
Euphoria	Impaired mental functioning
Frequently needing money	

Acting withdrawn, sad, tired, or careless about appearance

C. MENTAL HEALTH PROFESSIONALS

Once parents decide that their child does need help from a mental health professional, the next step would be to choose an agency or private therapist. **For guidance in choosing a private therapist or agency, please contact Debra Cardash, LCSW, ATT Director of Student Services at 773-973-2828, or Bryna Towb, M.Ed., Director of ELAN Educational Center at 773-973-2009.**

The following is a brief explanation of some of the differences in training, licensing, and/or certification among mental health professions:

- **School Social Work Consultants** (M.S.W., L.C.S.W.) are professional and licensed social workers whose focus is on assessment, consultation, and interventions, within the classroom, and with teachers, children and parents in order to enhance the learning process. They make classroom observations, attend staffings and assist parents with recommendations and referrals to outside resources. School Social Work Consultants also provide in-services and training to teachers and may work with teachers in group classroom meetings on issues of social skills and/or conflict resolution. They also deal with crisis situations.
- **Clinical Social Workers** (M.S.W., L.C.S.W.) are professional social workers or professional counselors who provide therapy and support. They are uniquely trained in the evaluation and treatment of individuals, couples, families, children and groups in an effort to treat and prevent stress or crisis. Social Workers use a relationship-based model to help children and families develop more effective relationships. They may also use behavioral, cognitive or other models of work. Clinical Social Workers assist in locating needed resources and strive to develop strategies for coping more effectively with the family environment. They are state licensed for clinical or psychiatric practice (L.C.S.W.). Social Workers staff many of the community-based programs.
- **Clinical Psychologists** (Ph.D., Psy.D) are state licensed and specially trained in the evaluation and treatment of emotional and learning problems. They work with individuals, couples, families and groups in an effort to treat and prevent serious problems by helping them cope with stress or crisis or by helping them reduce stress in their environment.
- **Psychiatrists** (M.D., D.O.) are medical doctors who specialize in the diagnosis and treatment of emotional difficulties and who spent four years in residency training after completing medical school. A child psychiatrist will have had additional special training in understanding and working with children, adolescents and their families. Psychiatrists, because they are physicians, are the only mental health professionals who can prescribe medication and supervise its use. Psychiatrists also work collaboratively with social workers and psychologists.
- **Family Therapists** (M.F.T., M.S., and M.A.) have been trained in graduate programs or special certificate programs designed to give them specific experience and training with families.

D. EDUCATIONAL THERAPISTS AND SUPPORT SERVICE PROFESSIONALS

- **Audiologists** (MACCC-A, or Au.D.,CCC-A) test hearing, fit hearing aids, and help children with hearing loss. They may also do specialized testing to see if a child has a Central Auditory Processing Disorder (CAPD). Audiologists work in doctors' offices, hospitals, clinics and schools.
- **Educational Therapists** (ET) may have different types of training, degrees, and licensing. Some may be teachers with masters in special education, learning disabilities or remedial reading. The Educational Therapist works with small groups of children in a highly structured developmental therapeutic nursery/kindergarten program. Educational Therapists may also participate in assessments. Some professional Educational Therapists have experience in working with children with a diagnosed learning disability.
- **Speech and Language Therapists** (M.A., M.S., Ph.D.) are certified and state licensed professionals who work with children to improve their communications skills. This can include remediation of articulation, receptive and expressive language skills. Some professionals have experience working with specific disabilities.
- **Occupational Therapists** are certified (B.S., M.A., M.S.) and state licensed professionals who work to improve daily living skills that involve the interpretation and integration of sensory information. These may involve dressing, eating, writing, cutting, walking, and climbing, etc.
- **Physical Therapists** are certified (M.S., M.A.) and state licensed professionals who work to improve the child's ability to move through his environment. They also work to increase muscle tone, strength, coordination, balance, and motor planning.

Fee Information

It is important to discuss all aspects of the cost of a treatment plan before therapy begins. Unless unlimited funds or extensive health insurance benefits are available, financial considerations will probably play some role in the decisions made about treatment.

The cost of therapy can depend on many factors, including:

- The type of treatment program.
- The type and training of the therapist.
- The location of treatment.
- The availability of insurance.

