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LETTER FROM THE PUBLISHER

A strong support system

This is our 14th year of producing our Special Child magazines, and this year we're delighted to add on Westchester/Rockland to the mix. The task of parenting a child with special issues is a daunting one. The resources needed to manage this kind of parenting deserves to be plentiful. It has always been our goal to help in what ways we can, to create a community of support that adds to the mix.



With that in mind, many generous professionals have leant their expertise and knowledge to this effort over the years and this issue is no exception.

Judy Miller gives us the seven traits/habits to make parenting special needs kids more effective, and additionally expounds on advocating for your child. She herself has four children who all have different special needs, talking about commitment. Her pieces come right from the heart.

Myrna Beth Haskell gives an insight into recognizing auditory processing disorder, and Sharon Peters answers a parent who is concerned about her other children and how parents' attention to their autistic child may be affecting their other kids. This parent wants to make certain that all their children are getting the proper love and attention.

There is a very special camp on Staten Island for kids with pediatric cancer and our Parenting Media Award Winning writer Tammy Scilleppi has presented us with a wonderful profile of the soon to be open Sunrise Day Camp.

These are just a few of the interesting articles you will find in this issue. If there's any topic you really want us to cover and write about, please drop me a line to family@NYParenting.com and we'll do our best.

All children are a miracle, but some require more attention, care, and patience. Children with special needs and their parents require and deserve strong systems of support and it has been and continues to be our intent to add to this equation.

Thanks for reading.

Susan Weiss-Voskidis, Publisher



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BIRTH TO THREE



PRESCHOOL



SCHOOL AGE



ADULTS



Medication without the shame

Mental-health issues in children are real issues, so why the stigma?

BY ALEXA BIGWARFE

My son was assessed and diagnosed with attention deficit hyperactivity disorder last winter. After consulting with our pediatrician, we decided to medicate him. I received a lot of criticism from people in my life when we made this decision, as if we were doing something that was harmful to him, rather than choosing the best solution to help him with his health issue.

Mental health is just as important as physical health, yet there is such a stigma around mental health issues. I just wanted to shout, "People! It's real. It's not a made up thing that 'lazy parents' resort to, because they can't discipline their child. Would you keep your child from an antibiotic that they needed? Would you withhold insulin? Of course you wouldn't."

Mental-health issues stem from illness in the central nervous system, and should be prioritized as high as any other health condition facing our children. As many as 20 percent of children in America have some sort of mental health issue, but according to research by ScienceDirect.com, parents remain overwhelmingly under educated about children's health issues and resources.

Our children need access to good mental health programs across the United States. A recent study from the U.S. National Center for Health Statistics found that one in 13 school-age children is taking one or more prescription medicine for behavioral or emotional issues. The data was derived from the National Health Interview Survey, which continually collects information about U.S. health and health care. The researchers could not identify specifically what the children were being treated for,



but in their expert opinions, the most likely disorders are attention-deficit and hyperactivity disorders, anxiety, and depression.

Is it possible that these medicines are being over- or improperly diagnosed? Yes. However, there are still many children who desperately need mental health attention and are not receiving the care they need.

I have known from the time my son was 3 years old that he behaved differently than other children. For many years, I believed it was my fault. I thought I was failing him as a parent, and these were disciplinary issues. I was wrong.

I began to do my research. Once he reached second grade, my son was falling

further and further behind in school. When he brought home school work, he was making all Ds and Fs. His written work would start off with letters on the page and slowly evolve into crazy robot and monster pictures. He couldn't sit still for two seconds. I was very concerned that he would not learn the basic foundations that he needed to be successful in school.

My husband and I agreed to have him evaluated, followed by a family meeting with his doctor and a determination that medication was the right avenue to take at that juncture.

I thought his doctor explained it to us so well. She told us to imagine that all the street lights in the city went out. It would be crazy to try to control traffic. And that, essentially, is what is happening in his brain. There are no working traffic lights, and he needs the medication to help his brain restore order. He needed to be able to focus so that he did not fall farther behind in school.

I was still nervous about the impact of the medication, but I knew it was the right thing to do. Within two weeks, he went from making Ds and Fs to As and Bs. He made the B honor roll for the first time. His teacher remarked that he was "a different kid." He is so much more interested in

school. We still have our challenges — like the morning routine in particular — but we've seen great improvement.

Parents and teachers need to be informed about the support resources that are available for children and teens who may be suffering from mental health issues and trauma.

When left untreated in children and adolescents, mental health problems can result in negative and sometimes tragic consequences. These may include dropping out of high school, substance abuse, juvenile detention, physical health problems, low self-esteem, and even suicide.

Associated costs, both financial and human, are wide and can impact not only the child, but his family, community, and beyond (as much as \$247 billion per year, according to the Annual Report on Health

Care for Children and Youth in the United States).

If you are struggling with a child that you feel may have some type of mental health issue, please don't be afraid to seek out help. Mental health is such an important aspect of overall health.

Children suffer from mental health issues just as severely as adults, yet access to good care for children with mental health issues has been a lower priority. But these issues are real, and most of the disorders are treatable. It is time to end the stigma around mental health issues in children.

Alexa Bigwarfe is a freelance writer and the mother of three small children. She writes about children's health issues and is passionate about bringing awareness to the need for better mental health programs.

Resources

Find more information here:
www.sciencedirect.com/science/article/pii/S1876285914002538
www.kidsmentalhealth.org/
www.ffcmh.org/awarenessweek/tool-kit
[www.samhsa.gov/children/national-](http://www.samhsa.gov/children/national-childrens-awareness-day-events/awareness-day-2015)

[childrens-awareness-day-events/awareness-day-2015](http://www.samhsa.gov/children/national-childrens-awareness-day-events/awareness-day-2015)

Resources for young children: <http://archive.samhsa.gov/children/earlychildhoodmat.asp>

Specific resources for young adults: <http://archive.samhsa.gov/children/youngadult-home.asp>



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The right help for your autistic child

BY JAMIE LOBER

When armed with relevant information, parents can cope and even flourish with kids with autism. The first thing to realize is that because every child with autism is different, your child's needs will be different as well. To get him the best help, explore all available options including educational, therapeutic, biomedical, nutritional, and more.

"It can be challenging to get direction and insight, and other parents are often the best first starting points to get information to help your child," said Kim Mack Rosenberg, president of the New York Metro Chapter of the National Autism Association. Do not be afraid to ask questions of early intervention therapists. "Without violating HIPPA laws, therapists cannot name names, but may say another kid they work with is trying a gluten-free diet and he has seen great things," said Rosenberg.

By having a network or even getting involved in the New York Metro Chapter of the National Autism Association you can expose yourself to regular speakers, events, and resources including medical, biomedical, and behavioral strategies to calm your child.

There are no guarantees with treatments, but for the best prognosis, try to identify a child with a similar profile to your child.

"If you see a child that has a similar profile and seems to be doing well, talk to that parent, and ask if you can buy him a cup of coffee and talk about what he is doing for Susie that might help you with Timmy,"

said Rosenberg.

Whether it is a traditional or nontraditional therapy or alternative medicine approach, talk to the practitioner and make sure you are comfortable. If someone is not willing to answer your questions and you do not feel at ease, it is probably not a good match for your family. Most importantly, you want to have a speech therapist and

There are no guarantees with treatments, but for the best prognosis, try to identify a child with a similar profile to your child.

occupational therapist on board. Some kids have more physical needs and have a physical therapist. If a child has a seizure disorder, a neurologist will be part of the team as well.

As for behavioral and educational therapy, applied behavioral analysis produces great results for some kids.

Social-based therapies

"There are other programs like floor time, sunrise, and relationship development intervention which are a little bit more social-based than traditional applied behavioral analysis, but there are a lot of hybrid programs because practitioners, schools, and parents are seeing benefits of a hybrid approach," said Rosenberg.

Art and music therapy can be beneficial

to certain kids. The occupational therapist will hone in on sensory needs.

"Some are sensitive to sound or light and a noise that may not bother you, like the humming of fluorescent lights, but it can be completely distracting for kids with autism," said Rosenberg. Others may be hypersensitive or hyposensitive, meaning that a child may not be able to tolerate the small tag on the inside of his shirt, or, on the other extreme, does not feel pain, which creates its own set of dangers and concerns.

When considering all of this, know your child.

"Many children with autism have a tendency to wander or elope, so parents, caregivers, and schools need to be vigilant in monitoring," said Rosenberg. Many are drawn to water and do not know how to swim. "If at all possible, get your child swimming lessons, so that way, if he is near water, he may at least have some ability to try to save himself," said Rosenberg.

Customize their diet

Nutrition can be a challenge for kids on the autism spectrum as a lot of kids like predictable things and want to eat the same foods all the time.

"My son has benefited tremendously from dietary intervention, but I recognize that it is not the right choice and feasible for every family," said Rosenberg. Typically the diet is soy-free, gluten-free and casein-free. "Especially with removing the dairy, often families see a big change quickly, because it only takes a few weeks for the dairy proteins to get out of your system," said Rosenberg. This can be a great approach.



“With my son, we found not only behavioral changes and a calmer child, but also noticed that he had these dark circles under his eyes that the nutritionist called allergic shiners, and they went away, which made him look healthier and no longer exhausted,” said Rosenberg.

Kids with autism are more medically complex than people realize.

“Some have autoimmune issues or immunological issues so you have to find a good doctor who is not just treating it as a mental illness but as a whole body illness that manifests itself in some respects in neurological symptoms,” said Rosenberg.

Communication devices

When you treat underlying medical conditions you will observe improvements in your child’s behavior, cognitive function, and social ability. For those with limited or no verbal capacity, look into getting an augmentative communication device which can be as simple as an iPad.

“Kids are using these devices and becoming less frustrated by their inability to speak, they are calmer and more organized, and are using the device as a step up to speech,” said Rosenberg. Communication also becomes more productive.

Striking a balance

Have a positive outlook.

“Kids with autism can lead healthy and productive lives,” said Rosenberg. The options are endless, but try to strike a balance in your life. “It is important to balance everything you are doing for your child with autism with the rest of your family’s life,” said Rosenberg.

Your child with autism can still engage in sports and participate in activities with other kids. He has more in common with other children than you may realize. “You need some down time, time to relax, and to be you without constantly running, and since a lot of these kids need therapies that they get in school or outside of school, it is a balancing act for everyone,” said Rosenberg.

Jamie Lober, author of “Pink Power” (www.getpinkpower.com), is dedicated to providing information on women’s and pediatric health topics. She can be reached at jamie@getpinkpower.com.

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Advocating for your child's needs

BY JUDY M. MILLER

Parents are natural advocates for their children. We love our children, and we want the best for them.

As a mother of four children, three with special needs, I know how important it is to advocate for my children. There is no one who will be more committed to making sure my children have access to the support, treatment, and education they are guaranteed more than me.

My youngest daughter was my second child to be diagnosed with special needs, and each of my four kids have different special needs. Initially, I was overwhelmed by my lack of knowledge and intimidated by how to best advocate for what she would require in school, when I did not yet know myself. I chose to dive in. Great hope impelled me.

First steps: accept your child's diagnosis and become the expert about it.

Gather information about your child's diagnosis, recommended remedial techniques, and treatment. Learn all you can

about your child's special needs. Break the information into terms that you can understand. This will help others appreciate your child's special needs when you share the information with him.

I needed to fully comprehend my daughter's diagnosis, and the recommended care, treatments, and therapies. I felt I would be a far more effective advocate for my child if my knowledge about my child's special need bordered on encyclopedic. I fast-tracked my education.

I purchased books, highlighted passages, and wrote in the margins where I required further clarification, discovered something I desired to learn more about, or wanted to share with others. I went online to reputable websites and printed out articles. I highlighted passages and made notes in the margins. I created an impressive section of resources in my personal library about each of my kids' special needs.

During each visit, I asked my child's therapists about treatment and outcomes, recommendations of what to read, what I might expect, and clarification of my questions. I

did the same with my daughter's teachers and therapists when she attended developmental preschool. I took notes, notebooks full of notes. I was driven by my love for her as well as trying to assure she was physically, emotionally, and psychologically safe.

Become über-organized

I purchased two three-inch, three-ring binders and index pages with pockets. One binder contained written records — sections for my child's initial diagnosis and follow-up reports; therapy goals and therapy progress reports; copies of bills; medical paperwork; Individualized Education Plans (the original and future updates); and teacher e-mails, notes, and cards, etc. The other binder was my personal "education primer." It held three-holed college-lined paper full of my journal entries; questions and the answers to them; definitions of terms — technical and layman; and highlighted recommended resources; and the printed articles about the diagnosis my child had been given. I made sure every paper that went into both binders was dated.

A therapist's take on advocating

I asked Carol Foulke, a retired Speech and Language Pathologist with more than 30 years of experience in a public school setting (who served students in elementary through high school), the following:

- From your perspective, what makes a parent an effective advocate for their child?

- What is most often overlooked?
- What gets in the way of parents' effectiveness?

Here is Foulke's response:

"One of the most important things that parents can do is to know the state laws regarding special education. That way they know what is within their rights, what is reasonable to ask for, and what to expect.

If parents can let school staff know that they are educated on special education

law without threatening or bullying, it can set the tone for working within the legal framework. A huge factor is the parents AND school staff working together as a team for the benefit of the child, and not as adversaries. Be in communication with your teacher of record.

Let them know about significant events (both positive and negative) at home, e.g., if there are changes in medication or dosage, so that staff can help assess behavior changes.

Let the school know if there is a family member in health crisis, or if parents are separating or divorcing, etc. Although these are 'family matters,' they can have a major impact on the student's performance at school. No need to get into too much detail, but let someone know that

there is disruption at home.

I think a big issue that can get in the way of parents' effectiveness is that they focus solely on what they want for their child; it is sometimes very difficult to be unbiased when dealing with our little ones! But remember that the school must take into account the welfare and educational rights of ALL of its students. [Certain] behaviors or poor work habits may be present at home, but not at school, or vice versa.

It can be a fine line to walk for parents ... Demanding that their child's educational needs are met while understanding that difficulties and differences may *not* equal disability under state and federal guidelines.

Bottom line — *work together* and respect the training and experience the school personnel have. *communicate* with staff and play nice!"



Learn about your child's rights

Legally, children with special needs are entitled to an "appropriate" education. Your child should have access to "specially designed instruction" (Individuals with Disabilities Education Act) to meet her unique needs. Learn what this means for your child.

Become competent about the "rules of the game." Research and understand your state's and the federal education laws and regulations. These federal laws apply to children with special needs:

- The Individuals with Disabilities Education Act (IDEA): <http://idea.ed.gov>
- The Americans with Disabilities Act (ADA): <http://www.dol.gov/dol/topic/disability/ada.htm>
- Section 504 of the Rehabilitation Act of 1973: <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

Do a search in your library or online to learn about cases similar to your child's to answer your questions. Be informed about the procedures you must follow in your

school to protect your child's rights and yours.

