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Table of Contents



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FEATURES

- 6 Meet Julia**
Newest 'Sesame Street' character has autism
BY TAMMY SCILEPPI
- 10 Four things my child with special needs has taught me**
BY JUDY M. MILLER
- 12 A dad's tale**
Coping with the autism diagnosis
BY KEVIN HOWARD
- 14 Set apart**
Book offers insight, advice to parents raising special children
BY ALLISON PLITT
- 16 Bittersweet birthdays**
Friends drift away from a son grappling with Asperger's
BY LISA A. BEACH
- 18 Saving lives one stitch at a time**
Seat belt sleeves help ID special-needs kids in emergency
BY KRISTEN J. DUCA
- 20 A good start**
Tips for accessing special education for your preschool-aged children
BY LARA DAMASHEK

24 Extra help

What you need to know if your child is being considered for special education
BY DR. WENDY L. MOSS AND
DENISE M. CAMPBELL

RESOURCES

- 26 New York Special Needs Resource Guide**
- 36 Long Island Special Needs Resource Guide**
- 40 Westchester & Rockland Special Needs Resource Guide**





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LETTER FROM THE PUBLISHER

Parenting special-needs children and the introduction of Julia

This issue has quite a few articles written by parents who have boldly and bravely shared with us their stories. Their generosity in exposing their experiences, their heartaches, their challenges is what makes publishing this magazine something we're particularly proud of. The need for "community" is no greater than amongst the families caring for children on the spectrum.



Kevin Howard's reaction to being told his 3-year-old son had autism, he describes as being blindsided by an unexpected jolt. His parental confidence morphed into a great sense of powerlessness. The subsequent journey he and his son made together and the way in which he recaptured his role as a parent is inspiring.

Lisa A. Beach tells us the bittersweet tale of her now college age son who was diagnosed with Asperger's when he was in the 6th grade. She reveals to us the disappearance of his social life as his autism spectrum disorder found former friends drifting away. She exposes her heartache for him and ultimately her celebration of his personal triumph.

There are other articles as well, of course, and our good Resource Guide to help inform. One of my favorites is about the recent introduction of the new Muppet character Julia into the cast of "Sesame Street." A girl with autism entering the cast of this innovative show is not only groundbreaking but truly amazing and of course that's what it's called, "See Amazing in all Children." Two interesting interviews take place in this piece and I certainly hope you will all read it through. Our resident Award winning writer Tammy Scileppi has done her usual good job of writing about an important local and timely topic.

This magazine is a labor of love for me and has been since our first issue in 2008. There is more on the subject of Special Needs on our website and we have created a special tab that will give you access to much of our editorial over the years and also to a growing Special Needs Providers Guide.

If you want to have this magazine mailed to your home or school or therapy center, please contact Tina@nyparenting.com and she will put you on our list.

Happy Spring! Thanks for reading.

Susan Weiss

Susan Weiss-Voskidis, Publisher

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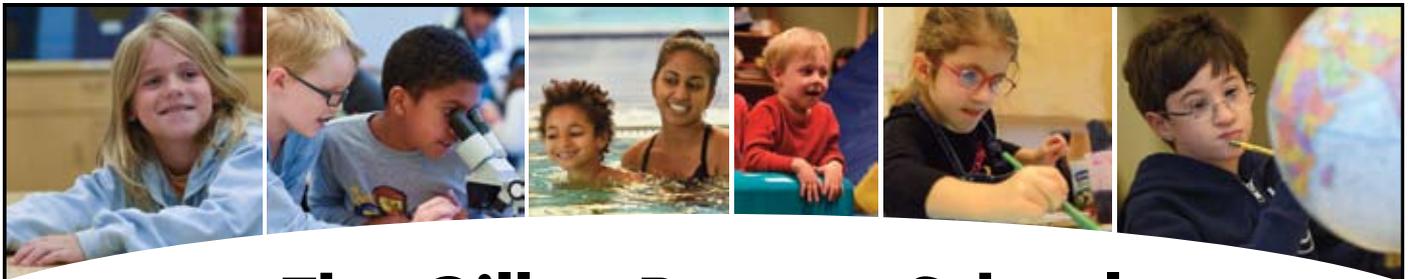
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Meet Julia

Newest 'Sesame Street' character has autism

BY TAMMY SCILEPPI

Sesame Workshop is still helping all children grow smarter, stronger, and kinder ... and has become an innovative force for change.

Since "Sesame Street" first appeared on TV screens in 1969 and started teaching and reaching out to youngsters everywhere, the pioneering show has been entertaining and educating another generation of curious boys and girls about the world around them.

The newest Muppet on the street to join the funny, friendly, and familiar stars — Big Bird, Abby Cadabby, Oscar the Grouch, and, of course, Elmo, Bert, and Ernie is a sweet, curious, and mostly happy 4-year-old (except for a meltdown here and there). She has orange hair, wide, expressive green eyes, and she wears a purple dress.

Her name is Julia, and she has autism. The groundbreaking character debuted during a special episode called "Meet Julia" on April 10, on HBO and PBS KIDS.

Over the decades, "Sesame Street" has embraced diversity in its many forms.

And with one in 68 American children currently diagnosed with autism, and nearly every family affected in some way, it isn't surprising that Sesame Workshop decided to start a conversation — through Julia — about this disorder, and to shed light on its challenges, while lessening the stigma surrounding it.