The following is a description of cost ranges at various types of therapists and treatment facilities:

a. Private Therapists

Fees range widely. Rates for clinical social workers, family therapists, and educational therapists tend to be at the lower end of the range; those for OT/PT and speech and language in the mid- range; and those for clinical psychologists, psychiatrists, and child psychiatrists are at the higher end. Please check treatment costs with each provider.

b. Hospital- and/or University-Affiliated Clinics and Social Service Agencies

Although established fees can be equal to that of private therapists, many of these clinics and agencies have a sliding-scale system that may qualify the family for a lower charge - sometimes as low as \$5 per hour. The rate is usually not dependent on the therapist's training. The fee for group therapy is generally lower than the rate for individual treatments.

E. RESOURCES FOR EVALUATION & TREATMENT

Each of the agencies detailed below evaluate children and can provide or refer children for treatment, if it is necessary. Agencies serve children up to age 18, except where noted.

As of July, 2006, the Jewish Children's Bureau and the Jewish Family & Community Services merged into one agency. The new agency's name is Jewish Child and Family Services.

Inclusion in this list does not imply our recommendation, nor does absence imply our disapproval.

I. Evaluation Services

ATT, JCFS Diagnostic Center

Contact: Bryna Towb, M.Ed., Coordinator

(773) 973-2009

The multi-agency Diagnostic Center includes clinical psychologists, social workers and special educational consultants who assemble as a team to provide comprehensive evaluations of elementary school students; including psychosocial, psychological, psycho-educational assessments and "linkage" services. These services include a full battery of tests, observations and specific recommendations for the parents and the school and the coordination of "linkages" or follow-up services for both the family and the school. Students must be referred by their school.

Child and Family Connections: Illinois Early Intervention Services

3040 North Wilton, 2nd floor, Chicago, IL 60657

(773) 296-8080 or, to find a more local location, call (800) 323-4769 (GROW)

Provides comprehensive developmental evaluation, including all areas of functioning for children from birth to three years old. After evaluation, the children are provided with in-home therapy/treatment or center-based therapy/ treatment, depending on parental preferences.

Covered by most insurance plans and/or government funds.

Child Find: Chicago Public School, Office of Specialized Services

125 South Clark Street, Suite 800, Chicago, IL 60603

(773) 553-1900

Developmental screening for children birth to five years old in the area of cognition, speech/language, motor, social/emotional, and adaptive behavior. Screening conducted by a multidisciplinary team from the Chicago Public School system. Vision and hearing are included.

Free service to residents of Chicago.

Child Find: Suburbs

(See SPACC)

Children's Memorial Hospital

2300 Children's Plaza, Box 131, Chicago, IL 60614

Child and Adolescent Psychiatry

(800) 543-7362 (KIDS DOC)

Provides a wide range of outpatient services, including psychological assessment, behavioral assessment, neuropsychological testing, and developmental assessment. After assessments, the Clinical Psychiatry Department refers patients to other places for treatment.
Covered by most insurance plans.

Evaluation Center of Evanston Northwestern Healthcare (ENH)

3633 W. Lake Avenue, Suite 415, Glenview, IL 60026

Contact: Mark Johnson

(847) 657-5765

Provides psychological and educational testing for ages three to adult.

Fee market rate and partially covered by some insurance plans.

Jewish Child and Family Services: Autism Assessment

Elaine Kersten Children's Center

255 Revere Drive, Suite 200, Northbrook, IL 60062

Contact: Marlies Gramann

(847) 412-4379

Provides comprehensive assessment and diagnosis of children with possible autism and pervasive developmental disorders by a team of qualified clinical professionals.

Fee at market rate, but flexible payment options and insurance billing is available.

Jewish Child and Family Services: Psychological Services

255 Revere Dr., Ste. 255, Northbrook, IL 60062

Contact: Dr. Alysa Slay

(847) 412-4366

Provides psychological evaluations and psycho-educational evaluations by a team of qualified professionals in the field of clinical psychology for ages three to adult. JCFS offices are located in Rogers Park, Skokie, Northbrook and Arlington Heights. Testing is done in the most convenient location.

Fee slightly below market rate, but flexible payment options and insurance billing is available.

Jewish Child and Family Services, Chicago Community Counseling Center

3525 W. Peterson, Chicago, IL 60659

(773) 866-5035

Goldie Bachmann-Luftig Building

5150 W. Golf Rd., Skokie, IL 60077

(847) 568-5200

Provides psychosocial assessment to families and their children, regardless of the child(ren)'s ages. Parents first meet with a social worker to discuss the assessment plan.