Print a copy of the legal rights, regulations, and procedures. Add these to the binder that has your child's diagnosis information.

Be prepared

Build healthy relationships with your child's team — therapists, doctors, and school. This encompasses preparation and planning for meetings with your child's doctors, therapist, and teachers and aides. Be polite, firm, and persistent.

Create a meeting agenda with your objectives: items such as addressing issues or test scores, clarifying treatment or goals, identifying problems, proposing solutions, or to firm up agreements. Focus on solutions. Share this ahead of time with the team members you are meeting with. This allows them to be prepared as well.

Take care of yourself

Parenting a child with special needs is challenging, sometimes downright ex-

hausting. We moms typically give and give, until there is little to nothing left to give. And then we find we cannot be the parents we wish to be for our kids.

Give yourself permission to put yourself first for a minimum of an hour each day. Have someone you trust watch your child if she is at home while you embrace "me" time. Take a walk, sit in silence, garden, or do yoga. Do something that will replenish your mama stores and bring you back to balance.

Advocacy supplies list

In order to be an effective advocate for your child, you need supplies to help you organize the information and resources you acquire. You want to be able to access the information quickly.

Here is a list of supplies that will help you get started:

- Two three-inch, three-ring notebooks (one for your child's file; one for information about your child's disability and educational information).
- Index pages.
- Contact log sheet (I kept this in the front of my binder).
- Small tape recorder, or a recording app on your smartphone.

Sometimes it is challenging to write when you are listening.

- Stapler and staples, to keep multiple report and update pages together.
- Calendar (I printed blank calendars off the internet and three-hole punched them).
- Loose leaf, three-hole paper, or 8-by-11-inch notebooks with perforated pages that can be added to your binders. I used this paper for journaling as well.
- Three-hole punch for medical, therapeutic, and school paperwork.
- Highlighters.
- Colored pens, if you choose to color code as I did.
- Package of sticky notes (again, multiple colors).

Judy M. Miller is a freelance writer living in the Midwest with her husband and four children. She is a Gottman Institute educator and the author of "What To Expect From Your Adopted Tween," a guide for adoptive parents, and "Writing to Heal Adoption Grief: Making Connections & Moving Forward," a workbook for older adopted teens and adopted adults.



A guide to being a better grandparent

Moms lay out some basic ground rules

BY KERRIE MCLOUGHLIN

The world of grandparenting can be tricky; just try to put yourself in your parents' shoes for a minute. They have raised their kids already and think they did a pretty awesome job. Now their baby has a baby and they don't know how to act. All of a sudden their baby, who was brought up on junk food, public school, no seat belts, and television and turned out perfectly, is telling them what to do around the grand kids (no sugar, "we are going to homeschool," "take the

booster seat" and "no screen time").

Some grandparents turn passive aggressive and do the opposite of what they are asked; some just stop showing up. If you can find a happy medium, you are doing better than most. Check out some common issues parents have with grandparents. I'm talkin' straight at you, grandparents!

Don't start a tradition you can't finish

You are the one who wanted to buy each grandchild a \$50 Build-a-Bear workshop stuffed animal and started that tradition

nice and early. I realize most people don't go out and give birth to more than two children these days, but you'd better start padding your savings account, Mee-maw, because I have five kids currently and might have more! If you do something for one, you can bet the others are watching and are going to be bugging me about it constantly! I suggest starting cheaper traditions that are more about time spent together, like taking the kid out for an ice cream and to the dollar store every year for Valentine's Day.

Don't parent them; that's my job

I expect you to spoil them! If I have said, "Go for it" then give them candy, let them

“Grandparents need to remember that times have changed. Why are there endless repetitions of, ‘It was good enough for you as a baby, so it’s fine for your baby?’”

go on a cartoon binge, and by all means buy them the entire set of Harry Potter books!

Likewise, though, if I ask you to not smoke, drink, or watch “Dexter” around the kids, please respect that.

Come to stuff! Show up!

You don’t need an engraved invitation to a Little League baseball game; if I e-mailed you the schedule, I want you to come. If you don’t show up to any of the birthday parties because you are mad at me or too busy, that’s only hurting the relationship with your grandchild. Let’s talk it out.

Bite your tongue

As Jen M.L. of the popular People I Want to Punch in the Throat blog says, “You had your chance to [mess] up a kid and now it’s my turn, so pipe down with all the unwanted advice.” Michele Pfeiffer, mom of one, offers, “Don’t be a helicopter

grandparent. Let the parents make the same mistakes and learn from them. We all turned out fine.”

Unless your grandchild is in serious danger, it’s best to keep your thoughts to yourself. Share those thoughts instead with your friends at work or the community center.

Take it easy on the material junk

Most kids have tons of random junk they never play with. May I suggest a lovely family gift of a zoo membership next Christmas? Or, if you insist on dropping \$50 on each birthday, how about a \$10 gift and a \$40 savings account donation?

Leave religion out of it

This is a loaded topic for grown adults, so don’t bring it up around your kids and grand kids. Your job is to love the grand kids and just get along and help out. Ask-

ing your grand kids in private why they don’t go to church is not acceptable.

Nothing stays the same

Jody Kwan Jones, mom of three, says, “Grandparents need to remember that times have changed. They seem perfectly willing to accept the new technology that makes life easier, like nice cars, computers, fancy televisions, etc. Why then, are there endless repetitions of, ‘It was good enough for you as a baby, so it’s fine for your baby.’ Ummmm, no, I will *not* be giving my baby whiskey in a bottle to put him to sleep!”

Be supportive

If your grandchild is struggling with something in school or life, it’s not always your kid’s fault. Instead of blaming or saying your grandchild never acts that way around you, ask what you can do to help. Can you watch the other kids while your grandchild goes to therapy? Come over for a while to cook or just sit and read to your grandchild? Maybe your grandchild is struggling with science and you are a chemical engineer. Think, help, instead of snark.

Kerrie McLoughlin’s five kids are very lucky to have six rockin’ grandparents who know how to strike the balance between smothering and neglect. More humor and fun at TheKerrieShow.com.

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Culture shock

Navigating the foreign world of a special needs child

BY JUDY M. MILLER

Imagine arriving in a different destination other than that which you anticipated. Imagine that you do not have your bags packed for the appropriate activities and climate. You have no maps or knowledge of the customs or language. You do not know what information is correct or know whom to trust. Your plans have changed. Yet, as you are accepting that your destination is permanent, you realize that you have to make the best of it, or it could destroy you and the rest of your family.

I first came across the inspirational essay “Welcome to Holland” by Emily Perl Kingsley years ago when I sat on the board of a neonatal foundation. Kingsley’s essay captures the feeling of being the parent of a child with special needs. Working with parents in the trenches of profound shock and grief, during a time that should have been utter joy, was immensely difficult. At that time, I was the proud parent of one child, a son my hus-

band and I believed to be “normal.”

I recall feeling guilty on occasion: when sitting with parents in the Neonatal Intensive Care Unit and offering support or a listening ear, or when I held and rocked the ever-so-fragile tiny infants that fought for survival. I was blessed with a healthy child while many of these parents faced the possibility of death, long-term challenges, or disabilities stemming from their children’s premature arrivals.

I also felt thankful that we had dodged a bullet; however, Kingsley’s essay resonated with me as a mother and lodged within my heart.

Fast forward years later. My oldest child was a handful and exhausting. He was happy and bright, but often without focus. We chalked this up to him being “all boy.” As his parents, we appreciated his gifts. However, his kindergarten teacher felt otherwise. Vehemently. She called us in for a conference only two weeks into the school year. She told us, “I’ve never had a child like him dur-

ing my 25 years of teaching.”

We asked her to work with him, to challenge him; he was in his element when challenged. We could tell by the set expression on her face that she was not going to embrace our requests. We were in for a very long year.

Our son was clueless about what was going on. We had many parent-teacher conferences during that year. The last one was in the early spring after we had already made the decision to enroll him in another school with much smaller classes and interactive learning.

Our son thrived in this new school environment, yet his focus continued to lapse. We painfully faced that our son might have some issues, and had him evaluated by a team of professionals to make sure he was not falsely diagnosed. The testing indicated what we had long suspected, but tried to deny: our son had attention deficit hyperactivity disorder.

We chose to address his condition holistically, without medication. We stayed in daily contact with his teachers. We made changes to his diet. We put a behavioral management plan in place.

We saw no improvements. Our son’s grades went up, and then they went down. He was focused in one subject and disruptive in another. There was no pattern throughout the day or by subject matter. His behavior was just as maddening in karate — an activity we thought would help curb his impulsiveness.

Emotionally, we rode the wild roller coaster with him daily. Out of options, we began to consider the possibility of medication, something that was of great concern to us. My husband and I had many long discussions between the two of us, and with doctors, and tears often accompanied these. We continued to straddle the fence.

Our son’s behavior became more erratic as puberty set. We made the decision to go ahead and medicate him. He would take a Class CII drug, a federally controlled substance that could lead to abuse or dependence and carried the possibility of many other serious side effects. Medicating our son was one of the toughest decisions we ever made, but with the arrival of our third

ADHD statistics

- Boys are three times more likely than girls to be diagnosed with attention deficit hyperactivity disorder.

- It does not discriminate among race. The prevalence of the disorder is 9.8 percent among whites, 9.5 percent among blacks, and 5.5 percent among Hispanics.

- Children with attention deficit hyperactivity disorder are more likely to have learning disabilities and language deficits such as poor listening and reading comprehension and verbal expression.

- Children with attention deficit hyperactivity disorder are also challenged by poor organizational, memory, and fine-motor skills.

•••

Research by Dr. Russell A. Barkley, www.russellbarkley.org/index.html, an internationally recognized authority on attention deficit hyperactivity disorder in children and adults states:

- “The emotional development of a child with attention deficit hyperactivity

disorder is 30 percent slower than their non-attention deficit hyperactivity disorder peers.”

- One to three children has attention deficit hyperactivity disorder in every classroom of 30 students.

•••

The statistics below are from the Centers for Disease Control’s “Key Findings: Trends in the Parent-Report of Health Care Provider-Diagnosis and Medication Treatment for ADHD: United States, 2003-2010” www.cdc.gov/ncbddd/adhd/features/key-findings-adhd72013.html.

- More than one in 10 (11 percent or 6.4 million) US school-aged children have received the diagnosis from a healthcare provider.

- The percentage of children between the ages of 4 and 17 continues to increase, up 42 percent between 2003 and 2011.

- The percentage of children between the ages of 4 and 17 taking prescribed medication for attention deficit hyperactivity disorder increased 28 percent between 2007 and 2011.

child and her severe sensory processing spectrum disorder we now underscored the importance of intervention and that earlier was better.

The medication made an immediate difference. Our son was able to focus and control his actions. He could stay on task and out of trouble. His grades moved up and stayed up. His confidence in himself, his abilities,

and peer relationships grew. He graduated high school with honors, and received many merit awards to attend college.

We had countless talks about the seriousness of the drug he takes. About the need to monitor him daily and share how he feels emotionally and physically. About how kids would likely ask him for some of the medication when they were under stress

— which did happen — and what those consequences could be if he were caught doing so, by us and the law.

Looking back, we put the decision to medicate our son off far longer than we should have. But, when present in the moment, there is rarely the gift of perspective. Parents of children with special needs often struggle with not having the support of others, finding reliable information about options, and moving through the grief of parenting a “less-than-perfect” child.

Dragging my feet, I arrived in Holland, only a different region than I had with my daughter. Slowly, through the years and with my son’s openness about his attention deficit hyperactivity disorder, I’ve become acculturated. Holland is not a horrible, scary place, just different. As Kingsley says in her essay, “You must go out and buy new guide books. And you must learn a new language.” I have. I have embraced being the parent of kids with special needs, thankful that Holland exists and that I can appreciate the very special, wonderful things that it offers.

Judy M. Miller savors time with her kids. She is a certified Gottman Institute educator and the author of “What To Expect From Your Adopted Tween” and “Writing to Heal Adoption Grief: Making Connections & Moving Forward.”

Parents of children with special needs often struggle with not having the support of others, finding reliable information about options, and moving through the grief of parenting a “less-than-perfect” child.





Diagnosis uncertain

Assessing Applied Behavior Analysis

BY ELLEN BARNETT

A government survey estimates that one out of every 45 American children has autism spectrum disorder. That 2014 National Health Interview Survey, based on parent reports, reflects a significant increase from the 2011–13 survey that estimated one out of every 80 children has autism.

Experts agree that this rise is the result of increased autism awareness and a diagnostic criteria that captures a wider range of characteristics than previously represented. It is also agreed that, most likely, a combination of environmental and genetic factors are responsible for the increased numbers.

Nonetheless, as the numbers rise, we still know very little about the cause of autism and its increased prevalence. Possible causal factors are hypothetical at best. Without an understanding of the cause, we cannot move toward finding a cure.

Although the cause remains unknown, we do know that Applied Behavior Analysis is

the most effective treatment for achieving optimal outcomes for diagnosed children. This has been documented over the last 40 years through extensive, peer-reviewed and replicated research studies.

Until we understand the cause and can decrease the number of children diagnosed with autism, it is important to shift our focus away from surveys, and turn our attention toward providing access to high-quality Applied Behavior Analysis services for all children on the spectrum.

Unfortunately, high-quality services are hard to find. Many of those who claim to practice behavior therapy have very little understanding of the behavioral concepts upon which it is based. Without a solid understanding of the science behind it, these practitioners become locked into a specific protocol and are unable to achieve the flexibility that gold standard Applied Behavior Analysis requires. Blindly following an overly prescriptive treatment program is ineffectual.

In addition to the lack of standards is the problem of those who see Applied Behavior

Analysis as a quick, money-making vehicle. The lack of definitive standards, along with the possibility of large profits, leads to poorly-trained staff, minimal supervision, and substandard programs. This distorts the true nature of the therapy and promotes negative myths regarding its effectiveness. Ultimately, this harms the most vulnerable members of our society.

One example of the ineffectual use can be seen by looking at a widely used teaching technique called Discrete Trial Teaching. This is viewed by many of those with limited knowledge as a rigid procedure that is only used in highly structured settings to teach very specific skills. Many view it as synonymous with Applied Behavior Analysis, when in truth, behavior analysis is comprised of dozens of procedures. Inexperienced providers typically learn to implement trial teaching as a specified series of steps without truly understanding the behavioral concepts upon which the procedure was formed and shaped over a period of many years.