The TV show recently debuted Julia as part of its exciting initiative "Sesame Street and Autism: See Amazing in All Children," which was designed to make that conversation happen. In fact, families of children with autism have asked the show to address this issue for years.

In creating "See Amazing," Sesame Workshop worked for five-plus years in consultation with more than 250 organizations and

experts within the autism community to address this increasingly prevalent condition.

"Bringing Julia to life as a 'Sesame Street' Muppet is the centerpiece of all of our new materials to support families of children with autism," said Sherrie Westin, executive vice president of Global Impact and Philanthropy, Sesame Workshop. "The response from the autism community to 'See Amazing in All Children' has been extraordinary, and we are committed to continuing our efforts to promote understanding and acceptance of autism, as part of our mission of helping all children grow smarter, stronger, and kinder."

Fact: Did you know that autism is the fastest growing and most underfunded developmental disorder, according to the National Autism Association? And that boys are four times more likely than girls to be affected?

Fact: Autism does not affect any two people in the same way. And if you don't have the disorder, you have no idea how tough it is for those who do to get through the day. It's like an obstacle course.

Julia is a voice for those special kids. Between 25 and 30 percent of autistic children may have some verbal skills between the ages of 1 and 1-and-a-half, but eventually lose them; some may eventually speak later in childhood. And an estimated 40 percent of children with autism are nonverbal.

When kids watch episodes that feature the sweet Muppet, they will be finding out that lots of children have autism, like some of their friends or schoolmates. Hopefully, this exposure will lead to a better understanding of what certain behaviors associated with this disorder mean.

Besides having fun with her Muppet pals on the show, Julia also interacts with humans. They ask her questions about what she is feeling. These teaching moments are intended to help kids deal with what they may be experiencing in everyday life. For

example, someone may ask Julia to explain why she sometimes gets upset and has meltdowns. Maybe it's because she has autism? It turns out that like other kids who have autism, she has heightened sensitivity to noise, so when she hears loud music, people yelling, or sirens, she may get overwhelmed.

Behind the scenes

On a recent "60 Minutes," CBS News correspondent Lesley Stahl visited the set of "Sesame Street" while it was filming Julia's very first episode, and she shared her unique experience with viewers.

Cbsnews.com reported on Stahl's visit, during which she interviewed talented puppet designer Rollie Krewson, who made the adorable character at the Jim Henson Workshop. (It turns out Krewson has been with them since the 1970s.)

Stahl also met with the puppeteer who brings Julia to life, actress and puppet-maker Stacey Gordon, who also happens to be the mother of a child with autism.

During her visit, Stahl revealed how today's Muppets are filmed: "Holding their puppets high over their heads, the puppeteers wheel around on scooters to navigate the scene. Because their puppets are out of their view, the puppeteers can see which way to manipulate them by watching the scene from a monitor near the floor."

In addition, the website reports, "The 'Sesame Street' team worked closely with autism organizations, educators, and families to decide how best to portray a child with autism, including how to explain autism at a pre-school level."

Julia is a wonderful introduction for kids and families to understand and embrace diversity.

"Children with special needs and individual differences are often bullied or misunderstood by their peers. Having a character



like Julia on 'Sesame Street' will not only help children learn the importance of diversity, but also truly embrace the meaning of it, at a young and critical age," said Queens-based school and clinical psychologist Dr. Kristina Wong Thies, who specializes in pediatric neuropsychology and learning disabilities.

Dr. Thies also agreed that the addition of this special new character gives educators and parents an opening to discuss individual differences and empathize with others who are different from us. Most of all, kids learn how to be compassionate adults.

"Many children with autism often lack the awareness of social norms, and watching Julia could serve as a model for learning social skills," said Dr. Thies, who also pointed out that Julia could help parents — whether or not they have a child with special needs — further understand autism and other individual challenges."

The 'Julia phenomenon'

Interestingly, this "phenomenon" has been analyzed by experts like Dr. Dennis Garland, a professor at Niagara University in upstate New York, who specializes in early childhood education and teaching children with emotional and behavioral disorders and learning disabilities.

Dr. Garland believes the arrival of Julia on "Sesame Street" demonstrates that the show's creators have a keen understanding of their audience, children and parents who either have an autistic child and/or are aware that their children are interacting with children on the spectrum.

"Julia, no doubt, will help children and their families develop a greater empathy of what it

means for someone to have autism and provide a voice for those who do," he said.

Dr. Garland also pointed out, "It's important to distinguish that those of us without autism, i.e. neurotypical, are often the ones who struggle as much as or perhaps even more than children and adolescents who are on the spectrum."

Surprising, isn't it?

The busy professor took the time to respond to questions about the new Muppet.

Tammy Scileppi: Why is it meaningful that a "Sesame Street" character with autism has been added to the show?

Dr. Garland: The presence of Julia is an acknowledgement of the diverse society in which kids are growing.

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Kids on the spectrum and with other differences have intellectual and social currency, but like all of us, have unique ways of expressing it. The sooner children learn about biological and sociocultural diversity of others, the earlier they will have opportunities to derive the understanding of the similarities we all share. I think that's one of the hallmark messages that "Sesame Street" has consistently and successfully delivered over time.

TS: Do you think the Julia concept will become a trend?

DG: I hope that the concept of honestly reflecting the makeup of our diverse society catches on. It's critical for human progress on so many levels.

TS: What was it like working as a teacher of developmentally challenged, learning-disabled children?