Fee is based on family size and income. The social worker meets with the parents to discuss and determine cost. Insurance and Medicare are accepted.

Jewish Child and Family Services:

Chemical Dependency Program of the Jewish Healing Network of Chicago

Goldie Bachmann Luftig Building

5150 W. Golf Rd., Skokie, IL 60077

Contact: Marcy Cohn, LCSW, CADC, Chemical Dependency Specialist

Phone: 847-568-5200

Fax: 847-568-5250

E-mail: JHNC@JFCSCChicago.org; www.jfcschicago.org

Jewish Child and Family Services:

Virginia Frank Child Development Center (Families with children under six)

3033 W. Touhy Ave., Chicago, IL 60645

(773) 761-4550

The Virginia Frank Child Development Center offers a Nursery-Kindergarten for children 2-1/2 to 6 years old whose development would benefit from a small, carefully structured, language-enriched program. It is designed to help young children succeed in overcoming developmental difficulties that interfere with growth. The program emphasizes a warm and caring environment in which young children can reach their potential. The Center offers comprehensive assessments, which include psychological and educational testing, extensive support to the family, collaborations between staff and other specialists, and help in determining school options. They specialize in providing therapy to families with young children and offer family life education programs, including a drop-in for parents and children 4 and younger. Please call them to inquire about fee structure..

Low Incidence Cooperative Agreement (LICA)

1855 South Mount Prospect Road

Des Plaines, Illinois 60018

Contact: Rebecca Streit, Director

Phone: (847) 803-9444

TTY: (847) 803-9472

e-mail: rstreit@lica.k12.il.us

LICA is the public school agency in the north and northwest suburbs that works with students who have educationally significant hearing losses . LICA Audiologists provide hearing testing. Itinerant teachers of the deaf or hard of hearing provide help with listening, language skills, self-advocacy, and classroom accommodations, helping students learn better in school. Early intervention specialists work with children from birth through age 3 to develop language skills. LICA also operates 3 school programs (elementary, middle, and high school) for deaf or hard-of-hearing students who have significant language, academic, or social needs. LICA services are only available by referral from a child's public school. LICA offers sign language classes to parents and family members of students enrolled in LICA programs, and, by special request, to community members.

Northwestern University: Evanston Learning Clinic

2240 Campus Drive, Evanston, IL 60208

Remediation Clinic Contact: Kit Harper - 847-491-2496

Diagnostic Contact: Frank Van Santen - 847-467-1198

Learning Clinic: (847) 491-3184

Web: www.communication.northwestern.edu/csd/clinics/elc/

Provides a diagnostic evaluation (either Learning Disabilities Evaluation or Multi-disciplinary Evaluation) followed by Diagnostic Teaching, Remediation Services and School Advocacy if desired. Services are provided by graduate students and supervised by faculty staff. Services ages from 5 or 6 to 17 years old.

Please call for cost of evaluation and remediation One must pay first and be reimbursed by his/her insurance plans.

Pediatric Developmental Center of the Illinois Masonic Medical Center

3040 N. Wilton, 2nd floor, Chicago, IL 60657

Contact: Intake Coordinator

(773) 296-5671

Provides a wide range of assessments/treatments: psychological, psychiatric, neurological, developmental pediatrics and rehabilitation, including speech, occupational and physical therapy.

Fee is sliding scale or covered by insurance.

Jewish Child and Family Services

Project Shield

Contact: Cheryl Leon

773-467-3715

www.jcbchicago.org

24 hour a day helpline answering questions and concerns about child abuse and molestation.

SPPAC – Special Services for Pre-Primary Aged Children, Preschool Screening, District 65, Skokie/Evanston Office of Early Childhood Special Education

1500 McDaniel Ave., Evanston, IL 60201

Contact: Patricia Seifer

(847) 859-8007

SPPAC is the Child Find screening evaluation and referral agency serving District 65 (Evanston and parts of Skokie) children for children ages 2 years, 8 months until age 5 (Kindergarten). SPPAC provides comprehensive developmental screening to determine a child's eligibility for District 65 early childhood programs and services.

Service is free to residents of District 65.

The Reading Center at the Northeastern Illinois University

5500 N. St. Louis Ave., Chicago, IL 60625

Contact: Dr. Joyce Jennings

(773) 442-5398.