Skilled practitioners, however, are able to implement trial teaching with a great deal of spontaneity and natural flexibility while remaining true to the underlying behavioral concepts. They do not need to memorize a script; they are able to respond to the child's behavior and adapt the procedure minute by minute, depending upon the needs of the child. Children are able to progress quickly and generalize their skills more rapidly as a result of this more dynamic approach.

Those of us who have been in the field for many years are aware of the rampant nature of poor Applied Behavior Analysis programs. Parents must be informed, so that they can access, evaluate, and demand high-quality services. They need to make sure that those teaching their children have received intensive, supervised, hands-on training along with on-going education over a period of years. Yes, years are required to achieve this level of expertise! Would you hire a so-called lawyer who has had only a few workshops on practicing law?

Parents need to be wary of practitioners who claim they are certified and know Applied Behavior Analysis. Professionals must recognize just how complex it can be, and make certain that those they hire are skilled and competent. Those of us running programs must demand intensive training for our staff, and discontinue the practice of certifying those who have received limited training.

It is time for an overhaul in the field of Applied Behavior Analysis. Parents and professionals must work together to set the wheels in motion.

Ellen Barnett is the assistant director at Comprehensive Kids Developmental School.

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Helpful habits

Seven traits of highly effective parents of special-needs kids

BY JUDY M. MILLER

Many parents of special-needs children appear to parent with grace, balance, and energy. In addition, they also seem remarkably stress-free and organized. How, in the face of all of these challenges and more, do they keep it together? What habits do they embrace that allow them to be highly effective parents for their children?

They are proactive and advocate for their children and educate others

Parents become experts about their chil-

dren and their needs.

They conduct ongoing research; ask questions of therapists, doctors, special-ists, and other professionals; and keep an organized binder full of notes and important information. They create and add to their at-home special-needs libraries. They are knowledgeable about vernacular, treatments, and services. They are well versed in the state and federal laws that regulate services for their children.

Because of their knowledge, parents are effective educators of their child's faculty and staff. They are powerful advocates for treatment, services, and support in and outside of school.

They maintain a sense of 'normalcy' within the family

Effective parents realize that although everyone in the family is affected by the child's disorder, they are not defined by it. Parents work to ensure that siblings have childhoods and do not take on adult responsibilities. They encourage siblings to spend time with their friends.

Parents are proactive about training other family members, friends, and sitters about how to care for their child so that they can have time for themselves — individually and as a couple, perhaps going out on weekly dates. They also spend time in the company of other adult friends.

They take care of themselves

Parents nurture their needs, and recognize that doing so is important for themselves as well as their children. Effective parents ad-

When parents lead lives that are stress-free and balanced, all family members, especially children, win. Effective parents reduce stress in their lives by setting time aside each day to promote calm and centering.

dress themselves holistically, meaning they take care of their physical, emotional, psychological, and spiritual needs.

They eat nutritious, unprocessed food and don't skip meals. They make sure their bodies are properly hydrated.

They schedule time for regular exercise, by themselves or with friends. They engage in activities that offer creative or intellectual enrichment.

They manage their stress

Effective parents are intentional about reducing stress in their lives by setting time aside each day to promote calm and centering. They adopt practices such as prayer, deep breathing, and meditation to replenish their inner reserves. Rebecca, a mom of a son who has a diagnosis of autism, says, "When in doubt, I choose grace, to forgive people for letting me down, or for rejecting

my son, for whatever reason."

When parents lead lives that are stress-free and balanced, all family members, especially children, win. Research by the Gottman Institute supports that children fare better emotionally, socially, and academically when parents manage their stress properly.

They make rest a priority

While any parent can tire in her parenting responsibilities, parenting a child with special needs can elevate fatigue to a whole different level. Sometimes parents don't realize the extent of their exhaustion. I didn't. My child's physical therapist pointed this out to me.

Effective parents realize the importance of getting to bed as early as possible, or taking naps to offset the sleep they lose due to their child's irregular sleep patterns up and down throughout the night

They surround themselves with energy givers

People are either energy zappers or energy givers. Effective parents opt to spend time in the company of people who lift them up, make them feel confident, positive, and happy. They realize energy givers help them to feel energized, inspired, and motivated. Parents of special-needs children appreciate and need this energy.

They have a support group

Parenting a child with special needs can be lonely, however, there is no need to be alone in the journey. Effective parents are part of or have created a group of parents whose parenting journeys are similar to theirs.

Christy, a single mother of a child with mental health issues shares, "I've found that meeting and sharing with people who have raised children with similar issues helps me. They understand what I deal with without me having to explain it. Their support helps me to be calm when I'm with my child."

Judy M. Miller savors time with her kids. She is a certified Gottman Institute educator and the author of "What To Expect From Your Adopted Tween" and "Writing to Heal Adoption Grief: Making Connections & Moving Forward."



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What did you say?

Recognizing auditory disabilities

BY MYRNA BETH HASKELL

A child's difficulty with listening, following directions, interpreting oral information, and other receptive language problems could be attributed to many different disabilities. One of these is called auditory processing disorder. This disorder is also referred to as central auditory processing disorder.

Auditory processing disorder has been misunderstood and misinterpreted by many. In her article "Understanding Auditory Processing Disorders in Children," Dr. Teri J. Bellis, assistant professor and chair of the Department of Communication Disorders at the University of South Dakota, writes, "The term auditory processing often is used loosely by individuals in many different settings to mean many different things. The label APD has been applied (often incorrectly) to a wide variety of difficulties and disorders. As a result, there are some who question the existence of APD as a distinct diagnostic entity and others who assume that the term APD is applicable to any child who has difficulty listening or understanding spoken language."

It would be counterproductive to jump to a conclusion that a child has auditory processing disorder, because he is having receptive language difficulties. These difficulties could be due to a variety of other learning disabilities such as attention deficit disorder, language processing delays, autism spectrum disorders, dyslexia, and the list goes on. Therefore, understanding the difference between auditory processing disorder and other disorders that also affect language skills is imperative.

What is APD?

According to the National Institute on

Deafness and Other Communication Disorders, auditory processing is, "A term used to describe what happens when your brain recognizes and interprets the sounds around you. Children with APD often do not recognize subtle differences between sounds in words. For example, the request 'Tell me how a chair and a couch are alike' may be understood by the child as 'Tell me how a cow and a hair are alike.'"

Diane Phelan, manager of St. Francis Hospital's Center for Communication Disorders in Poughkeepsie, explains, "Auditory processing is not an issue of the sound getting into the ear or being 'heard.' It is really about what the brain does with that sound."

Bellis agrees.

"In its very broadest sense, APD refers to how the central nervous system uses auditory information. To avoid confusing it with other disorders that can affect a person's ability to attend, understand, and remember, it is important to emphasize that APD is an auditory deficit that is not the result of other higher-order cognitive or language disorders."

In other words, the child with auditory processing disorder hears what you say, but something then goes wrong and the words and sounds are jumbled and confused in the child's brain. On the other hand, a child with language processing difficulties hears the information correctly, but then cannot understand what the information means. This is an important distinction between auditory processing disorder and more general language processing difficulties.

Diagnosing auditory processing disorder

Usually, a child with auditory processing disorder will have severe problems with following directions, but at the same time, is not having a problem attending and sitting

still. She might have difficulty understanding speech in noisy environments or being able to tell the difference between words that have similar sounds. She might behave as if she is hard of hearing. Children with the disorder may have difficulty with spelling, reading, and understanding verbal information; however, their performance in classes that don't rely heavily on listening is much better.

Due to the subtle differences between this and other disorders, a child should be given a battery of other tests prior to a specific auditory processing disorder test.

"You really want to make sure you rule out deficits in other foundation areas of listening and understanding first," explains Phelan. "For example, if a child has an undiagnosed hearing loss (meaning she cannot hear various sounds adequately), she would likely perform poorly on APD testing. That child could then be labeled and treated inappropriately for APD, when she really has a hearing loss which should be dealt with very differently."

Phelan reports that children are typically not tested until they reach 7 years of age. This is because their brain function and auditory system are not mature enough before then. Phelan says that formal testing is done by an audiologist. This involves tasks such as repeating back phrases that are sent to one ear while background noise is simultaneously being sent to the other. The child with auditory processing disorder may not be able to focus on the target phrase and filter out the background noise.

The test should only be given once other problems are ruled out. First, a child is given a general audiological evaluation to see that he is able to hear sounds adequately. Then the child would be given a language evaluation. This evaluation focuses on difficulty with comprehension, retention, and expression. If these first two tests don't show significant problems, the child is then given the auditory processing disorder test.

"If we went straight to APD testing with-



out first ruling out weaknesses in these other foundation areas, we could be over-labeling children and solving the wrong problem,” stresses Phelan.

Help in the classroom

There are a variety of treatment approaches — there is no one treatment for all children with the disorder. Many different classroom modifications are used to help children with auditory processing disorder.

“Typically, classroom modifications can include preferential seating away from hallways, radiators, and fans; tennis balls on the bottom of chairs to help reduce the environmental noise; and use of auditory trainers to improve the signal to noise ratio of classroom settings,” says Kimberly S. Terwilliger, a speech-language pathologist, vice principal at M.C.M. Middle School, and former assistant director of special education for the Kingston City School District in N.Y.

FM devices consist of a microphone for the teacher and an earpiece for the student, which blocks out the background noise so she can focus on the information coming from the teacher. Assistive technology, such

as these FM devices (or auditory trainers), is not used with all students.

“Some students respond very well to the use of FM systems and others can be sensitive to the increased auditory input,” says Terwilliger.

Other classroom modifications might include altering the acoustics in the room or providing information and directions using shorter phrasing and simplified language.

Therapy is frequently used in conjunction with classroom modifications. Therapy often concentrates on retraining the child to focus on verbal instruction and filter out background noise. Terwilliger says that speech therapy is also provided to “increase auditory memory skills, strengthen pho-

nemic awareness [analyzing sounds and how they make up words], and improve auditory closure skills [children fill in or predict the information they are listening to].”

Phelan concurs that modifications given to students are very individualized.

“Five different children can have five different sets of modifications, strategies, or therapy types.” Phelan says that a high percentage of children show improvement with therapy. However, the degree to which a child’s deficits will improve cannot be determined in advance.

No need to feel helpless

If either you or someone at your child’s school suspects that your child has auditory processing disorder, you should first garner as much information as possible from your child’s teachers, speech pathologist, psychologist, or any other adult who has worked in an educational setting with your child. You should also write down all of your own observations about what you’ve perceived to be difficulties with your child’s hearing and language development.

The final step is to bring your child to a communication disorders clinic or other facility where your child can be thoroughly tested by an audiologist and certified speech-language pathologist.

Myrna Beth Haskell is an award-winning author, columnist, and feature writer. Her work has appeared in national and regional publications across the U.S. as well as internationally. For more information, please visit www.myrna-haskell.com.

Additional resources for parents:

To find a professional in your area:

- American Speech-Language-Hearing Association: www.asha.org
- To learn more visit the National Institute on Deafness and other Communication Disorders’ website: www.nidcd.nih.gov



Great outdoors

Why open-air activity is vital for special-needs kids

BY VASILIOS TSELIOS

Spring is the perfect time to reacquaint your kids with the learning opportunities of outdoor play. Besides the benefits of fresh air, outdoor activity provides the opportunity for constant learning through unstructured and structured play. For an individual with special needs, the outdoor park is a wonderful learning environment. With supervision from a parent or caregiver, every step the child takes becomes a learning opportunity.

Amongst the problems that children with disabilities face are poor strength,

coordination, and processing of external information. Children with special needs may not want to engage in play activities due to these difficulties, according to the 2004 findings of researchers J.A. Hay, R. Hawes and B.E. Faight. Yet, according to J.P. Piek and his colleagues, finding an activity that is matched to the level of development of the child can encourage participation. This is why it is important to understand the anatomy of the outdoor activity and its impact on the child.

At any given moment, all children are providing a wealth of information to their parents. They demonstrate their abilities and inabilities when trying to overcome

obstacles while participating in activities. It is an indispensable skill for a parent to be able to learn to read the signs her children are providing. This serves as the pathway in providing the best way to overcome challenges that affect the child's learning.

In an outside environment, children learn to move their bodies in a different way than they do when they are indoors. Just consider how we move our arms when outside in contrast to how we move our bodies while in a fine crystal store. In a park, a child can throw out his arms in the vast space afforded to him. Outdoors, children can yell and scream in the con-

text of play.

Outside, children are unrestricted, they can experience the feeling of inhaling deeply, expanding their lungs, and pushing the air outside through their mouths. We may take this for granted, but to an individual with special needs, all of this is an extraordinary experience.

Bring to mind the feeling of walking in your home or in a school environment. In the school, the doors are extra wide and the surface is smooth and level. In comparison, when we consider a park, this environment offers the child the opportunity to navigate across an uneven, resistive surface. This surface may have depressions, elevations, and other obstacles (rocks, twigs) that forces the child to think and problem solve. Balancing, repositioning, and making judgments about the environment is one reason that outdoor play is such a wonderful and diverse educational experience. It allows for the development of different types of muscle and coordination control while enhancing problem-solving skills.

For a child who may not get out as much, such as a child with special needs, the outdoors represents a great learning environment. This is the environment that allows the child to learn how to move

For a child who may not get out as much, such as a child with special needs, the outdoors represents a great learning environment.

in unrestricted space. Consider what the park feels like: as we walk on the grass, the surface is contorted and sometimes unyielding, and at other times, it can throw us off balance. At every given instant when walking in the park, the child is provided with a problem that can be overcome.

Additionally, activities allow children to gain self-confidence once a skill is practiced and achieved. In their 1968 research published in the Journal of Applied Behavior Analysis, J. Buell and colleagues demonstrated that through patience, practice, and time while outdoors, children can become independent learners. In doing so, they gain mastery over their environment and become prone to self-learning and more exploratory play.

In taking responsibility for our children,

we need to be concerned about providing safe opportunities for learning. Consider several things when promoting such an opportunity: What is the skill you want your child to learn, the activity you want to play, and any safety issues that you feel could arise and hinder play? This all feeds into the child's brain development, as well as his motor skills' development.

Some simple outdoor activities include ball play, blowing bubbles, counting rocks, listening for birds and trying to spot them, sitting down, and just visually following a squirrel.

The amount of activities is as endless as the imagination of the adult and child, but the key is the interconnectivity that we create together.

Vasilios Tselios is an occupational therapist in independent practice with more than 10 years experience. Currently his area of focus is autism spectrum disorders and challenging behavior.