DG: This is dating me a bit, but for many of my students, I was like Gabe Kotter from (the 1970s sitcom) "Welcome Back, Kotter." Many of my students were stigmatized socially — not only among their peers, but among other teachers who were reluctant to have them in their classrooms. I was successful, because I took the time to get to know my students and to earn their trust. Rapport with my students had to happen before learning could take place. Without it, I couldn't know how to en-

"Julia, no doubt, will help children and their families develop a greater empathy of what it means for someone to have autism and provide a voice for those who do."

gage them in learning.

TS: How about sharing a memorable experience from that time.

DG: There are so many stories that I hope to eventually compile into a book, but one that sticks is of one boy (I'll call him Andrew) who was on the autism spectrum. On the first day of school, he arrived with his adoptive parents with a book that they created called "What Makes Me Tick." There was even a photo of him on the cover holding a clock! Together, they prepared a thoughtful guide of Andrew's characteristics, and how we could use them to foster his success in school. It was extremely helpful for me and his other teachers, and really put him at the forefront of our attention. If more parents and students (of all ability lev-

els) took the same approach, I've no doubt that it would lead to enhanced success in the classroom.

TS: Any suggestions for families dealing with autism and its challenges?

DG: I think that keeping apprised of scientific and educational progress is critical to gaining a greater understanding and for a bright outlook.

TS: Any other tips for parents, caretakers, and teachers?

DG: Advocate, educate, and be compassionate to yourselves and your children!



While helping children and families with the everyday challenges autism can present — through fun, engaging, (and free!) videos, books, and digital content in both English and Spanish — "Sesame Street" also reaches out to the public at large, promoting understanding and acceptance around autism spectrum disorder.

Please visit sesameworkshop.org and autism.sesamestreet.org for more.

Tammy Scileppi is a Queens-based freelance writer and journalist, parent, and regular contributor to New York Parenting. Interviewing hundreds of New York City's movers and shakers has been an amazing adventure for her.



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Four things my child with special needs has taught me

BY JUDY M. MILLER

My daughter does a flip turn at the other end of the pool. Screaming erupts among teammates, competing teams, parents, and coaches as she and the swimmer next to her break the water's surface in unison. My daughter rises higher, her arms out wide before whipping them forward to dive under the surface again.

I am hoarse from yelling. I can't help myself. My girl, my child with special needs, has come so far and overcome so much. I am her biggest cheerleader.

Never did I imagine that I would have a child with special needs. I imagined a brood of "normal" kids. I ventured into parenting with prayers and dreams of perfection.

Please don't judge me. I am being honest here. Special needs was a wild card, an unfamiliar and distressing spectrum of unknown territory. Special needs frightened me. Additionally, I was sure I did not have it in me to parent a child with special needs, granted I had no idea what it might take.

As it would happen, I would parent three with special needs. But this child — my third of four, our swimmer — would be the one to bring me to my knees, initially in abject fear and then in profound gratitude. My daughter would prove one of my greatest teachers, providing lessons I had to learn, even as I fought them. Here is some of what my precious girl taught me:

Meet me where I am

Adopted from China at the age of 12 months, she was truly sick and out of sync. Institutionalization just about broke her.

Even though my daughter did not speak for close to three and a half years, she communicated what she needed. Along with signing, we had our own special language. I learned to listen with more than my ears and to be aware

of more than the spoken word, discerning what her unique movements meant.

She showed me that her thumb was the best pacifier; naked was better than clothes; and that playing in the dirt and watching nature was fascinating. She was tender with ants, worms, and snakes. Curious and fearless, she held them without crushing their small bodies. When the time arrived to gently strip her pudgy hands of her "friends," she erupted into keening. Although I took care to replace them with baby-safe insects, she was not fooled.

Listen to your gut and your heart, and hold me close

She quickly taught me that holding her skin-to-skin and heart-to-heart calmed her outbursts and de-stressed Mama.

Indeed it was during these



I had loved my daughter before I held her in my arms. I was determined to leave no stone unturned. My gut told me the specialists were missing something big — but of course, I had no idea what it was.

countless holding sessions that I absorbed the miracle of my daughter, memorized the millimeters of her porcelain skin and downy dark hair. I didn't get much done those two and a half years, other than the basic care and parenting and general domestic duties and cooking. My daughter gave me many clues, but without a diagnosis, I was unable to meet all of her needs. I tried, oh how I tried.

Don't give up, Mama

I had loved my daughter before I held her in my arms. I was determined to leave no stone unturned. Despite an initial screening and several follow-ups, specialists provided no diagnosis other than "significantly delayed." They were divided on whether she would or could catch up.

I refused to believe them. My gut told

me the specialists were missing something big — but of course, I had no idea what it was.

Always embrace hope, but prepare for the worst

I began to journal about my daughter's behavior (unpredictable, no pattern), outbursts (constant), setbacks (many), likes and dislikes, movements (odd), and milestones (few). Close to being out of options, I scheduled another appointment and took my notes. Upon entering the therapy group's office that day, hope pounded in my throat and prayers pooled in my eyes. I remember my daughter shifting in my arms so that she could look me in the eyes. Her sweet smile seemed to say, "We've got this." She snuggled back into my chest, tucking her soft hand under my

bra, resting over my heart, while we waited to begin.