Provides in-depth reading assessment for children and adolescents who wish to improve their reading abilities. Services are provided by either graduate students (The Graduate Clinical Practicum) or qualified reading specialists (The Community Program). Sessions run two days per week, either Monday and Wednesday, or Tuesday and Thursdays. Spaces are limited.

Hourly fees are set at two sessions per week and paid per semester.

Fee is well below market rate.

Reading and Learning Lab at DePaul University School of Education

Schmidt Academic Center

2320 N. Kenmore Ave, Room 220, Chicago, IL 60614

(773) 325-7745

Provides learning disabilities assessment. Graduate students in the Learning Disabilities program, who are supervised by university faculty, provide services. Program runs as a 10-week diagnostic & testing schedule, followed by a ten-week remediation and tutoring program.

Sliding fee scale available.

Rush Medical Speech and Hearing Department

1653 W. Congress Pkwy., Chicago, IL 60612

(312) 942-5332

Provides speech and hearing evaluation for ages birth to adult.

Covered by most insurance plans, including Medicaid/Public Aid.

Rush Neurobehavioral Center

9711 N. Skokie Blvd., Suite D, Skokie, IL 60076

Contact: Danielle Sines, Clinic Coordinator

(847) 933-9339

Comprehensive evaluation and treatment center for children displaying difficulty in any of the following areas: psychological, neurological, learning, behavioral.

Fee at market rate and covered by some insurance plans.

University of Illinois Educational Assessment Clinic

1040 West Harrison, Room 1439, Chicago, IL 60607

Contact: Dr. Norma Lopez-Reyna

(312) 996-8137

Provides comprehensive educational assessment for school-age children ages 5-18. Special education graduate students, under the supervision of university staff, provide assessments for children.

Fee for child assessment is below market rate and can be adjusted under special circumstances.

2. Treatment Services

Children's Memorial Hospital

2300 Children's Plaza, Box 131, Chicago, IL 60614

(800) 543-7362 (KIDS DOC)

Child and Adolescent Psychiatry

Refers children to a wide range of outpatient clinical services, including: individual dynamic therapy, family therapy, behavioral therapy, cognitive behavioral therapy, and group therapy. In addition, there is a disruptive behavior disorders clinic, a school-based intervention project, an anxiety disorder clinic and a psychosis clinic.

Fee is usually covered by insurance, depending on the nature of the treatment.

Jewish Child and Family Services: Auditory-Verbal Therapy

Elaine Kersten Children's Center

255 Revere Drive, Suite 200, Northbrook, IL 60062

Contact: Marlies Gramann

(847) 412-4339, x 4342

Provides training to children with hearing impairments, ages birth to 6 years, who have been fitted with either a cochlear implant or hearing aids. The goal of therapy is to teach children how to listen and speak.

Flexible payment options and insurance billing.

Jewish Child and Family Services: Center for Young Children with Autism

Elaine Kersten Children's Center

255 Revere Drive, Northbrook, IL 60062

Contact: Ali Trotter

(847) 412-4362

Comprehensive, therapeutic preschool program for children with autism, following the TEACCH method.

Treatment can be fully funded by the local school district, but parents must go through a process with local school district, including a comprehensive evaluation.

Jewish Child and Family Services: Chicago Community Counseling Center

Joy Faith Knapp Center
3145 W. Pratt Blvd., Chicago, IL 60645
Contact: Simona Bommarito or Ken Michaels
(773) 467-3700

Provides individual, group and family counseling to families with children and adolescents up to age 18. They also provide parent guidance and divorce mediation. Insurance is accepted for payment of fees. They offer financial assistance program for self-pay clients. Medicare reimbursement accepted for counseling services.

Jewish Child and Family Services: Early Intervention Services

Elaine Kersten Children's Center
255 Revere Drive, Northbrook, IL 60062
Contact: Marlies Gramann
(847) 412-4379

Provides speech and language therapy, occupational therapy and developmental therapy (social interaction), for ages birth to three. Child and Family Connections must first assess the child in order to receive funding (see section "E1" above). Otherwise, fee is market rate.