Websites to view:

- www.prokerala.com/kids/activities/benefits-of-outdoor-activities.php
- www.childaction.org/families/publications/docs/guidance/Handout13-The_Importance_of_Play.pdf
- <http://kidsjolly.blogspot.com/2011/01/importance-of-outdoor-activities-for.html>



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Giving *all* your children the attention they need

Dear Sharon,

We have three children. One of our children, a 7-year-old boy, is on the autism spectrum. Naturally, he gets a great deal of our attention. We're concerned that our two older children (ages 9 and 10) are feeling neglected. They're good kids and wouldn't admit to it, but we want to make sure we are able to give our special child the attention he needs, but not at the expense of the other two. It's difficult, as I'm sure you can imagine.

Do you have any advice for us? Any professional thoughts would be greatly appreciated. We are trying to be good parents to all of them.

Dear parents,

Many parents with special-needs children are rightfully concerned about their ability to juggle all of their children's needs with so many responsibilities to handle.

Here are some suggestions that can help.

One of the things that can make a real difference is scheduling regular one-on-one time with each child. Doing so often creates important moments for parent and child to strengthen their relationship. It is especially effective when parents can set up these dates on a regular basis, putting them in their calendar as a must-do event on par with an important work meeting.

If dates are planned in advance, it gives each child the opportunity to look forward to the day and think about what he or she might like to do. Letting the child choose the activity and staying away from any adult distractions (cellphone, household talks, conversation with friends, etc.) can help balance the feeling of responsibility that often comes with being



PARENTS HELPING PARENTS

SHARON C. PETERS

the sibling of a special-needs child.

Time with each child can also improve the chances of meaningful conversations about many everyday concerns that can easily get lost in the shuffle. It can also provide opportunities to discuss the specifics of living with a special-needs sibling. Conversations might happen during a date, after school, at bedtime, or during other quiet moments. If a child can manage to communicate any of his experience, it is important for adults to listen without interruption or reassurance. It can be challenging for a child to say what is on his mind, rather than to be protective of a challenged brother or sister.

Find times to be open about the details

of a special-needs child's circumstances, making plenty of time for one or more siblings to ask questions. Again, it is important to keep your explanations concise, as children can easily become overwhelmed by too much adult perspective.

Make sure that all children in the family get to explore interests and activities that make them happy and build self-esteem. Even though scheduling can be hard, it is important to find concrete ways for all siblings to get as much praise and attention in and outside the home as a special-needs young person. Making everything equal can of course be impossible, but all concrete parental efforts in this direction can help.

Let everyone take some time to talk through the benefits of having a special-needs child. Hearing what everyone has to say on this topic can be stress reducing and illuminating for your family.

As you juggle the pressures in your life and work hard to be good parents, take time regularly to appreciate what you have accomplished. I am sure there are many things, and noticing them can help reduce the inevitable feelings of being overwhelmed and guilt that all parents juggle.



Sharon C. Peters is a mother and director of Parents Helping Parents, 669 President St., Brooklyn (718) 638-9444, www.PHPonline.org.

If you have a question about a challenge in your life (no issue is too big or too small) e-mail it to Dear Sharon at Family@cnglocal.com.



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At MetLife, our focus on special needs planning is evolving with the families we serve. We recognize that caregivers and their dependents are of all ages and relationships. And while caregivers are aging, dependents are living longer as well.

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Joseph A. Parisi, CLU,ChFC
Special Needs Planner
2200 Northern Blvd., #200
East Hills, New York 11548
516-686-7280
jparisi1@metlife.com

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private consultation or evaluation,
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call 347.491.4451, or visit
www.chattychild.com.**



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New York, New York 10007

A very special CAMP

Staten Island
hosts a camp for
pediatric cancer
patients and
their families

BY TAMMY SCILEPPI

When a new Sunrise Day Camp opens in Staten Island this summer, welcoming campers from the borough and beyond, children battling cancer and their siblings can experience the joy and healing power that Sunrise Association programs offer.

Childhood cancer does not discriminate; it does not spare an ethnic group, socioeconomic class, or geographic region.

When my son Brian was 16, he was misdiagnosed with advanced lymphoma. But before we found out he was actually cancer-free, the devastating news of the “C-word” sent our family into panic mode and turned our lives upside down! Suddenly, there were visits to the oncologist and surgeon, and throughout, Brian kept asking if he was going to die.

Our priorities changed in a heartbeat. All of a sudden, what seemed important just a week ago, no longer was. All that mattered was that our son would heal.

After a month of hell, a phone call from our family doctor confirmed that Brian was actually suffering from a common illness that affects many teens and young adults — mononucleosis (atypical), and his symptoms mimicked lymphoma. We celebrated the good news (and changed pediatricians, because we felt the doctor should have checked for mono first!).

Looking back, I realize there were lessons learned: about what’s really important in life, and not sweating

the small stuff; about the power of hope; about how an illness brings families closer together; and about believing in a higher power.

That harrowing experience gave my family a unique glimpse into another world. A scary one, filled with pain and anguish, that so many families are forced to inhabit once a child is diagnosed with cancer.

Pediatric cancer impacts families

So, I can imagine what it’s like for a boy or girl struggling with childhood cancer — for an active kid who loves sports, or a toddler just learning about the world around him. It’s sad to think that while a child is spending so many dreary days at a clinic getting treatment, other kids are having fun — running, playing, and making new friends.

Now, imagine what it’s like for their worried siblings. They can feel ignored because mom and dad have to go to medical appointments and attend to the child who’s ill.

When a child has cancer, the entire family is affected in profound ways. Everyday life changes dramatically, and the emotional devastation — combined with the financial burden brought on by medical costs — often creates tension and havoc in the home.

Summer camp for patients and siblings

Those difficulties jump-started a dream that has become a reality: in 2006, the first Sunrise Day Camp opened on Long Island.

Over the past 10 years, Sunrise Day Camps and its year-round programs have provided wonderful camping experiences for approximately 3,200 children of all faiths and backgrounds — free of charge. There are currently camps on two sites in New York (one on Long Island and one in Pearl River) and two locations in Israel. The Jewish Community Center of Staten Island, in partnership with Catholic Charities – Staten Island, will host the newest camp location (and the only one in the city). In July, this camp will welcome pediatric cancer patients and their siblings from Staten Island, lower Manhattan, Brooklyn, and central and northern New Jersey.

Brothers and sisters get a real camp experience filled with exciting activities, where they can make friends and learn how to deal with their sibling’s illness and their own feelings. And, thanks to the camp’s unique concept, children in active treatment can attend year-round, while they continue with their home doctors and sleep in their own beds each night. During school holiday breaks, campers can enjoy Sunrise Sundays and Sunrise Fun-days.

And parents have peace of mind knowing





that all activities at the camp are designed with special features to best accommodate chronically ill children, with medical personnel always available to provide expert care if needed.

According to Kevin Brosnick, head of the special needs services department at the Jewish Community Center of Staten Island, Mount Loretto is an ideal location for this kind of camp, because it has climate-controlled facilities, and a spray deck, which is especially beneficial for children who can't be submerged in a pool while they have ports for their medical treatments.

Friendly counselors are there to make sure everyone's having a good time.

Also new this year is a Staten Island location for SunriseWALKS — an annual fund-raising walk — on June 5 at Catholic Charities' Mount Loretto (6581 Hylan Boulevard). Sunrise has already raised more than \$25,000 from the various teams that have been formed.

Also, for children undergoing treatment who can't make it to the camp, an inspiring program called Sunrise on Wheels makes those difficult clinic days brighter. A tied-dyed trunk filled with toys, games, and netbooks (for the parents) is rolled into the

waiting room, turning a dreary day into a magical one.

Putting joy back into childhood

In his introductory remarks announcing the camp's opening during a press conference held at the Jewish Community Center of Staten Island back in December, the center's executive director David Sorkin expressed the board and staff's enthusiasm for making the dream of Sunrise Day Camp Staten Island a reality.

"From day one, our efforts have been directed to bringing this to the children and families of Staten Island, recognizing that, unfortunately, our borough has a significantly high rate of pediatric cancer patients in New York City," said Sorkin.

Those sentiments were echoed by Vincent Ignizio, chief executive officer of Catholic Charities – Staten Island.

"Sunrise Day Camp will make such a positive difference in the lives of children with cancer, and their families. Our partnership with the JCC can serve as a model of co-operation across New York City, New York State, and America."

And Miss New York 2015, Jamie Lynn Mac-

chia, whose personal platform is to join the fight against pediatric cancer noted, "As a Staten Island native, I am so excited to welcome Sunrise Day Camp to my hometown and assist the program as Miss New York. I have spent years working with families and children affected by pediatric cancer, but it wasn't until June that my eyes were opened to Sunrise Day Camp-Sunrise Association.

"After visiting the Long Island location, I fell in love with the program. Not only were children with cancer running around and enjoying the childhood that is so often lost in this battle, but their siblings were having fun again as well! It was a beautiful sight. We are truly blessed to have found the resources to make this happen."

Sunrise Day Camps and its year-round programs are offered free of charge to all children being treated for cancer, as well as their siblings. In addition, transportation to and from camp is free. Children are referred to the camp by their physician or hospital.

For more about Sunrise Day Camp-Staten Island, visit sunrisedaycamp.org or call (718) 475-5256.

Tammy Scieppi is a Queens-based freelance writer/journalist and parent.

— with Lisa J. Curtis

New York Special Needs

RESOURCE GUIDE

ATTENTION DEFICIT DISORDER

The Child Mind Institute
445 Park Ave. (entrance on 56th street)
(212) 308-3118
www.childmind.org

Services Provided: Education, workshops and support groups for those with ADD, OCD and ADHD

Children and Adults with Attention Deficit/Hyperactivity Disorders

New York City
P.O. Box 133, Manhattan
(212) 721-0007
www.chadd.org
parent2parent@chadd.net
new-york-city@chadd.net

Services Provided: Educating and support groups.

HJD-NYU ADD Center
301 E. 17th St., New York, NY 10003
(212) 598-6490
www.hjd.med.nyu.edu

Services Provided: Diagnostics and Treatment, and Parenting Skills Training

AUTISM

AHA-Asperger Syndrome and High-Functioning Autism Association

303 Fifth Ave., Manhattan
(888) 918-9198
www.ahany.org
pats@ahany.org

Services Provided: educating parents of special needs children, support group.

Association for Metro Area Autistic Children

25 West 17th St., Ground Floor
New York, NY 10011
(212) 645-5005 (877) 645-5005
www.amac.org
info@amac.org

Services Provided: Case Manage, Community Education, Information and Referral, Treatment, Vocational Employment

Other: Residential Camp

Autism Science Foundation

419 Lafayette St., Second Floor
New York, NY 10003
(646) 723-3977
www.autismsciencefoundation.org
contactus@autismsciencefoundation.org

Services Provided: Information and Provides Founding for Medical Research

Autism Society of America

Queens Chapter
188-83 85th Rd.
Holliswood, NY 11423
(718) 464-5735
Brooklyn Chapter
224 Ave. S

Brooklyn, NY 11223
(718) 336-9533

Services Provided: Information and Referral, Individual/Case Advocacy, Legal Advocacy

Brooklyn Autism Center Academy

111 Remsen St.
Brooklyn, NY 11201
(718) 554-1027
www.info@brooklynautismcenter.org

Services Provided: BAC is a private, not for profit school dedicated to providing high-quality education to children with autism and support to the general autism community.

Downtown Spectrum Parents, Parents of Individuals with Autism Support Group

363 Greenwich St., Manhattan
(212) 219-1195

Eden II Programs

150 Granite Ave., Staten Island, NY 10303
(718) 816-1422
www.eden2.org

Services Provided: Education, Adult day programs, Family Support and Residential Care

Gingerbread Learning Center, Inc.

80 Woodrow Rd.
Staten Island, NY 10312
(718) 356-0008
www.gingerbreadlctr.com
gingerbread@gingerbreadlctr.com

Services Provided: Group or individual curriculums at your home, preschool or our center. Diagnostic evaluations and therapy by licensed certified professionals — placement determined by NYC CPSE. New York State-approved preschool evaluation site.

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Developmental areas: Behavior and socialization, cognitive development, speech and language, hearing loss, physical and occupational therapy.

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New York Families for Autistic Children, Inc.

95-16 Pitkin Ave.
Ozone Park, NY 11417
(718) 641-3441

Services Provided: NYFAC serves any family within New York that has a child with a developmental disability. Their doors are open to any family member, friend, professional, or student who wants to learn, to develop and to grow. Their motto: "Helping Parents ... Help their children ...

One family at a time"

North Central Bronx Hospital

3424 Kossuth Ave., room 15A11
FSPDD at North Central Bronx Hospital
(718) 519-4797

NY-Bronx@autismsocietyofamerica.org
Services Provided: Autism support group, provides information and support..

The McCarton Foundation and School

331 West 25th St.
New York, NY 10001
(212) 229-1715

www.mccartonfoundation.org

Services Provided: Education for children and Research Center

QSAC, Quality of Life & Services for the Autistic Community

253 W. 35th St., New York, NY 10001
30-10 38th St., Astoria, NY 11103
and 2509 Broadway, Astoria, NY 11106
(718) 728-8476

www.QSAC.COM
QSACnyc@aol.com

Services Provided: Case Management, Community Education, Information and Referral, Residential

Other: After school programs, behavior management, Day Habilitation, Family reimbursement, In-house/overnight respite, parent support group, Parent training, pre-school, Residential Habilitation, Special education itinerant Teacher

Thursday's Child, Inc.

7676 13th Ave.
Brooklyn, NY 11228
(718) 630-5100

www.thursdayschildinc.com

Services Provided: Occupational Therapy, Physical Therapy, Speech, Special Instruction, Family Support Groups and Parent Workshops

BLIND AND VISUALLY IMPAIRED

Helen Keller Service of the Blind

57 Willoughby St., Brooklyn
(718) 522-2122

www.helenkeller.org
info@helenkeller.org

Services Provided: Free workshops, all ages for visually impaired.

Jewish Guild for the Blind

15 West 65th St., New York, NY 10023
(212) 769-6200 (800) 284-4422

Services Provided: Information and Referral, Individual/Case Advocacy

National Association for Parents of Children with Visual Impairments (NAPVI)

c/o New York institute for Special Education
999 Pelham Pkwy., Bronx, NY
(718) 519-7000

Continued on page 30

Weighted Hexagon



- Provides deep pressure for a secure, grounded feeling
- Enables users to stay seated for a longer period of time
- For use in chairs, in class, and during road trips
- Vinyl-covered

Gel Maze



The gel-maze provides the child the opportunity to move a marble through a maze pattern. This activity offers the sensory feeling of gel, the opportunity to project the path of the marble, and introduces the child to linear geometry. All of these activities contribute to brain stimulation, improved eye/hand coordination, increased finger strength, dexterity, reduced boredom and anxiety.