The 30-minute appointment turned into several hours as other specialists screened my daughter. We waited patiently. Per usual, my diaper bag was bursting with snacks, milk, and toys. Fortunately, I had also packed her lovey, Snakey — a stuffed snake longer than her. My girl resorted to her sucking her thumb as time ticked by, next to the comfort of Snakey.

Excited voices grew louder in the room next to us. One therapist came to get us and took us into that room. The team gave us a diagnosis and outlined a plan for a battalion of therapies, which my girl began the following day. Therapy would not taper off for close to six years and would help my daughter and teach me more about supporting her as she became whole.

• • •

My daughter touches the wall first. No one screams louder than me. She turns and finds me in the bleachers. Pride and satisfaction light her smile. I smile back so hard my face hurts, and I raise two thumbs up. You got this, babe.

Judy M. Miller is a freelance writer living in the Midwest and a mom to four children. She is a Gottman educator.

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Author Kevin Howard and his son Seth at age 14. Howard's experiences with his son inspired him to write about Kookabuk (opposite).

A dad's tale

Coping with the autism diagnosis

BY KEVIN HOWARD

I'll never forget the first time I had the awful experience of having the wind knocked out of me. It happened during a junior high school football game back in 1975 when I was a teenager. I had just caught a pass and was on the verge of scoring my first touchdown when suddenly, out of nowhere, *Boom!* I was hit hard by a big burly defender. As I fell onto my back I struggled to breathe and felt like my lungs were momentarily paralyzed. All I can remember is lying on the ground, staring into the vast blue sky, feeling helpless and afraid. When I finally caught my breath and was on my way back to the bench, I had the realization that I never saw my opponent coming.

It wouldn't be the last time I found myself blindsided by an unexpected jolt.

Almost 30 years later, as an adult, I had a similar experience of being hit by an opponent that I was unprepared for. However, this time, the foe I was facing was much more serious. My oldest child was about to turn 3 years old when the words of his doctor once again left me momentarily breathless. The words he spoke reverberated in my mind like a freight train: "Mr. Howard, your son has autism."

Once again, like that 13-year-old on the football field, I felt helpless and afraid. Having had no previous experience with autism and not really knowing too much about it, a great sense of powerlessness came over me. From that moment I felt unqualified to deal with a situation that was completely foreign to me. Desperate for help, I was willing and prepared to accept and do whatever the experts advised.

Unlike when I was a teenager, this time I found myself unable to quickly recover, and I struggled to maintain my composure. No question, this time was very different. I knew nothing about this new opponent, a formidable opponent that plays by no rules. I felt frightened and helpless, almost paralyzed, upon hearing the diagnosis. I knew that the lives of every member of my family were going to be different from that moment on.

It wasn't long before I noticed how much my relationship with my son had changed. What was earlier a very natural father-son relationship had become awkward and uneasy. I was no longer parenting my child—I was parenting my autistic child. Not knowing what to do, I felt as if I was in a state of parental paralysis. Once again, I found myself staring into that vast blue sky.

At that point, I began replaying every previous interaction I had with my son, and questioned every interaction moving forward. I wondered if I somehow contributed to his condition. Was his diagnosis somehow my fault? Had I done something wrong? Could I have done something differently? What should I do now? What should I avoid doing now? How should I handle my son in the future? These questions and more were constantly racing through my mind.

As a first-time father I was already unsure of my parenting skills, and this new challenge exacerbated my uncertainties. I was now fearful to make parental decisions on my own, feeling completely unqualified as a parent. I was again feeling paralyzed and was willing to surrender all of my parental responsibilities to the experts. I love my son dearly and did not want to do anything that could possibly worsen his condition. I became fully dependent upon the teachers, therapists, doctors, and other professionals to guide my actions as a parent. I felt as though my relationship with my child was frozen — but that all was about to change.

About five months after my son's diagnosis, I took him to see a highly regarded pediatric psychiatrist. This doctor's comments would prove to be the turning point in my parental attitude. After a five-minute examination, the doctor handed me four prescriptions for four different medications. Feeling a bit uneasy about the speed at which the doctor reached his conclusions I felt the need to question his analysis. He explained that the behaviors he observed are very common for children on the autism spectrum and that the medications would help regulate those behaviors. Being concerned about possible side effects, I asked the doctor if it was really necessary for my son to take so many pills. His reply turned out to be the catalyst for an attitude adjustment that I so desperately needed.

"You don't have to give him any of them," he said. "You can give him what you want ... you're the boss."

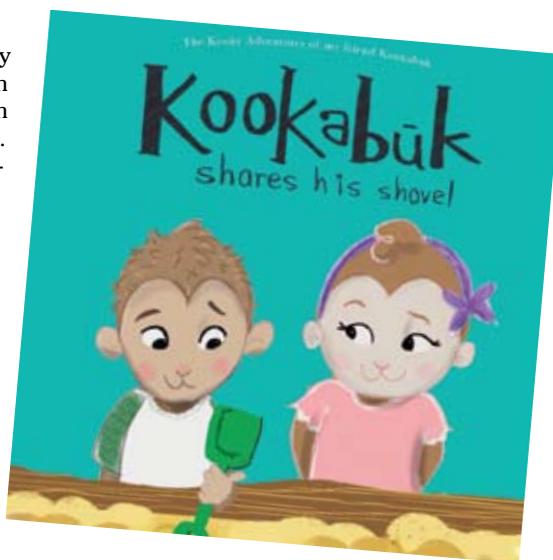
It was then that I experienced an epiphany. He was right. It was my choice, as the parent I was in charge.