Jewish Child and Family Services: Community Counseling Centers

3525 W. Peterson, Chicago, IL 60659	Goldie Bachmann Luftig Building 5150 W. Golf Road, Skokie, IL 60077
(773) 866-5035	(847) 568-5200 TTY: (847) 568-5240

Provides counseling and treatment for families and their children, regardless of age, experiencing emotional or developmental difficulties. Counseling is also provided for individuals, couples and groups. Therapy deals with behavior, cognitive issues, and is relationship-based. The agency will also make referrals for speech and occupational therapy and works collaboratively with psychiatrists, psychologists, and physicians, as needed. Fee is based on family size and income. The social worker meets with the parents to determine the parents' responsibility for payment. Insurance and Medicare are accepted.

Jewish Child and Family Services: Virginia Frank Child Development Center

(Families with children under age six)
3033 W. Touhy Ave., Chicago, IL 60645
(773) 761-4550

Provides counseling and treatment for families and their children experiencing emotional or developmental difficulties. Therapy deals with behavior, cognitive issues, and is relationship-based. The agency will also make referrals for speech and occupational therapy and works collaboratively with psychiatrists, psychologists, and physicians, as needed. Please call them to inquire about fee structure.

**Jewish Child and Family Services:
Virginia Frank Child Development Center: Therapeutic Day Program**

(Families with children under six)
Contact: Joni Crouse, Director
3033 W. Touhy Ave., Chicago, IL 60645
(773) 761-4550

The Virginia Frank Child Development Center offers a Nursery-Kindergarten for children 2-1/2 to 6 years old whose development would benefit from a small, carefully structured, language-enriched program. It is designed to help young children succeed in overcoming developmental difficulties that interfere with growth. The program emphasizes a warm and caring environment in which young children can reach their potential. The Center offers comprehensive assessments, which include psychological and educational testing, extensive support to the family, collaborations between staff and other specialists, and help in determining school options. Please call them to inquire about fee structure.

Jewish Child and Family Services: KESHEV Program

Goldie Bachmann Luftig Building
5150 W. Golf Road, Skokie, IL 60077
(847) 568-5200 TTY: (847) 568-5240

Counseling for deaf and hearing-impaired families and individuals is available in sign or voice. Additional services include advocacy and information exchange and referrals. Fee is based on family size and income. The social worker meets with the parents to discuss and determine cost. Insurance accepted.

The Illinois Eye Institute: Pediatrics and Binocular Vision Service Clinic, Illinois College of Optometry

3241 S. Michigan Avenue, Chicago, IL 60616-3878
(312) 949-7200

Provides comprehensive vision examinations, as well as a multitude of treatments, including vision therapy.
Fee is below market rate.

National-Louis University Reading Center

5202 Old Orchard Rd., Ste. 300, Skokie, IL 60077-4409
Contact: Dr. Carol Ivy (Summer Program), Dr. Camille Blachowicz, Director;
Dr. Ann Bates, Assistant Director
(847) 256-5150 x2390

Locations in Chicago, North Shore and Lisle.
Provides individual and group tutoring by graduate students under professional supervision by faculty staff. Tutors are referred and arranged on an individual basis. Tutoring involves work on reading strategies, fluency, motivation and spelling. In addition, there is a Summer Reading Improvement Program which provides individual tutoring for one hour per day for five weeks. Fee is below market rate and scholarship funds are available.

Northwestern University: Evanston Learning Clinic

2240 Campus Drive, Evanston, IL 60208
Contact: Frank Van Santen
(847) 491-3184

Website: www.northwestern.edu, then search for the Learning Clinic
Provides services to improve functioning in areas of school-related underachievement, such as reading and written language. Administers comprehensive multi-disciplinary evaluations, for learning disabilities and speech and language testing for both school-age children and adults. Services consist of weekly or bi-weekly sessions.
Fee is below market rate.

Professionals in Learning Disabilities

P.O. Box 89, Winnetka, IL 60093

Contact: Lexis Blitstein at lblits@aol.com or

Catrina Hays at catrinachays@hotmail.com

Offers referral service for parents and other community members seeking professional assessment or academic therapy. They provide a list of qualified professionals who provide remediation in academic and learning strategies.

Fee is market rate.

The Reading Center at Northeastern Illinois University

5500 North St. Louis Avenue, Chicago, IL 60625

Contact: Dr. Joyce Jennings

(773) 442-5398.

Provides individualized instruction to students who wish to improve their reading skills. Instructors are either graduate students (Graduate Clinical Program) or qualified reading specialists (Community Program).