Gel Aquarium



- Effective in reducing anxiety and boredom
- Serves as a tool in training for hand-eye coordination
- Helps improve finger strength and dexterity
- Can be placed on the lap to reduce anxiety

29 Wells Ave., Yonkers, NY 10701 • 800.431.2972, local: 914.963.2040
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Staten Island, NY**

New York Special Needs

RESOURCE GUIDE

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www.familyconnect.org
jaynycnapvi@aol.com

Services Provided: online forum, support group for parents with visually impaired children.

**Parents of Blind Children
(National Federation of the Blind)**
471 63rd St., Brooklyn, NY 11220
(718) 567-7821 • (212) 222-1705

Individuals Served: Visual Impairments

Services Provided: Community Education, Information and Referral, Individual/Case Advocacy, Legal Advocacy

**The Lighthouse National Center
for Vision and Child Development**

111 East 59th St.
New York, NY 10022

(800) 829-0500

TTY/TDD: (212) 821-9713

www.lighthouse.org

Email: info@lighthouse.org

Services Provided: Community Education, Information and Referral.

Other: Vision rehabilitation, low vision services, professional, Continuing education

CAMPS

Camp Acorn

P.O. Box 1383

Paramus, NY 07653

(973) 471-2911 or www.campacorn.org

Camp Akeela

3 New King St.

White Plains, NY 20604

(868) 680-4744 or www.campakeela.com

Camp Chatterbox

Children's Specialized Hospital

150 New Providence Rd.

Mountainside, NJ 07092

(908) 301-5451 www.campchatterbox.org

Camp Cold Brook

Somerset Hills Handicapped Riding Center

P.O. Box 305

83 Old Turnpike Rd.

Oldwick, NJ 08858

www.shhrc.org

Camp Daisy

Hardenburg Ln. and Riva Ave.

East Brunswick, NJ 08818

(732) 821-5195 or www.ebrr.org/campdaisy.html

Camp Haverim

JCC on the Palisades

411 East Clinton Ave.

Tenafly, NJ 07670

(201) 569-7900 or www.jcconthepalisades.org

Camp Hope

(845) 225-2005 X 207 or (866) 223-6369 or

WWW.CBFNY.ORG

Camp Horizons

127 Babcock Hill Rd.

South Windham, CT 06266

(860) 456-1032 or www.camphorizons.org

Camp Huntington

56 Bruceville Rd.

High Falls, NY 12440

(866) 514-5281 or www.camphuntington.com

Camp Jotoni

141 S. Main St.

Manville, NJ 08835

(908) 725-8544 or www.thearcofsomerset.org

Camp Joy

250 Nimham Rd., Carmel

(845) 225-2005 X212 or www.cbfny.org

Camp Lee Mar

805 Redgate Rd.

Dresher, PA 19025

(215) 658-1710 or www.leemar.com

Camp Merry Heart

21 O'Brien Rd

Hackettstown, NJ 07840

(908) 852-3896 or www.eastersealnj.org

Camp Neveda

P.O. Box 158

910 Saddleback Rd

Stillwater, NJ 07875

(973) 383-2611

Camp Northwood

132 State Route 365

Remsen, NY 13438-5700

(315) 831-3621 or www.nwood.com

Camp Oakhurst

111 Monmouth Rd.

Oakhurst, NJ 07755

(732) 531-0215 or www.campchannel.com/campoakhurst

Camp Sun N Fun

1555 Getaway Blvd

West Deptford, NJ 08096

(856) 875-1499 or www.thearcgloucester.org

**Camp Sunshine and Camp
Snowflake**

1133 E. Ridgewood Ave

Saddle River County Park, Wild Duck Pond

Area

Ridgewood, NJ 07450

(201) 652-1755 or www.sunshine-snowflake.org/sunshinemain.htm

**Camp Sunshine and Summer Fun
Camp**

Children's Specialized Hospital

150 New Providence Rd

Mountainside, NJ 07092

(888) 244-5373 X 5484

Camp Tikvah

JCC on the Palisades

411 East Clinton Ave.

Tenafly, NJ 07670

(201) 569-7900 or www.jcconthepalisades.org

Frost Valley YMCA Camps

2000 Frost Valley Rd

Claryville, NY 12725

(845) 985-2291 or www.frostvalley.org

Happiness is Camping Inc.

62 Sunset Lake Rd.

Blairstown, NJ 07825

(908) 362-6733 or www.happinessiscamping.org

Harbor Haven Day Camp

1155 W. Chestnut St.

Suite G-1, Union NJ 07083

(908) 964-5411 or www.hhdc.com

Kiddie Keep Well Camp

35 Roosevelt Dr.

Edison, NJ 08837

(732) 548-8542 or www.kiddiekeepwell.org

New Jersey Camp Jaycee

985 Livingston Ave

North Brunswick, NJ 08902

(732) 246-2525 or www.campjaycee.org

Ramapo For Children

Rhinebeck Campus

P.O. Box 266 Rt. 52 Salisbury Turnpike

Rhinebeck, NY 12572

(845) 878-8403 or www.ramapoforchildren.org

Round Lake Camp

119 Woods Rd.

Lakewood, PA 18439

(570) 798-2551 or www.roundlakecamp.org

Summit Camp & Travel

322 Route 46 West, Suite 210

Parsippany, NJ 07054

(800) 323-9908 or www.summitcamp.com

Maplebrook Summer Program

5142 Route 22

Amenia, NY 12501

(845) 373-8191 or www.maplebrookschoo.org

Minding Miracles Learning Center

90 Spring Hill Rd.

Matawan, NJ 07747

732-316-4884 or www.mindingmiracles.net

New Jersey Camp Jaycee

198 Zeigler Rd.

Effort, PA 18330

(732) 246-2525 X 44 or www.campjaycee.org

Rainbow Summer Day Program

(201) 343-0322 X 270 or www.archbergenpassaic.org/about.html

Southampton Fresh Air Home

36 Barkers Island Rd.

Southampton, NY 11968

(631) 283-5847 or www.sfah.org

CEREBRAL PALSY

**United Cerebral Palsy of New York
City**

80 Maiden Ln.

New York, NY 10038

(212) 683-6700

www.ucpnyc.org

Services Provided: Assistive Tech Equipment, Case Management, Community Education, Information and Referral, Residential, Treatment, Vocational/

Continued on page 32

Autism Spectrum Disorder? TODAY THERE'S REAL HELP



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- Help find the right parent support group
- Pre-IFSP and IEP strategy consultation
- Help interpret evaluations and school reports
- Support accessing independent evaluators/therapists
- Help obtain speech, occupational therapy and psychological services
- Coaching to work effectively with therapists, schools, and private agencies
- Transition support from EI to CPSE and from CPSE to CSE
- Touring schools and application guidance
- Support during the Turning 5 process



The Autism Community of Hope

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917-414-7554 or mitch@early4autism.com

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New York Special Needs

RESOURCE GUIDE

Continued from page 30

Employment

Other: Day Treatment, Day Habilitation, Early Intervention

DISABILITY GROUPS

Adults and Children with Learning & Developmental Disabilities, Inc.

807 South Oyster Bay Rd.
Bethpage, NY 11714
(516) 822-0028

Services Provided: Educational Services, Family Support Services, Day Services, Homes and Independent Living and Health Care Providers.

Brooklyn Center for Independence of the Disabled (BCID)

27 Smith St.
Brooklyn, NY 11201
(718) 998-3000/TTY/TDD
(718) 998-7406
www.bcid.org

Services Provided: Community Education, Information and Referral, Individual/Case Advocacy, Vocational Employment

Catholic Charities Office for the Handicapped

191 Joralemon St.
Brooklyn, NY 11201
(718) 722-6000
www.ccbq.org

Services Provided: Case Management, Community Education, Information and Referral, Individual/Case Advocacy, Legal Advocacy

Center for Independence of the Disabled in New York

841 Broadway
New York, NY 10003
(212) 674-2300
TTY/TDD: (212) 674-5619
www.cidny.org

Services Provided: Information and Referral, Individual/Case Advocacy, Legal Advocacy

Children's Aid Society

150 E. 45th St.
New York, NY 10017
(212) 949-4800

Services Provided: serves New York's neediest children and their families at more than 45 locations in the 5 boroughs and Westchester County. Provides comprehensive support for children in need, from birth to young adulthood, and for their families, to fill the gaps between what children have and what they need to thrive.

Community Service Society

105 E. 22nd St., Room 303
New York, NY 10010
(212) 254-8900
www.cssny.org

Services Provided: Case Management, Information and Referral

Developmental Disabilities Center, St. Luke's Hospital

1000 10th Ave.
New York, NY 10019
(212) 523-6230

Other: Developmental assessments and evaluations.

Disabled and Alone/Life Services for the Handicapped

61 Broadway, Suite 510
New York, NY 10006
(800) 995-0066
www.disabledandalone.org

Services Provided: Assistive Tech Equipment, Future Planning, Information and Referral, Individual Case Advocacy, Legal Advocacy

Early Childhood Center Children's Evaluation and Rehabilitation Center

1731 Seminole Ave.
Bronx, NY 10461
(718) 430-8900

Services Provided: Treatment

Other: Parent Support Groups

Early Childhood Direction Center New York Presbyterian Hospital

435 E. 70th St.
New York, NY 10021
(212) 746-6175

Services Provided: Information and Referral, Individual/Case Advocacy

Other: Preschool programs, transportation, medical, educational and Social services, evaluation and assessment services, parent education programs and resources.

Early Childhood Direction Center

1UCP of NYC, Inc, SHARE Center
60 Lawrence Ave.
Brooklyn, NY 11230
(718) 437-3794

Services Provided: The Early Childhood Direction Centers (ECDCs) provide information about programs and services for young children, ages birth through 5, who have physical, mental, or emotional disabilities and help families obtain services for their children.

Easter Seals New York

40 W 37th St., Suite 503
New York, NY 10018
(212) 220-2290
www.ny.easter-seals.org

Service Provided: Medical Rehabilitation, Inclusive Child Care, Camping and Recreational, Education and Recreational Services.

EIHAB Children's Services

222-40 96th Ave.
Queens Village, NY 11429
(718) 465-8833

Services Provided: Connects disabled children

To service providers, advocates, helps with entitlements, Medicaid waivers, financial assistance, care coordination.

Fisher Landau Center for the Treatment of Learning Disabilities

Rouso Building, Second Floor

1165 Morris Park Ave.
Bronx, NY 10461
(718) 430-3900

www.einstein.yu.edu/cerc

Services Provided: Health, Education and Vocational Rehabilitation

Gingerbread Learning Center, Inc

80 Woodrow Rd.
Staten Island, NY 10312
(718) 356-0008

www.gingerbreadlctr.com
gingerbread@gingerbreadlctr.com

Services Provided: Group or individual curriculums at your home, preschool or our center. Diagnostic evaluations and therapy by licensed certified professionals — placement determined by NYC CPSE. New York State-approved preschool evaluation site.

Free tuition and transportation for all eligible children *(funding provided through state and local agencies — parent may transport for reimbursement).

Developmental areas: Behavior and socialization, cognitive development, speech and language, hearing loss, physical and occupational therapy.

Three convenient Staten Island locations.

Call or visit our school and pick up a free brochure. For information concerning the Early Intervention Program call 311.

Guild for Exceptional Children

260 68th St., Brooklyn, NY 11220
(718) 833-6633

www.gecbklyn.com
mikefer@gecbklyn.org

Services Provided: Early childhood Education, Day Habilitation Program, Other specialized services

Heartshare Human Services

12 MetroTech Center, 29th floor
Brooklyn, NY 11201
(718) 422-4200

www.heartshare.org

Services Provided: Case Management, Community Education, Future Planning, Information and Referral, Residential, Treatment

IAC-

Interagency Council of Developmental Disabilities Agencies, Inc.

150 W. 30th St., 15th Floor
New York, NY 10001
(212) 645-6360

International Center for the Disabled

340 E. 24th St.
New York, NY 10010
(212) 585-6000
www.icdny.org

Service Provided: Medical, Rehabilitation and Mental.

Continued on page 34

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STEPPINGSTONE DAY SCHOOL, INC.

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Family Support Services

- Preschool self-contained and integrated classrooms
- Nurturing, child-friendly learning environments
- Ongoing communication between parents and professionals
- Meeting the needs of the families through concrete and social work services

To find out more about SteppingStone Day School

For the Queens Location, call Nancy Rybacki 718-591-9093 • For the Bronx location, call Sheri Bushansky 718-554-2025

SteppingStone Day School's Preschool Program is Funded and Regulated By The New York State Department of Education, The New York City Department of Education and Licensed by The New York City Department of Health and Mental Hygiene, Bureau of Daycare

New York Special Needs

RESOURCE GUIDE

Continued from page 32

Jewish Board of Family and Children's Services, Inc.

135 West 50th St.
New York, NY 10020
(212) 582-9100
(800) 523-2769
www.jbfcs.org

Services Provided: Community Education, Information and Referral, Individual/Case Advocacy, Legal Advocacy

Korean-American Association for Rehabilitation of the Disabled

35-20 147th St.
Annex 2F
Flushing, NY 11354
(718) 445-3929

Individuals Served: All Developmental Disabilities

Learning Disabilities Association of New York City

27 W. 20th St., Room 304
New York, NY 10128
(212) 645-6730
www.ldanyc.org

Services Provided: Information and Referral, Individual/Case Advocacy

Living Above Disorder Shared Journeys Support group

Clinton Hill Public Library
380 Washington Ave., Brooklyn
(646) 481-6570
www.livingabovedisorder.org
info@livingabovedisorder.org

Services Provided: support for special needs children/adults, social workshops.

Mayor's Office for People with Disabilities

100 Gold St.,
New York, NY 10038
(212) 788-2830
www.nyc.gov/mopd

Services Provided: Community Education, Information and Referral, Individual/Case Advocacy

Metro New York Developmental Disabilities Services Office

75 Morton St.,
New York, NY 10014
(212) 229-3000
www.cs.stste.ny.us

Services Provided: Case Management, Community Education, Individual/Case Advocacy, Residential, Treatment, Vocational Employment

My Time, Inc.

9719 Flatlands avenue, Room 103
Other Location: 1312 E8th street, Brooklyn
(718) 251-0527
www.mytimeinc.org
infor@mytime.org

Services provided: Support group for parents of special needs children.

National Center for Learning Disabilities

381 Park Ave. South, Suite 1401
New York, NY 10016
(212) 545-7510

Service Provided: Information and Promotes Research and Programs.

New York City Administration for Children's Services

150 William St.
New York, NY 10038
(212) 341-0900

Services Provided: Protects New York City's children from abuse and neglect. Provides neighborhood based services to help ensure children grow up in safe, permanent homes with strong families. Helps families in need through counseling, referrals to drug rehabilitation programs and other preventive services.