My parental confidence began to return. I realized that the professionals were experts in the field of autism, but I was the true expert with regards to my son. No one has a better relationship with him than I do, or had spent more time with him than me. Only someone who had that connec-

tion would understand his special way of communicating. At that point, I began partnering with the experts rather than relying on them to take over my role. Things did not become easier once I regained my confidence, but I definitely felt more in control.

My relationship with my son began to normalize. I wasn't raising a child with autism anymore; I was just raising my son. Seeing him in that light helped me better understand his needs and make decisions that would support his success. This is not to say every decision I made was the correct one, but at least they were knowledgeable ones, because I knew him best. As of today, I have effectively managed my son through seven different schools, more than 18 therapists, and many diets, too many to mention. I am currently in the process of navigating his transition into high school. I am happy to report that this latest challenge is going quite well.

My son is now a freshman in high school. While on my way to the first Parent-Teacher Organization meeting of the 2016 school year, I began to reflect upon past events. During the meeting, each parent was asked to stand and introduce themselves. The



first parent who spoke told the group her name, and proceeded to share the story of her and her daughter's journey, from the initial diagnosis of autism to her transition into high school. The next parent did likewise, relaying a now-familiar journey. I listened to one story after another and soon realized that they each mirrored my own. I now knew I was not alone. We all started off feeling the same way, as if we just had the wind knocked out of us. We

felt breathless and frightened, feeling helpless in our roles as parents. Just like my epiphany, at some point, all of these parents recognized that they were the real experts on their own children. Eventually, like me, they all reassumed their proper role of being in charge as strong parents in the lives of their special children. And, they realized, as I did, that the journey is not over.

Any time a parent is presented with bad news, especially one as serious as a diagnosis of autism, it will feel like getting hit in the gut. It's perfectly normal to feel breathless, helpless, and afraid. The parent of a special child must decide to take the hit, take a deep breath, and then reclaim his role and take charge.

Kevin Howard graduated twice from the University of South Florida, receiving both a bachelor's degree in business administration and a master's degree in education. He is now approaching his 20th year as a public school teacher, trainer, and coach. His most rewarding experience has come from fatherhood and being the parent to a child with autism. He co-authored "The Kooky Adventures of My Friend Kookabuk" — available on Amazon and CreateSpace — to share the knowledge he gained raising his son.



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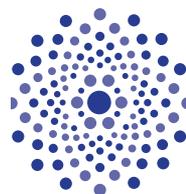
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Set apart

Book offers insight, advice to parents raising special children

BY ALLISON PLITT

If you have a child with a developmental delay or disorder, you have two paths to choose from. Your first choice is putting your child into the mainstream public or private school system with other children who — for the most part — are not experiencing mental or physical problems as they progress from grade to grade. The second path is to take the non-mainstream approach and allow your child to learn in an environment that is not as highly structured but will allow him to progress at his own pace.

Author Susan Hendrie-Marais, a resident of northern California, published a book in 2016 called “Navigating the Labyrinth of the Non-Mainstream Child” about the challenges she faced raising a son with several developmental problems. Hendrie-Marais says her son is now 23 and functioning well in the mainstream world in his own non-mainstream particular way, but she writes about her regret of choosing to place her son in a regular school with other teachers, parents, and students who showed little empathy for her son’s issues.

Delays vs. disorders

As a result, Hendrie-Marais has assembled together helpful information for other parents who feel overwhelmed by the task of raising “non-mainstream” children. Because she herself has experienced such an endeavor, Hendrie-Marais offers advice, insight, and a range of possibilities to parents who often feel isolated finding the right treatment for their children.

In her book’s appendices, Hendrie-Marais provides “a rough guide” of developmental milestones by age that are classified into four categories — social and emotional, language, thinking and learning, and movement and physical. Pediatricians use this guide to “assess whether a child is developmentally where they should be by age,” she writes.

Explaining the difference between a delay or a disorder, Hendrie-Marais writes, “A delay means that a child’s development is normal but slower than the norm for age ... Sometimes therapy is recommended, but de-

lays often can self-correct over time without therapy or intervention ... A disorder means a child’s development is abnormal relative to the norm for age. For example, autism is a disorder ... Whatever it is that is disordered may or may not improve. Therapy is almost always recommended and often medication is as well.”

Developmental testing

As soon as a family is informed of a child’s problem, Hendrie-Marais advises that they see a behavioral pediatrician who will have “an in-depth understanding of developmental issues” and guide parents towards specialists “for additional testing, which then begin to quantify what is happening.”

While such testing is expensive, public schools usually have a staff of specialists and a source of services to help your child overcome certain disabilities. If a public school cannot provide such services, then it is obligated by law to pay for the student’s private school tuition and programs.

Hendrie-Marais warns that developmental test results are “not necessarily absolute.” For example, she was told that based on her son’s low scores on test results, he would have difficulty reading and writing, which never happened. If a child is encountering certain difficulties in functioning inside and outside of the classroom, his parents should seek out specialists in the areas of concern.

Specialists and parent networking

Speech therapists (also called speech pathologists) help children with language, communication, and social skills. Physical therapists assist children with movement and fine motor skills. If your child has difficulty with coordination to do everyday tasks such as dressing or tying shoes, parents should contact an occupational therapist. If your child is suffering from psychological issues such as anxiety or obsessive-compulsive behavior, there are specialists such as pediatric and adolescent psychologists, social workers, or psychiatrists that can help.