Cost for either program is well below market rate.

Reading and Learning Lab at DePaul University School of Education

Schmidt Academic Center

Room 220, 2320 N. Kenmore Ave, Chicago, IL 60614

(773) 325-7745

Provides individualized remedial instruction in reading for youth in the Metropolitan Chicago area. Graduate students, under supervision of faculty staff, provide services.

Sliding fee scale.

F. SPECIAL SERVICES DURING SCHOOL HOURS AND SPECIAL EDUCATION PROGRAMS

The ATT is affiliated with the following services and special education programs:

Associated Talmud Torahs: Director of Student Services

2828 W. Pratt Blvd., Chicago, IL 60645

Contact: Debra Cardash, LCSW

Phone: (773) 973-2828

Fax: (773) 973-6666

Mrs. Cardash is available to consult with parents on a variety of issues related to their children's performance in school. Parents looking for guidance in locating the appropriate educational setting, learning issues, social emotional issues, or referrals for outside professional help are encouraged to call. The Director is available to meet with parents individually at the ATT or the child's school. Mrs. Cardash is also available to consult with teachers and administrators on the child's behalf.

ELAN Educational Center: Educational Resources

2828 W. Pratt Blvd., Chicago, IL 60645

Contact: Bryna Towb, M.Ed., Director

Phone: (773) 973-2009

Fax: (773) 973-6666

ELAN Educational Center believes in educating children according to their learning style so that they can achieve success in the mainstream classroom. ELAN Educational Center provides a network of services for children with learning difficulties, their families and teachers. These services include: consultation with ATT Day Schools for children with learning difficulties; support to parents of children in need; a referral network of professionals; diagnostics/evaluations to identify students in need of resource rooms; guidance in assembling the professional team; and coordination of interventions recommended and approved by the professional team.

Gesher HaTorah Day School

6350 N. Whipple Ave., Chicago, IL 60659

Contact: Rabbi Meir Shapiro, Principal

Phone: (773) 465-9460

Fax: (773) 465-9462

Gesher HaTorah Day School is a unique full-day educational institution designed to provide the Limudei Kodesh (religious studies), Limudei Chol (secular studies), and interpersonal skills necessary to live in this world. Its primary population is students in need of support services, but it also addresses students whose need for care and attention goes beyond what can be accommodated in schools with large classes and less individualization.

Gesher HaTorah accomplishes this goal by a thorough grounding in the texts, values and traditions of Judaism, which then shapes the understanding and application of traditional academic subjects such as math, science, language arts, and social studies. Through a unique approach to physical education, this same shaping is applied to teach discipline and focus in all areas of life. Where needed, children also receive therapeutic services such as speech and language, occupational therapy, and social work/counseling.

The Gesher HaTorah Program offers high working intensity and attention to all aspects of the child's needs, increasing the likelihood of the child being able to function at his/her full potential. This

includes the possibility, if appropriate, of students being mainstreamed into conventional Jewish Day Schools.

The JCFS (JCB) Yeshiva Day School

3145 W. Pratt Blvd., Chicago, IL 60645

Contact: Peter DiFrancescal, Ed.D; Ede Snyder, Intake

Phone: (773) 467-3900

Fax: (773) 467-3999

E-mail: www.jcbchicago.org

JCFS Yeshiva Day School provides a therapeutic environment for student whose behavioral, social and/or learning problems significantly interfere with their academic work and/or their classroom behavior at other day or public schools. The Yeshiva requires meaningful participation from parents, mental health professionals, the community, and the students themselves.

The curriculum is based primarily on that of other Jewish Day Schools, with half-day Hebrew/Judaic studies and half-day general studies. Both elementary and high school programs prepare students to meet graduation requirements of local school districts, grades K-12. As students are able, they may join the educational mainstream by attending classes at other appropriate schools. A special focus of the JCFS Yeshiva is developing a broad continuum of specific vocational education for each student. This includes life skills, job application skills, supervised work experiences, vocational interest counseling, community workstations, and/or Jewish Vocational Services linkage.

The JCFS Yeshiva is a continuous education program, which includes summer school. Because of the therapeutic aspects of the program, students participate on a full-year basis.