New York City Department of Health and Mental Hygiene

www.nyc.gov/health

New York City Department of Social Services

250 Church St.
New York, NY 10013
(877) 472-8411

Services Provided: Information and Referral

Other: Services vary by county

Partnership with Children

50 Court St.
Brooklyn, NY 11201
(212) 689-9500

Services Provided: Partnership with Children is a not-for-profit organization that provides emotional and social support to at-risk children so that they can succeed in school, in society and in their lives.

Staten Island Mental Health Society, Inc.

669 Castleton Ave.
Staten Island, NY 10301
(718) 442-2225
www.simhs.org

Service Provided: Clinical and Education

YAI/National Institute for People with Disabilities

460 W. 34th St., 11th floor
New York, NY 10001
(212) 563-7474
TTY/TDD: (212) 290-2787
www.yai.org
link@yai.org

Services Provided: Assistive Tech Equipment, Case Management, information and Referral, Residential Treatment, Vocational/Employment.

Other: Early Intervention, preschool, health care, Crisis intervention family services, clinical services. Day programs, recreation and camping.

DOWN SYNDROME

Bronx and Manhattan Parents of Down Syndrome

1045 Hall Place, No. 3

Bronx, NY 10459
(917) 834-0713

Down Syndrome Amongst Us

32 Rutledge St.
Brooklyn, NY 11249
www.dsau.org

Manhattan Down Syndrome Society

124 W. 121st St.
New York, NY 10027
(646) 261-5334
manhattandowns@gmail.com

National Down Syndrome Society

666 Broadway, New York, NY 10012
(212) 460-9330 (800) 221-4602

Services Provided: Advocate for the value, acceptance and inclusion of people with Down Syndrome.

EDUCATION

Bedford-Stuyvesant Community Legal Services Corp.

1360 Fulton St.
Brooklyn, NY 11216
(718) 636-1155

Services Provided: Community Education, Future Planning, Information and Referral, Individual/Case Advocacy

Other: HIV Advocacy and HIV Custody Planning.

BOLD - The Bronx Organization for the Learning Disabled in New York

2885 St. Theresa Ave.
Bronx, New York 10461
(718) 430-0981
www.boldny.org

Services Provided: Education, speech therapy, occupational therapy, psychological assessments and other services.

Early Childhood Direction Center Variety Pre-Schoolers Workshop

47 Humphrey Drive
Syosset, NY 11791
(516) 921-7171 (800) 933-8779
www.vclc.org

Individuals Served: Children with diagnosed or suspected disabilities

Services Provided: Information and Referral, Individual/Case Advocacy,

Other: Preschool programs, transportation, Medical, educational and social services, evaluation and assessment services, parent education programs and resources.

East River Child Development Center

577 Grand St.
New York, NY 10002
(212) 254-7300
www.eastrivercdc.org

Services Provided: A Non-Profit, Family-Centered, Community based Preschool Program offering an

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March of Dimes

RESOURCE GUIDE

New York Chapter

www.marchofdimes.org
515 Madison Ave., 20th Floor, New York, NY, 10022
(212) 353-8353

Long Island Division

325 Crossways Park Dr., Woodbury, NY, 11797
(516) 496-2100

Northern Metro Division

580 White Plains Rd., Suite 445, Tarrytown, NY, 10591
(914) 407-5000

Staten Island Division

114 McClean Ave., Staten Island, NY, 10305
(718) 981-3000

March of Dimes National Office

1275 Mamaroneck Ave.
White Plains, NY 10605
(914) 997-4488



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325 East 6th St NYC • www.quadprep.org
RSVP: agreenberg@quadprep.org
or 646-649-3913

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New York Special Needs

RESOURCE GUIDE

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array of Educational and Therapeutic services to children with special need between the ages of 3 and 5. These special needs include specialized instruction, speech therapy, occupational therapy, physical therapy, counseling, assistive technology, and parent education.

Shield Institute for the Mentally Retarded and Developmentally Disabled

144-61 Roosevelt Ave.
Flushing, NY 11354
(718) 939-8700
www.shield.org

Services Provided: Assistive Tech/Equipment, Case Management, Community Education, Information and Referral, Individual/Case Advocacy, Treatment.

EPILEPSY

ANIBIC (Association for Neurologically Impaired Brain Injured Children)

61-35 220th St., Oakland Gardens
(718) 423-9550
www.anibic.org

Services Provided: Physical activities for mentally disabled children.

Epilepsy Foundation of Metropolitan New York

257 Park Ave. South, Suite 302
New York, NY 10010
(212) 677-8550
www.efmny.org

Services Provided: The Epilepsy Foundation of Metropolitan New York is a non-profit social service organization dedicated to improving the quality of life of people with Epilepsy and their families.

GENERAL-MULTIPLE SERVICES PROVIDED

Adoption Crossroads

444 East 76th St., Manhattan
(212) 988-0110
www.adoptioncrossroads.org
joesoll@adoptionheling.org

Services Provided: Educate parents on handling adopted children.

Advocates for Children of New York

151 W. 30th St., Fifth floor
New York, NY 10001
(212) 947-9779

www.advocatesforchildren.org

Other: Advocate for educational rights in the public school

Board of Visitors, Staten Island Developmental Center

1150 Forest Hill Rd.
Staten Island, NY 10314

(718) 983-5200

Services Provided: Community Education, Information and Referral, Individual/Case Advocacy

Brooklyn Bureau of Community Services

285 Schermerhorn St.
Brooklyn, NY 11217
(718) 310-5600
www.bbcs.org

Services Provided: Case Management, Community Education, Future Planning, Treatment, Vocational Employment

Other: Job training and placement services, Home and Community Based Waiver Services, Comprehensive Medical Case Management, Parent Support Group

Brooklyn Children's Center

1819 Bergen St.
Brooklyn, NY 11233
(718) 221-4500

Services Provided: Inpatient Hospital Day, Day Treatment Program, Parent Advocate Services, Family Support Group. The Brooklyn Children's (BCC) Mission is to promote an environment for the Development of healthy children and adolescents.

Brooklyn Parent Advocacy Network

279 E. 57th St.
Brooklyn, NY 11203
(718) 629-6299

Services Provided: Assistive Tech/Equipment, Case Management, Community Education, Future Planning, Information and Referral, Individual/Case Advocacy, Legal Advocacy, Residential, Vocational/Employment

Other: HIV-AIDS, homeless housing, food program, respite, after school and day care.

Bronx Children's Psychiatric Center

1000 Waters Pl.
Bronx, NY 10461
(718) 239-3639

Services Provided: Community Day Treatment, Intensive Case Management, Crisis Intervention

Greater New York Chapter of the March of Dimes Birth Defects Foundation

515 Madison Ave., 20th Floor
New York, NY 10022
(212) 353-8353
www.marchofdimes.com

Services Provided: Community Education, Information and Referral.

Institute for Community Living Brooklyn Family Resource Center

2581 Atlantic Ave.,
Brooklyn, NY
(718) 290-8100, x. 4145
(718) 495-8298
www.iclinc.net
info@iclinc.net

Services Provided: Clinical consultation, counseling, workshops, and after-school programs for special needs children.

Maidstone Foundation

1225 Broadway, Ninth floor
New York, NY 10001
(212) 889-5760
mariette33@aol.com

Services Provided: Case Management, Community Education, Information and Referral, Vocational Employment

Other: Help people with unusual problems seek the proper help that is needed for that problem and also provide education and training.

New Alternatives for Children

37 W. 26th St.
New York, NY 10010
(212) 696-1550

Services Provided: NAC provides real help and real hope to thousands of children with disabilities and chronic illnesses and their families throughout NYC. Through an integrated continuum of health and social services, NAC keeps children safe from abuse or neglect and works with birth, foster and adoptive families to keep children out of institutions and in nurturing, loving homes.

Queens Children's Psychiatric Center

74-03 Commonwealth Blvd.
Bellerose, NY 11426
(718) 264-4500

Services Provided: QCPC serves seriously emotionally disturbed children and adolescents from ages 5-18 in a range of programs including inpatient, hospitalization, day treatment, intensive case management.

Resources for Children with Special Needs, Inc.

116 E. 16th St.
New York, NY 10003
(212) 677-4650
infor@resourcesnyc.org
www.resourcesnyc.org

Services Provided: Case Management, Community Education, Information and Referral Case Advocacy

Other: Free workshop series with a focus in issues related to early intervention, preschool, school-age special education, transition to adulthood and community resources.

Also publishes several directories.

Services for the Underserved

305 Seventh Ave. 10th floor
New York, NY 10001
(212) 633-6900

Services Provided: SUS is a non-profit organization that provides housing, services and support for individuals with special needs to live with dignity in the community, direct their own lives and attain personal fulfillment.

Sinergia, Inc.
2082 Lexington Ave.
New York, NY 10035
(212) 643-2840

New York Special Needs

RESOURCE GUIDE

www.sinergiany.org
information@sinergia.org

Residential Office:
902 Amsterdam Ave.
New York, NY (212) 678-4700

Services Provided: Case Management, Information and Referral, Individual/Case Advocacy, Legal Advocacy, Residential, Vocational/Employment

Staten Island Mental Health Society, Inc.

669 Castleton Ave.
Staten Island, NY 10301
(718) 442-2225

Service Provided: Offers mental health and related services to children and adolescents and their families.

HEARING IMPAIRED

Center for Hearing and Communications

50 Broadway
New York, NY 10004
(917) 305-7700 (917) 305-7999
TTY/TDD: (917) 305-7999
www.chchearing.org
info@chchearing.org

Services Provided: Case Management, Community Education, Information and referral, Individual case Advocacy

Lexington School for the Deaf

Center for the Deaf
26-26 75th St.
East Elmhurst, NY 11370
(718) 350-3300
TTY/TDD: (718) 350-3056
www.lexnyc.org
generalinfo@lexnyc.org

Services Provided: Assistive Tech/Equipment, Case Management, Information and Referral,

Individual/Case Advocacy, Vocational/Employment.

Other: Mental Health Services including early intervention program, hearing and speech services and a school for the deaf.

The Children's Hearing Institute

380 Second Ave., Ninth floor
New York, NY 10010
(646) 438-7802

www.childrenshearing.org

Services Provided: The institute provides funding for research, educational support, and other programs relating to the restoration of hearing for infants and children with hearing loss or profound deafness. While CHI currently focuses much of their efforts on children who are deaf and can be helped with cochlear implant technology, they conduct research related to causes of deafness that ultimately can benefit people of all ages.

LEGAL SERVICES

Lawyers for Children, Inc.

110 Lafayette St., Eighth floor
New York, NY 10013
(800) 244-2540
www.lawyersforchildren.com

Services Provided: Future Planning, Information and Referral, Legal Advocacy

Legal Aid Society of New York City

199 Water St.
New York, NY 10038
(212) 577-3346
(347) 245-5132
www.legal-aid.org

Individuals Served: All Developmental Disabilities

Services Provided: Community Education, Information and referral, Individual/Case Advocacy, Legal Advocacy

Other: Advocacy training, and systems advocacy

MFY Legal Services, Inc.

299 Broadway, Fourth floor
New York, NY 10007
(212) 417-3700

Services Provided: Community Education, Information and Referral, Individual/Case Advocacy, Legal Advocacy.

New York Lawyers for the Public Interest, Inc.

151 West 30th St., 11th floor
New York, NY 10001-4007
(212) 244-4664

www.nylpi.org

Services Provided: Community Education, Information and Referral, Individual/Case Advocacy, Legal Advocacy.

MUSCULAR DYSTROPHY

Muscular Dystrophy Association

11 E. 44th St. 17th floor
New York, NY 10017
(212) 682-5272

www.mda.org

Services Provided: MDA is the gateway to information, resources and specialized health care for individuals and families coping with muscle disease. MDA's offices serve every community through a vast program of clinics, support groups, summer camps, equipment loans and much more.

TOURETTE SYNDROME

National Tourette Syndrome Association

42-40 Bell Blvd., Bayside, NY 11361-2820
(718) 2242999

www.tourette-syndrome.com

Services Provided: Community education, information and referral.

Developmental Disabilities Service Offices

RESOURCE GUIDE

The State Office of OPWDD provides services through the following Developmentally Disabled Service Offices (DDSO) of each borough. Services include group home placement, advocacy, respite care, financial planning, estate planning, education, day treatment, children's services, and discharge planning.

Metro NY Developmental Disabilities Service Office — Bronx

2400 Halsey Ave.
Bronx, NY 10461
Voice (718) 430-0478
Fax (718) 430-0866

Metro NY Developmental

Disabilities Service Office — Manhattan

75 Morton St., New York, NY 10014
Voice (212) 229-3000
Fax (212) 924-0580

Brooklyn Developmental Disabilities Service Office

888 Fountain Ave.
Brooklyn, NY 11208
Voice (718) 642-6151

Queens Developmental Disabilities Service Office

80-45 Winchester Blvd.
Hillside Complex, Bldg. 12

Queens Village, NY 11427
Voice (718) 217-4242
Fax (718) 217-5835

Staten Island Developmental Disabilities Service Office

1150 Forest Hill Rd.
Staten Island, NY 10314
Voice (718) 982-1903

Long Island Developmental Disabilities Service Office

45 Mall Dr., Commack, NY 11725
Tel: (631) 493-1700
Fax: (631) 493-1803
Website: www.omr.state.ny.us

Long Island Special Needs

RESOURCE GUIDE

ADVOCACY

AHRC Nassau

Nassau County
189 Wheatley Rd.
Brookville, NY 11545
(516) 626-1000
www.ahrc.org/

Services Provided: Case Management, Community Education, future planning, Information and Referral, residential, treatment, vocational/employment

AHRC Suffolk

Suffolk County
2900 Veterans Memorial Highway
Bohemia, NY 11716-1193
(631) 585-0100
www.ahrcsuffolk.org

Services Provided: Assistive Tech/Equipment, Community Education, Future planning, Information and referral, residential, treatment, vocational/employment

Long Island Advocacy Center

999 Herricks Rd.
New Hyde Park, NY 11040
(516) 248-2222

Services Provided: Information and referral, Individual/case advocacy, legal advocacy

Nassau County Commission on Human Rights

240 Old Country Rd.
Mineola, NY 11501
(516) 571-3662
www.nassaucountyny.gov

Services Provided: Community education, Information and referral, individual/case advocacy, legal advocacy

Nassau County Department of Social Services

60 Charles Lindbergh Blvd.
Uniondale, NY 11553
(516) 227-8000
www.nassaucountyny.gov/agencies/dss/

Services Provided: Information and referral

Nassau/Suffolk Law Services, Inc.