After meeting with highly renowned spe-

cialists in their fields, Hendrie-Marais found she could not tolerate such doctors who arrogantly made parents feel “barely worth their time.” The best specialists she was able to find were people she could question and debate with about her son’s progress. She says she regrets not networking with parents of other non-mainstream children to get referrals for specialists or for names of stores that carry certain gluten and dairy-free snacks — foods which have been known to affect some children’s behavior.

Beware of labeling

One area Hendrie-Marais questions when working with specialists is “diagnostic labeling.” As soon as a child is given a diagnosis, he becomes part of a certain group of children. For example, a specialist who is working with a child who throws tantrums and is defiant, diagnoses his patient with oppositional defiant disorder. The specialist then might not look at the patient’s hyperactivity that accompanies attention deficit hyperactivity disorder, or the child’s frustration from a possible learning disorder, she says. The child could also be feeling overwhelmed by an anxiety disorder or perhaps feels troubled by something in his environment, she offers.

Relax and make memories

Outside of school and therapy appointments, Hendrie-Marais says families must try to give themselves time to relax. Parents should communicate on how they will raise their child together in similar parenting styles. Because so much attention is devoted to helping the child, parents forget to put time aside for themselves as a couple. As a result, these parents start to feel alone and resentful of their situation and some may even split up, the author writes.

At home, therapists recommend routines and schedules for non-mainstream children who often have trouble navigating their way through new situations. They stress the importance of making daily activities repetitive and familiar. Hendrie-Marais warns parents to remove as many external sources of conflict and confusion



as possible, such as offering a child two choices instead of five.

Even bonding with such a child will seem non-mainstream. Hendrie-Marais had her most memorable experiences with her son when the family would go on short trips together to take a break from all of the household schedules and routines. One parent recounted to Hendrie-Marais that she felt closest to her child walking him around a concert hall when he couldn't sit through a performance.

Ironically, many non-mainstream children are very creative and can amaze teachers with their innovative ways of thinking, says the author. At the mainstream school her son attended, he could dazzle teachers with his brilliance one day and get in trouble the next. When every evening became a Herculean task to finish homework assignments, Hendrie-Marie again regrets the pressure she put on her son to keep up with his peers. She was comforted when a psychologist once told her that the most interesting adults were always the most difficult and problematic children.

Alternative schools

The non-mainstream choice is frightening for many parents because there are so many unknown variables at play. Special-needs schools can have many students with severe behavioral issues. Progressive developmental schools can often be chaotic if certain boundaries are not put in place. And home schooling is extremely time consuming. If parents are considering forming their own school, they must be warned that such an undertaking requires consistent funding from donors, writes Hendrie-Marais.

Also available to parents are therapeutic boarding schools, which restrict privileges from students who do not abide by rules. Hendrie-Marais rightfully questions how students can improve their well-being in such highly restricted environments with rigid codes of conduct.

Instead, she favors wilderness retreats for adolescents who have become emotionally unreachable to their parents. Many of these programs involve teens leaving home for months at a time to live in the outdoors, hiking, pitching and making camp,

meeting with therapists, and working in groups doing therapeutic activities.

Medication

Lastly, Hendrie-Marais discusses different types of psychological therapies and psychotropic medications children and adolescents can take for their problems. She warns, however, that medications treat symptoms and do not solve problems. She said parents should observe their child's behavior on medications. If a drug is having an adverse effect on a child, the parent should immediately stop administering it. Hendrie-Marais is also open-minded about medications, saying that some of them have provided remarkable results for children.

Overall, Hendrie-Marais tells parents not to be discouraged by their children's issues. As she concludes, "Nearly every time a specialist told me that my son would not be able to do something, he was not only eventually able to do it, but he also usually excelled. This is the paradox of non-mainstream children. It is both crazy making and fascinating."

Allison Plitt lives in Queens with her daughter and is a frequent contributor to this magazine.

Bittersweet birthdays

Friends drift away from a son grappling with Asperger's

BY LISA A. BEACH

My heart both rejoices and breaks every year when we celebrate my firstborn's birthday.

I rejoice when I think back to my son's earlier birthdays when he was about 4 or 5 years old. Each year he'd pick a new theme for his birthday party, reflecting his current favorite passions. One year, he loved "Blue's Clues." Another year, trains. The next, magic.

Weeks prior to my son's birthday, I'd plan fun activities, crafts, games, and goodie bags to go with the year's chosen theme. Yes, I was that mom. Even in the days before Pinterest, I loved collecting ideas of how to make every DIY birthday feel special for my son and his friends.

No matter the theme, each birthday party shared one thing in common: a group of friends from preschool or elementary school at our home helping my son celebrate his big day. They played silly games in our living room, ate cake on our back porch, and chased one another in our backyard. Laughter filled the air against the noisy backdrop of the slightly uncontrolled chaos of a kid's birthday party. To see my son's face light up, to know he felt valued and accepted by his friends, to hear the shared laughter — that was a birthday gift in itself.

My heart swells with happiness when I look at photos of preschool partygoers standing next to the life-size, wooden Bob the Builder cut-out my husband created for a party photo opportunity. And I can't help but smile when I watch the video of birthday attendees wearing their hand-crafted cardboard box race cars as they zoomed around our backyard crashing into each other. Those truly were the happiest of birthdays.