Jewish Child and Family Services:

Virginia Frank Child Development Center: Therapeutic Day Program

3033 W. Touhy Ave., Chicago, IL 60645

Contact: Joni Crouse, Director

Phone: (773) 761-4550

The Virginia Frank Child Development Center offers a Nursery-Kindergarten for children 2-1/2 to 6 years old whose development would benefit from a small, carefully structured, language-enriched program. It is designed to help young children succeed in overcoming developmental difficulties that interfere with growth. The program emphasizes a warm and caring environment in which young children can reach their potential. The Center offers comprehensive assessments, which include psychological and educational testing, extensive support to the family, collaborations between staff and other specialists, and help in determining school options.

Keshet

3210 Dundee Rd., Northbrook, IL 60062

Contact: Ms. Abbie Weisberg

Phone: (847) 205-0274

Fax: (847) 205-1530

Keshet provides educational, recreational and vocational programs for children with physical and developmental disabilities. The Keshet Day School (K-8th) provides specially adapted classes designed to meet the specific educational needs of each child. The Keshet High School (grades 9-12) and Transitional Program (18-21 years of age) continue the adapted academics and therapies with an emphasis on learning relevant life skills in preparation for a life of maximum independence. These programs are currently in place at the Solomon Schechter Day School in Northbrook, the Ida Crown Jewish Academy and the Keshet Annex, Yeshivas Tiferes Tzvi and Joan Dachs Bais Yaakov in

Chicago. Sunday school, Bar & Bat Mitzvah tutoring, extended school year/summer programs, Special Olympics, baseball teams, and other services are also available.

Private Counseling

Sometimes a child needs an individual treatment hour (defined as 30-50 minutes long), either with an agency or private therapist, during the school day. Arrangements can be made with the school principal and classroom teacher for the parent to escort the child to an offsite appointment.

Individual therapy by a psychiatrist, psychologist or social worker is best conducted off campus.

P'TACH: Parents for Torah for All Children)

4600 Main St., Skokie, IL 60077

Contact: Susan Feuer, M.Ed, M.SpEd.

Phone: (847) 675-1670

Fax: (847) 982-9525

P'TACH is a full service program providing a quality secular and Jewish education for students while simultaneously addressing their special educational needs, styles and goals. The curriculum is specifically tailored to meet each student's needs. Each child progresses at his or her own pace in each subject area with guidance from professionally trained special education teachers. The goal is to provide children with the least restrictive environment, enabling them to be mainstreamed into regular classes as soon as it is deemed appropriate. The teachers work to monitor the transition, and to adapt curriculum, assignments, and daily activities, thus assuring the success of each child. The faculty consists of trained special education teachers, curriculum advisor, social worker, speech therapist, and art therapist. This program is currently in place at the Arie Crown Hebrew Day School and Joan Dachs Bais Yaakov. P'TACH is a school with its own tuition scale.

Title I

2828 W. Pratt Blvd., Chicago, IL 60645

Contact: Mrs. Chani Friedman

Phone: (773) 973-2828

Fax: (773) 973-6666

Title I is a federally funded program that provides reading and math remedial services in a child's school. Students who participate in Title I programs are also eligible for academic counseling services. Eligibility for Title I services is determined by living in a Title I attendance area, as well as academic performance indicators in the areas of reading and math.

There is no charge to the parent for these services.

G. Useful Websites for General Information and Parental Support and Education

- All Kids (formerly Kid Care) <http://www.kidcareillinois.com>
- All Kinds of Minds: Understanding Differences in Learning <http://www.allkindsofminds.org/>
- The American Speech-Language Hearing Association <http://www.asha.org/proserv>
- CHADD: Children and Adults with Attention-Deficit/Hyperactivity Disorder <http://www.chadd.org/>
- The International Dyslexia Association <http://www.interdys.org>
- International Reading Association <http://reading.org>
- Jewish Children's Bureau of Chicago <http://www.jcbchicago.org>
- Jewish Family and Community Service <http://www.jfcschicago.org>
- LD On Line <http://www.ldonline.com>
- Learning Disabilities Association of America <http://ldaamerica.org>
- Northwestern University: Evanston Learning Clinic <http://www.communication.northwestern.edu/csd/clinics/elc/>
- Schwab Learning: A Parent's Guide to Helping Kids With Learning Difficulties <http://www.schwablearning.org/>

The following are various public and private local organizations that educate and support parents on the rights of children with special needs:

- Family Resource Center on Disabilities <http://www.frcd.org>
- Niles Township District for Special Education www.ntdse.k12.il.us