Nassau County
Hempstead Office
1 Helen Keller Way – Fifth Floor
Hempstead, NY 11550
(516) 292-8100
www.nslawservices.org
Suffolk County
Islandia Office
(serves Suffolk West of Route 112)
1757 Veterans Highway – Suite 50
Islandia, NY 11749
(631) 232-2400
Riverhead Office
(serves Suffolk East of Route 112)
400 W. Main St., Suite 301
Riverhead, NY 11901
(631) 369-1112

AUTISM

Asperger's Syndrome and Higher-

Functioning Autism Association of New York

189 Wheatley Rd.
Brookville, NY 11545
(888) 918-9198
www.ahany.org

Services Provided: Provides support and education for families, individuals and professionals affected by Asperger's Syndrome, high-functioning autism and other pervasive developmental disorders.

Matt and Debrea Cody Center for Autism and Developmental Disabilities

Stony Brook University, 5 Medical Dr., Port Jefferson Station
(631) 632-8844
www.codycenter.org

Nassau-Suffolk Services for Autism (NSSA)

80 Hauppauge Rd., Commack, NY 11725
Tel: (631) 462-0386
Fax: (631) 462-4201
Website: www.nssa.net

Quality Services for the Autism Community (QSAC)

56-37 188th St.
Fresh Meadows, NY 11365
(718) 357-4650
www.qsac.com

Services Provided: QSAC is an award winning non-profit organization dedicated to providing services to persons with autism and/or pervasive disorder (PDD) throughout New York City and Long Island.

United Supports For Autism

283 Commack Rd.
Commack
(516) 848-8551
www.unitedsupportsforsupportsforautism.org
Contact: Natalia Appenzeller, Ph. D.

CAMPS

Camp Akeela

3 New King St.
White Plains, NY 20604
(868) 680-4744 or www.campakeela.com

Camp Horizons

127 Babcock Hill Rd.
South Windham, CT 06266
(860) 456-1032 or www.camphorizonsorg

Camp Horseability

238 Round Swamp Rd.,
Melville, NY 11747.
(631) 367-1646 or www.horseability.org

Camp Huntington

56 Bruceville Rd
High Falls, NY 12440
(866) 514-5281 or www.camphuntington.com

Camp Loyaltown

Hunter, NY 12442.
(518) 263-4242 or www.camployaltown.org

Camp Northwood

132 State Route 365

Remsen, NY 13438-5700
(315) 831-3621 or www.nwood.com

Frost Valley YMCA Camps

2000 Frost Valley Rd.
Claryville, NY 12725
(845) 985-2291 or www.frostvalley.org

Helen Keller Summer Camp

Farmingdale State University of New York.
(516) 485-1235, ext. 617 or info@helenkeller.org.

Gersh Academy At West Hills Day Camp

150 Broad Hollow Rd., Ste. 120,
Melville, NY 11747
(631) 385-3342 or www.gershacademy.org

JCC Of The Greater Five Towns Camp Friendship

207 Grove Ave.,
Cedarhurst, NY 11516. 5
16-569-6733 or Gayle.fremed@fivetownsjcc.org

Kehilla Vocation Experience

Henry Kaufman Campgrounds,
75 Colonial Springs Rd.
Wheatley Heights, NY 11798
(516) 484-1545 or www.sjcc.org

Mid-Island Y Jewish Community Center Aspire Program

45 Manetto Hill Rd.,
Plainview, NY 11803
(516) 822-3535, X 332 or www.miyjcc.org

My Shine Program

Sweet Hills Riding Center. West Hills Park,
Sweet Hollow Rd.,
Melville, NY 11747
(516) 551-1491 or www.myshineprogram.com

NYU Summer Program For Kids

College of New Rochelle,
New Rochelle, NY
(516) 358-1811 or donofd01@nyumc.org

Our Victory Day Camp

46 Vineyard Lane
Stamford, CT 06902
(203) 329-3394 or www.ourvictory.com

Powerpals Physical Fitness Camp

4 Cedar Swamp Rd.,
Glen Cove, NY 11542.
www.power-pals.com

Ramapo For Children

Rhinebeck Campus
P.O. Box 266 Rt. 52 Salisbury Turnpike
Rhinebeck, NY 12572
(845) 878-8403 or www.ramapoforchildren.org

Summit Camp & Travel

322 Route 46 West, Suite 210
Parsippany, NJ 07054
(800) 323-9908 or www.summitcamp.com

Southampton Fresh Air Home

36 Barkers Island Rd
Southampton NY 11968
(631) 283-5847 or www.sfah.org

TAPA (Theresa Academy of Performing Arts) for Children with

Long Island Special Needs

RESOURCE GUIDE

Special Needs

(516) 432-0200 or www.TheresaFoundation.org

CEREBRAL PALSY

United Cerebral Palsy Association of Greater Suffolk, Inc.

250 Marcus Blvd.
PO Box 18045,
Hauppauge, NY 11788-8845
(631) 232-0011
www.ucp-suffolk.org

Services Provided: Case management, community education, information and referral, residential, vocational/employment

United Cerebral Palsy Association of Nassau County, Inc.

380 Washington Ave.
Roosevelt, NY 11575
(516) 378-2000
www.ucpn.org

Services Provided: All developmental disabilities

DEVELOPMENTAL DISABILITY SERVICES

Child Find Program

Suffolk County Department of Health Services
Bureau of Public Health Nursing
PO Box 6100
Hauppauge, NY 11788-0099
(631) 853-3069 (Western Suffolk)
(631) 852-1591 (Eastern Suffolk)

Service Provided: Children under the Age of three, who have significant health problems or need special health care, may be eligible to receive services from a public health nurse.

The nurse will make home visits to provide support, information and training, as well as periodic screening and assessment of infant development. The program is designed to assist families in their care of babies born with health related issues, monitor and/or identify potential growth and learning problems and provide referrals to other support services (including Early Intervention) when appropriate.

WHO IS ELIGIBLE?

Some examples of children who are eligible are: Children who were born after a pregnancy of less than 33 weeks; Children who weighed less than three pounds at birth; children who spent more than 9 days in a neonatal or special care unit; children who exhibit growth and/or developmental problems; and children with special health problems.

Children with Special Health Care Needs Program

Suffolk County Department of Health Services
Division of Services for Children with Special Needs
50 Laser Ct.
Hauppauge, NY 11788
(631) 853-3000

Services Provided: Residents of Suffolk County under the age of 21, with chronic or disabling

medical conditions may be eligible for diagnostic and/or treatment services through PHCP.

Most children with chronic health problems can obtain a diagnostic evaluation to enable physicians to establish a diagnosis; a qualified family can address care plans for their child which may include surgical procedures, therapies and medications. PHCP may also assist families in securing devices such as braces, wheelchairs, hearing aids and other medical equipment and supplies.

Feel Better Kids

626 RXR Plaza
Uniondale, New York 11556
(866) 257-5437

Services Provided: Feel Better Kids is a not-for-profit children's charity whose primary mission is to help children who are seriously ill or disabled.

Long Island Infant Development Program

Nassau County
2174 Hewlett Ave., Suite 105
Merrick, NY 11566
Suffolk County
15 Smiths Lane
Commack, NY 11725
(516) 546-2333
(631) 300-2333

Services Provided: Early Intervention, Preschool, ABA (Applied Behavior Analysis) services from birth through age 5

Nassau County Health Department, Early Intervention Program

106 Charles Lindbergh Blvd.
Uniondale, NY 11553
(516) 227-8661

Services Provided: Information and referral

Other: Point of entry into early intervention services

Nassau Early Childhood Direction Center

Variety Child Learning Center
47 Humphrey Dr.
Syosset, NY 11791
(516) 921-7171 or (800) 933-8779
www.vclc.org

Services Provided: Information and referral, Individual/Case advocacy

Other: Preschool programs, transportation, medical, educational and social services, evaluation and assessment services, parent education programs and resources.

National Center for Disability Services

201 I.U. Willets Rd.
Albertson, NY 11507
(516) 747-5400
www.abilitiesonline.org

Services Provided: Assistive tech/equipment, Case management, community education, future planning, information and referral, individual/case advocacy, legal advocacy, vocational employment.

DOWN SYNDROME

Alexander's Angel's Inc.

425 North Broadway, #486, Jericho, NY 11753
(516) 361-7263
www.alexandersangels.org

Association for Children with Down Syndrome Inc.

4 Fern Place, Plainview, NY 11803
(516) 933-4700
www.ACDS.org

Individuals Served: Down Syndrome, Mental Retardation

Counties Served: Nassau, Suffolk, Kings, Queens
Services Provided: Case management, community education, future planning, information and referral, Individual/Case advocacy, treatment.

Down Syndrome Advocacy Foundation (DSAF)

P.O. Box 12173
Hauppauge, NY 11788
(516) 983-7008
www.dsafonline.org

EPILEPSY

EPIC long Island

Extraordinary People in Care
1500 Hempstead Turnpike
East Meadow, NY 11554
(516) 739-7733
www.efli.org

Serves not only individuals with epilepsy, but also those with developmental disabilities and mental health challenges.

GENERAL

Family and Children Association

180 Broadway, Second Floor, Hicksville
(516) 935-6858
175 Nassau Rd., Roosevelt
(516) 623-1644
510 Hempstead Tpke, Ste. 202
West Hempstead

LDA of Long Island

44 South Elmwood Ave.
Montauk, NY 11954
(631) 688-4858
ldalongisland@yahoo.com

Services Provided: LDANY'S regional affiliates provide a variety of programs and services for children and adults with learning disabilities. Please contact the regional affiliates closest to you for local information and referrals or to find out more about specific services offered.

Services for Children with Special Needs

50 Laser Ct., Hauppauge
(631) 853-3100
www.co.suffolk.ny.us/departments/healthservices/children.aspx
Contact: Liz Corrao

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Long Island Special Needs

RESOURCE GUIDE

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The K.I.S.S. Center (Kids In Special Services)

at the Mid-Island Y Jewish Community Center
45 Manetto Hill Rd.,
Plainview, NY
(516) 822-3535
www.miyicc.org
Contact: Joanna M. Diamond, MS. Ed., director

FINE & CULTURAL ARTS

Art without Walls, Inc.

P.O. Box 341
Satville, New York 11782
(631) 567-9418
www.artwithoutwalls.net
artwithoutwalls3@webtv.net

Services Provided: Art without Walls, Inc. Established in 1985 is an award winning 501c3 NY state arts-health organization that develops original fine art and cultural programs to the disabled community. Art workshops, college portfolios, art therapy, art and cultural trips and exhibitions ages 7-18. Some adult programs are also available.

MUSCULAR DYSTROPHY

Muscular Dystrophy Association

11 East 44th St.,
New York, NY 10017
(212) 682-5272
www.mda.org

Services Provided: Assistive Tech/equipment, case management, community education, future planning, information and referral, legal advocacy, treatment.

SOCIAL SERVICES

Suffolk County Department of Social Services

3085 Veterans Memorial Highway,
Ronkonkoma, NY 11779
(631) 854-9930

Services Provided: Services vary by county

Suffolk County Department of Social Services, Family & Children's Services Administration

3455 Veterans Memorial Highway,
Hauppauge, NY 11779
(631) 854-9434

Services Provided: Child protective services, foster care placement

TOURETTE SYNDROME

National Tourette Syndrome Association

42-40 Bell Blvd., Bayside, NY 11361-2820
(718) 224-2999
www.tourette-syndrome.com

Services Provided: Community education, information and referral

VOCATIONAL EDUCATION

Nassau County BOCES Rosemary Kennedy School

2850 N. Jerusalem Rd.,
Wantagh, NY 11793
www.staffet@mail.nasboces.org

(516) 396-2600

Services Provided: Educational services for students with developmental disabilities from age 9-21

The Board of Cooperative Educational Services of Nassau County (Nassau BOCES)

Serves the 56 school districts of Nassau County, Long Island, by providing cost-effective shared services, including career training for high school students and adults, special education, alternative schools, technology education, and teacher training, as well as dozens of programs to expand educational opportunity and help districts operate more efficiently.

Vocational and Educational Services for Individuals with Disabilities (VESID)

NYS Education Dept.
Riverhead office, Plaza 524, East Main St.,
Riverhead, NY 11901
(631) 727-6496

Service Provided: Assistive tech/equipment, community education, information and referral, vocational/employment

Vocational and Educational Services for Individuals with Disabilities (VESID)

NYS Education Dept.
Hauppauge District Office, NYS Office Building,
250 Veterans Highway,
Hauppauge, NY 11788
(631) 952-6357

Services Provided: Assistive tech/equipment, community education, information and referral, vocational/employment.

New York State Special Education Parent Centers

RESOURCE GUIDE

There are Special Education Parent Centers across New York State. These centers will provide parents of children with disabilities with information, resources, trainings and strategies.

Long Island Parent Center

Center for Community Inclusion
Brentwood Campus, Long Island University
100 Second Ave., Brentwood, NY 11717
(516) 589-4562
<http://www.liparentcenterliu.org>

Covers the following BOCES: Suffolk; Nassau

Brooklyn Center for Independence of the Disabled

27 Smith St., Suite 200, Brooklyn, NY 11201
(718) 998-3000
<http://www.bcid.org/>

Region served: NYC - Brooklyn

Resources for Children with Special Needs, Inc.

The Manhattan Parent Center Without Walls
116 E. 16th St, Fifth floor, New York, NY 10003
(212) 677-4650

<http://www.resourcesnyc.org/content/manhattan>

Region served: NYC - Manhattan

Parent to Parent NY, Inc.

Staten Island Special Education Parent Center
1050 Forest Hill Rd., Staten Island, NY 10314
(718) 494-4872

<http://www.parenttoparentnys.org/Regional/stateniland.htm>

Region served: NYC - Staten Island

Resources for Children with Special Needs, Inc.

The Bronx Parent Center Without Walls
116 E. 16th St., Fifth floor, New York, NY 10003
(212) 677-4650

<http://www.resourcesnyc.org/content/bronx>

Region served: NYC - Bronx

United We Stand of New York, LTD

Queens Special Education Parent Center
Mail to: 91 Harrison Ave.

Location: 98 Moore St., Brooklyn, NY 11206
(718) 302-4313

<http://www.meetup.com/QueensSpecialEducationParentCenter/>

Region served: NYC - Queens

The Westchester Institute for Human Development

Cedarwood Hall, Room A106
Valhalla, NY 10595
(914) 493-7665

<http://www.hvsepc.org>

Covers the following BOCES: Dutchess; Orange-Ulster; Putnam-Northern Westchester; Rockland; Southern Westchester; Sullivan; Ulster and Yonkers City School District

See more at: <http://www.parenttoparentnys.org/education/#sthash.Gm8DbPrL.dpuf>

Westchester and Rockland Special Needs

RESOURCE GUIDE

AUTISM

Arc Health Resources of Rockland, Inc.
25 Hemlock Dr.
Congers, NY 10920
(845) 267-2500

Services Provided: Physical health care, mental health services, and speech, physical, and occupational therapy for people with autism, down syndrome, and other developmental disabilities.