Flash forward to middle school.

Around sixth grade, we began to notice my son's friends slowly drifting away, one by one, like balloons just floating up into the sky, forever out of reach. They stopped inviting my son to their birthday parties, to go to the movies, or to just hang out. By high school, social invitations ceased to exist, except from the neighborhood teen whose family we've known since our boys were tod-



dlers. Not only did my son's old friendships fade away, but new friendships weren't taking their place. A gaping social hole existed in his life.

What happened?

Around ninth grade, we discovered that my son — always a shy, socially awkward kid — has Asperger's syndrome. He's a talented artist and a smart kid, even qualifying for the gifted program in elementary school. Although quirky, he was such a high-functioning kid that we didn't connect the Asperger's dots until high school.

With social and communication difficulties at the crux of Asperger's, this autism spectrum disorder often spells a death-sentence to a child's social life and delivers a devastating blow to self-confidence. Being socially awkward and missing out on the hidden nuances of body language, facial expressions, and social cues, people with Asperger's struggle to connect with others, making it difficult to make and keep friends.

And this brings me to the bittersweet tinge of celebrating my son's birthday. Every year since sixth grade, birthday parties have gotten noticeably smaller. In preschool, a dozen or more kids filled our back porch at birthday parties. By middle school, we could fit the entire birthday party (including

our family of four) in our Honda Odyssey. The very last birthday party was an awkward gathering with two of my son's friends who knew (but did not like) each other.

Painful to watch, it was like a page right out of Agatha Christie's novel "And Then There Was None" as, one by one, the attendees vanished from our once-burgeoning RSVP list. The heartbreak of it all actually mirrored a scene in the 1991 movie "Little Man Tate," where 7-year-old Fred Tate (whose intellectual and artistic giftedness made him not fit in with his peers) threw a birthday party and no one showed up. You could just see the anguish on the face of his mom Dede (played by Jodie Foster). Fred could be my son, and I could be Dede Tate.

I am mourning the birthdays of yesteryear filled with two dozen cupcakes, party bags, Pin the Tail on the Donkey, and squeals of laughter in my backyard. I am yearning for those long-ago days when my son felt accepted and included by his peers. I am missing the days when birthdays felt 100 percent like the celebrations they should be.

As my son's birthday approaches each year, I still cry a little inside for what should be the happiest day of the year for my son. I must admit, those middle and high school years pummeled my heart when my son's birthday rolled around, making me cringe at the shrinking circle of friends who no longer issued or accepted a party invitation. Parties once populated by friends have been replaced by family-only celebrations.

But I also celebrate my son, now 19 and in college, as he prepares for the next phase of his life. I am his biggest cheerleader and in awe of the man he is turning into, as I watch his self-confidence slowly rebuild. And I silently thrill at the flicker of college friendships I see beginning to take shape.

Birthdays serve as bittersweet reminders, now and forever, to be my son's best friend, regardless of whether or not anyone else steps up to fill that role.

This article originally appeared on www.GrownandFlown.com and has been republished here with permission.

Lisa Beach is a freelance journalist and copywriter. Check out her website at www.LisaBeachWrites.com.



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Not invited, *again?*

While it may not be a big deal if your child doesn't get invited once, it is a big deal if it happens repeatedly. Friends get invited. So, if your child isn't being invited to birthday parties and other events, that is a very good indication that he, or she, is struggling socially. The good news is that you can help!

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Saving lives *one stitch at a time*

Seat belt sleeves help ID special-needs kids in emergency

BY TAMMY SCILEPPI

A local entrepreneur who believes in helping others has come up with a clever idea that will make you wonder, “Why didn’t I think of that?”

Sharon Jalette of Farmingville, Long Island loves sewing, and happens to be a great problem-solver, as well. By putting her unique abilities to good use, she has developed a product that provides a way for special-needs children and disabled adults to quickly relay their contact and medical information to emergency personnel and first responders — without saying a word.

And she creates these life-saving items one stitch at a time.

If a disabled child or adult is in an automobile accident and is unable to communicate, his or her information is clearly visible, because it has been embroidered onto Jalette’s Seat Belt ID Sleeves, which can be easily fastened over the seat belt of any vehicle, as well as car safety seats.

So far, many people have asked Jalette to embroider all kinds of messages on their sleeves. But usually, it’s the person’s first name and the nature of his or her disability.

She said the idea first came to her when a local mom needed her help. She had a child with autism spectrum disorder who could not communicate verbally.

“I was asked by a friend of mine if I could make a patch that we could sew onto the seat belt that held her child’s car seat, and would provide an emergency contact number if he got hurt,” she says.

The solution-oriented Jalette said, “That’s easy, but we could do one better.” So, she created a fabric sleeve and embroidered his first name, along with medical and emergency contact information on it, and fastened it with Velcro around the vehicle’s seat belt.

“In the event of an accident, and the driver is rendered unconscious, my friend’s son would not be able to tell the first responders any information. Or, if all passengers were rendered unconscious, no one would know



why he isn’t talking to them,” she said. “There are many children with autism, and many cannot [tolerate] physical contact, so their reactions can be unpredictable.”

After posting the product description on her Facebook page, One Stitch at a Time, Jalette said the orders started coming in. And she got a call from a customer who heads up the special education program at Sachem Schools, her local school district.