Cardinal McCloskey Services

115 E. Stevens Ave., Suite LL-5
Valhalla, NY 10595
(914) 997-8000

Services Provided: Group homes, service coordination program, and supported employment for adults. Therapy for people with autism.

Community Based Services, Inc.

3 Fields Lane
North Salem, NY 10560
(914) 277-4771

Services Provided: Residential and non-residential services for people with autism.

Hawthorne Foundation

5 Bradhurst Ave.
Hawthorne, NY 10532
(914) 592-8526

Services Provided: Recreational activities and crisis intervention for children and adults with autism. Parent training.

Rockland County Aid-Yai

2 Crosfield Ave. Suite 411
West Nyack, NY 10994
(845) 358-5700 x125

Services Provided: Independent living, crisis intervention, social skills groups for children on the autism spectrum. Resources and supports workshops and ballet and yoga for children.

Taconic Innovations, Inc.

872 Route 376
Wappingers Falls, NY 12590
(845) 296-1042

Services Provided: Social skills development, speech and language therapy, occupational and physical therapy, handwriting programs, family therapy, and nutritional counseling for people with autism.

Westchester Co. Nysarc, Inc.

265 Saw Mill River Rd.
Hawthorne, NY 10532
(914) 428-8330

Services Provided: Family support groups and outreach, transition planning, counseling, recreation, employment services, daily living skills services, residential services, respite. Classes for children with autism.

BRAIN INJURIES

Westchester Jewish Community Services

141 N. Central Ave.
Hartsdale, NY 10530
(914) 949-7699

Services Provided: Community living, family support,

respite, baseball program. Traumatic brain injury services, mental health services. Supper club for people with Asperger's.

CEREBRAL PALSY

Cerebral Palsy of Westchester, Inc.
1186 King St.
Rye Brook, NY 10573
(914) 937-3800

Services Provided: Residency and vocational services for adults. School, animal therapy, wheel chair basketball, teen social club, and boy scouts programs for children.

EPILEPSY

Capabilities Partnership, Inc.

450 W. Nyack Rd., Suite #9
West Nyack, NY 10994
(845) 627-0627

Services Provided: Education and training, advocacy, vocational services, service coordination, and community independence training for individuals with epilepsy and other neurological, physical, and developmental disabilities and their families.

HEARING IMPAIRED

Jawonio, Inc.

260 North Little Tor Rd.
New City, NY 10956
(845) 634-4648

Services Provided: Hearing evaluations for children and adults. Hearing aids. Education about hearing loss and hearing aids.

LEGAL SERVICES

Leake and Watts Service, Inc.

463 Hawthorne Ave.
Yonkers, NY 10705
(914) 375-8700

Services Provided: Early childhood learning center, counseling, children and family services, and juvenile justice services.

Rockland Independent Living Center, Inc.

873 Route 45, Room 108
New City, NY 10956
(845) 624-1366

Services Provided: Assistance with understanding disability rights laws and benefits. Housing, transportation, and employment resources. Help modifying housing for people with disabilities. Financial management services.

MENTAL HEALTH

AMIC, Inc.

480 Albany Post Rd.
Briarcliff Manor, NY 10510
(914) 941-9513

Services Provided: The Clear View School offers support and therapy for emotionally disturbed children and families. Amic Supportive Families provides residential services for people with developmental

disabilities.

The Guidance Center, Inc.

256 Washington St.
Mount Vernon, NY 10553
(914) 613-0700

Services Provided: Training in education, work, and personal relationships. Mental health treatment, substance use, and housing advisement.

Mental Health Assoc. of Rockland Co. Inc.

140 Route 303 Suite A
Valley Cottage, NY 10989
(845) 267-2172

Services Provided: Support groups, vocational services, suicide prevention, and recovery services programs for people living with mental illness or addiction.

St. Dominics Home

500 Western Highway
Blauvelt, NY 10913
(845) 359-3400

Services Provided: Mental health programs. Community and day habilitation for people with developmental disabilities. Service coordination.

SOCIAL SERVICES

Special Care for Families & Children Svc

1421 E. 2nd St.
Brooklyn, NY 11230
(718) 252-3365

Services Provided: Child and individual counselors, community organizations, and social services.

TRUST SERVICES

Community Living Corporation

105 S. Bedford Rd., Suite 300
Mt. Kisco, NY 10549
(914) 241-2527

Services Provided: Pooled trust services for individuals to put money in. Arts instruction program.

Putnam Co. Nysarc, Inc.

Terravest Corporate Park
31 International Blvd.
Brewster, NY 10509
(845) 278-7272

Services Provided: Trust services, community and day habilitation, employment services, residential services, preschool, Medicaid Service Coordination, recreation, and respite for people with intellectual, developmental, and other disabilities.

Dutchess Co. Nysarc, Inc.

84 Patrick Lane
Poughkeepsie, NY 12603
(845) 635-8084

Services Provided: Trust services. Employment and living services for adults. Schooling for children ages three to five.

Rockland Co. Nysarc, Inc.

25 Hemlock Dr.
Congers, NY 10920

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Westchester and Rockland Special Needs

RESOURCE GUIDE

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(845) 267-2500

Services Provided: Trust services, guardianship services designed to help people make life decisions, community and day habilitation, preschool, recreation, respite, and prevocational and employment services.

VOCATIONAL EDUCATION

Crystal Run Village, Inc.

601 Stony Ford Rd.
Middletown, NY 10941
(845) 692-4444

Services Provided: Personal and domestic skills training for home, service, and work opportunities.

GENERAL-MULTIPLE SERVICES PROVIDED

Abbott House

100 N. Broadway
Irvington, NY 10533
(914) 591-7300

Services Provided: Self-advocacy program, day habilitation, and service projects. Recreational and social activities.

Ability Beyond Disability, Inc.

480 Bedford Rd.
Chappaqua, NY 10514
(914) 242-8720

Services Provided: Aging specialties, psychological and behavioral support, social and community integration, vocational services, school to community transitional services for youth, transportation services, service coordination.

Another Step, Inc.

706 Executive Blvd.
Valley Cottage, NY 10989
(845) 268-8200

Services Provided: Residential, employment, self-help, and service opportunities.

Behavioral Solutions of NY, Inc.

161 Darin Rd.
Warwick, NY 10990
(845) 263-9169

Services Provided: In-home services including Medicaid Service Coordination and HCBS waiver services. Strives to support individuals by decreasing social stereotypes.

Child Care Resources of Rockland

235 N. Main St., Suite 11
Spring Valley, NY 10977
(845) 425-0009

Services Provided: Support parents in searching for child care. Provide development services for families.

Children of Promise Stable, Inc.

135 Convent Rd.
Nanuet, NY 10954
(845) 304-9657

Services Provided: Horse-riding activities and therapies for children and adults.

Compass Case Management

77 Sundrop Court
Riverhead, NY 11901
(631) 886-2332

Services Provided: Assists families through the application process of the Care at Home Program.

Devereux Foundation

40 Devereux Way
Red Hook, NY 12571
(845) 758-1899

Services Provided: Family education and professional training, transition to independent life training.

Ferncliff Manor for the Retarded

1154 Saw Mill River Rd.
Yonkers, NY 10710
(914) 968-4854

Services Provided: Education program teaches children skills to prepare them for societal living.

Hamaspik of Rockland County, Inc

58 Route 59, Suite 1
Monsey, NY 10952
(845) 356-8400

Services Provided: Service coordination, parental retreats, family support for people of Rockland.

Handicapped Children's Assn.

18 Broad St.
Johnson City, NY 13790
(607) 798-7117

Services Provided: Children's services, residential services, family support groups, therapy.

Health Care Advocacy

33 Beach Rd.
Ossining, NY 10562
(914) 762-8815

Services Provided: Help families find resources to maintain medically fragile children at home and work with insurance companies. Medicaid assistance, help finding and working with nursing agencies, getting medical equipment, working with school districts to accommodate children.

Hero, Inc.

2975 Westchester Ave.
Purchase, NY 10577
(914) 725-2481

Services Provided: Adaptive tennis, creative arts. Pup program in which certified animals visit children with disabilities in group homes.

kan, Inc.

62 N. Main St.
Florida, NY 10921
(845) 508-6298

Services Provided: Medicaid Service Coordination, community habilitation, and respite.

Inclusive Links, Inc.

95-117 Ravine Ave., Suite 6AVC
Yonkers, NY 10701
(914) 843-3217

Services Provided: Respite, community activities, arts and creative dramatics, music and dance, sports, education, and day camps.

Jewish Community Center

371 S. Broadway

Tarrytown, NY 10591

(914) 366-7898

Services Provided: Preschool, camp, arts and cultural events, and health and fitness centers.

The Keon Center, Inc.

2 John Walsh Blvd.
Peekskill, NY 10566
(914) 737-6980

Services Provided: Supported employment, group day habilitation, Medicaid Service Coordination, and vocational services.

Mount Vernon Recreation Dept.

City Hall Room 3
Mount Vernon, NY 10550
(914) 665-2437

Services Provided: City parks, juvenile delinquency prevention, and developmental youth programs.

No. East Westchester Spec. Rec.

63 Bradhurst Ave.
Hawthorne, NY 10532
(914) 347-4409

Services Provided: Aquatics, Special Olympics training, social activities, weekend trips, and daily outings.

Other: Summer camps, winter group and community programs.

Opengate, Inc.

357 Main St.
Armonk, NY 10504
(914) 277-5350

Services Provided: Day habilitation programs including computer time and hiking. Medicaid Service Coordination.

Progressive Social Services, Inc.

41 Livingston Ave.
Yonkers, NY 10705
(914) 434-5532

Services Provided: Medicaid Service Coordination and respite.

Rayim Of Hudson Valley, Inc.

149 Elm St.
Monroe, NY 10950
(845) 782-7700

Services Provided: Community, residential, and day habilitation. Community transition services, family care, and housing subsidy assistance.

SE Consortium for Special Services

740 West Boston Post Rd., Suite 301
Mamaroneck, NY 10543
(914) 698-5232

Services Provided: Physical recreation and sports such as karate or a fit club, expressive and fine arts activities, and daily living experiences such as lunch and a movie or a Friday travel club.

YWCA of White Plains

515 North St.
White Plains, NY 10605
(914) 949-6227

Services Provided: Swim classes and piano or guitar lessons. Friday night pizza, movies, and games. Special Olympics training and competition. Dance night, Friday night pizza and Bingo for adults.

Other: Holiday camps and summer camps for youth.



If you like the magazines, you'll love the site.

Check us out!

NYPARENTING.COM

Where every child matters and where New York parents find help, info and support.



MID-ISLAND Y JCC ADLER CENTER FOR SPECIAL NEEDS Summer Camp



Sharon Hanover, MSW
Adler Center Director
(516) 822-3535, x332
shanover@miyjcc.org



Jen Wambser
Camp Adler Supervisor
(516) 822-3535, x356
jwambser@miyjcc.org



Stephen Taylor, PhD
Camp Adler
Assistant Supervisor
staylor@miyjcc.org

Schedule Your Summer Camp TOUR!

Contact **Jennifer Wambser**, Camp Adler Supervisor
(516) 822-3535, x356 | jwambser@miyjcc.org

ACES (Adler Camp for Enrichment Services)

Entering Grades K-6

A self-contained program within a shared camp environment. Includes visual schedules, fewer transitions and smaller group sizes than Aspire. For campers who need a structured setting, but would like to be a part of a true camp experience.

- Academic support available
- Social skills enrichment
- PT, OT and speech therapy
- Inclusion opportunities throughout the day

Mon. - Fri. • 9:00 am-4:00 pm

At the Henry Kaufmann Campgrounds

ACES — TEENS AT CAMP Entering Grades 7-12

Designed to foster peer interaction, communication, and relationships. Campers develop essential self-advocacy and vocational skills, and focus on health, fitness and nutrition. Includes swim, day and overnight trips*, community service and inclusion opportunities.

Mon. - Fri. • 9:00 am-4:00 pm

At the Henry Kaufmann Campgrounds

*Additional overnight trip fees may apply

AUGUST GAP CAMP Grades PreK-10

Fun in the sun at the Henry Kaufmann Campgrounds! HKC has a large swim area with four pools, various outdoor fields, multiple playgrounds, and a nature center. Some camp activities may include: swimming, arts and crafts, sensory activities, zip line, low ropes courses, music, rock wall and much more.

- A Kosher peanut/tree nut-free lunch will be provided daily.
- Transportation is included from the JCC to the campgrounds and back to the JCC.
- Low child-to-staff ratio.

Mon., August 15 - Fri., August 19 • 9:00 am-4:00 pm

M: \$835 NM: \$975 • AU16-AGAP

SUNDAY SUMMER SELECTIONS Grades PreK-10

Your children will love this social/recreational program designed to build self-esteem and language skills while fostering friendships. Activities include art, adaptive sports and music.

Sundays 10:00 am-1:00 pm • At the Mid-Island Y JCC

6 Weeks: July 10, 17, 24, 31 | August 7, 14

M: \$290 NM: \$330 Lunch is included.

CAMP ADLER

Our goal is to create a fun, nurturing and supportive environment with typical day camp activities both in-building and at the Henry Kaufmann Campgrounds (HKC) to build self-confidence and make lasting friendships.

An intake is preferred prior to registration to ensure the best fit between campers and programs.

Camp Adler Includes...

- Full Inclusion or Shared Camp placement options determined by Director and Parent
- Camp placement based on social, emotional and cognitive abilities
- Specialized counselors trained by qualified staff, including special education teachers
- Progress reports with evaluations
- Low child-to-counselor ratio
- Consultations with related service providers
- Camp activities including sports, rock wall, zip line, day trips, music, art, nature hikes and more
- Special education swim instruction led by Red Cross certified instructors
- Daily lunch is nutritious, kid-friendly, kosher, peanut/tree nut-free and includes pizza Fridays

ASPIRE INCLUSION PROGRAM

Designed for campers who have had success in a partial or full-inclusion environment with shared support.

Preschool Inclusion - 3-5 year olds

In-Building • Various schedules

School Age Inclusion - Entering Grades K-6

At Campgrounds • Mon.-Fri. • 9:00 am-4:00 pm

Tween Inclusion Travel Camp - Entering Grades 7 & 8

Mon.-Fri. • 9:00 am-4:00 pm