“She needed a sleeve for her husband Vince, who became my ‘poster child’ for these sleeves,” said Jalette, who posted his photo on her page. Before long, lots of people started sharing it with their friends, and it took off.

“In Vince’s case, he is an adult, but his heart is running on machines; he has no pulse and no blood pressure, as an LVAD (heart pump) is what is keeping him alive. If he gets separated from the equipment, he will die. If first responders do CPR on him and use chest compressions, they will crush

the LVAD pump, and Vince could die or have irreparable damage done to his heart.”

Jalette has even made sleeves for his and other folks’ medical equipment, so first responders will know that they cannot unplug them from the battery pack or other life-saving equipment. She also adds the phone numbers of the LVAD emergency team at the hospital, so first responders can contact them around the clock for special instructions to help that specific patient.

“My friends and customers love the idea and the product, and all of the first responders I have spoken to also love the idea, and have told me they wish that someone thought of it sooner. Now they know what conditions and circumstances they are dealing with, as each person is unique,” she said.

Never one to miss an opportunity to donate her time, Jalette once brought her commercial embroidery machine to her local school for its Special Education PTA Resource Fair, where she made her specially

crafted sleeves on the spot. She sold nine sleeves in three hours, and gave back \$5 from each sale.

Along with a rewarding career as a property manager for 27-plus years (which required her to use her problem-solving skills to resolve a multitude of issues), Jalette has pursued the hobby and passion she's had since she was 9: sewing and embroidering items.

And it seems the sewing is in her blood.

She was born and raised in Long Island to Flushing, Queens natives. But her paternal grandmother and her family migrated to the U.S. from Italy.

"All the relatives on that side of my family are seamsters, seamstresses, pattern makers, and tailors. I was taught to use a sewing machine by my father and my paternal grandmother," she said.

"My mother is 6 feet tall, and it was very difficult for her to find clothes that were long enough for her legs. So, I make all of her lounge pants and pajamas, and [I] made a pattern to fit her."

Jalette also does alterations, and has made clothes from scratch. She even makes all the curtains, bedspreads, bed ruffles, pillows, and table linens for her family.

"Since I am a motorcyclist and active in that community, I also make some of

"In the event of an accident, and the driver is rendered unconscious, my friend's son would not be able to tell the first responders any information."

the club patches and sew on all the other patches for many organizations and individuals," she noted.

In her spare time, the creative do-gooder took on more projects and created a complete set of costumes (with material she had donated) for the Christmas pageant at her mother's church, as well as table coverings, a cloak for the priest, and a wall hanging for Saint Mother Theresa's Closet, a clothing outreach donation center on the church property.

The Seat Belt ID Sleeves can be purchased for \$15 each. Each one is made to order and is created exclusively for the person it serves. They can be ordered in a variety of colors: black, white, red, yellow, beige, green, dark blue, light blue, pink, or purple. Bold, bright

thread colors are used for the embroidery, so the information stands out prominently.

But, Jalette says, it's not about selling her products for a profit.

"I am not making more than a few dollars on each sleeve, and that I use to purchase materials to make more, and postage to mail them. It's more of a public service," she says. "My hobby is sewing, and I love using my embroidery machine. And it is such a pleasure to be able to help those in need in a different way. But I always pray that no one ever has to test these sleeves."

The mother of one, daughter Jennifer, 29, says she never imagined this level of success.

"I never considered myself an entrepreneur! I just set out to make this product — and others — to help a friend, and my little hobby is now on steroids."

For more information, to place an order, or discuss any other services that are available, you can e-mail Jalette at onestitchatatime@mail.com. Or, visit her Facebook page, [One Stitch at a Time \(www.facebook.com/sharonsstitching\)](https://www.facebook.com/sharonsstitching).

*Tammy Scileppi is a Queens-based freelance writer and journalist, parent, and regular contributor to *New York Parenting*. Interviewing hundreds of New York City's movers and shakers has been an amazing adventure for her.*

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A good start

Tips for accessing special education for your preschool-aged children

BY LARA DAMASHEK

Coming to terms with having a special-needs child is a deeply personal process. Whether the issue is congenital or identified later on, the first few years after a delay or diagnosis is identified are, naturally, a period of adjustment. One important way that families regain their balance is by accessing Early Intervention, the federally funded program for children up to age 3 with developmental delays. It provides intensive support at a moment when a huge amount of progress can happen in a very short timeframe.

Of course, many children continue to need services after we light three candles on a cupcake. The gap between Early Intervention and when school-age special education services begin in kindergarten is filled by the Committee on Preschool Special Education, the state and locally funded program administered by the city's Department of Education that serves children ages 3 to 5.

This can be a huge, imposing bureaucracy. But even if you are on the fence about whether your child will need special education services in the long-term, the preschool years are still part of that critical developmental window in which intensive interventions can often have transformative outcomes. In general, children who receive intensive services early in life are more able to thrive in less restrictive environments.

Even with all the evidence supporting the efficacy of preschool special education, some parents are understandably worried about their children being labeled. We are often asked if being a "preschool student with a disability" in Committee on Preschool Special Education will hurt a child's chances of getting into a particular school or program later. Unlike Early Intervention, in which a child's records are treated as confidential health documents, classification as a "preschooler with a disability" in these district committees is part of a child's educational record, so it's not a baseless concern.

However, our steadfast answer, again

and again, is to give your child his best chance by being proactive in addressing his needs early. No one can guarantee you that an ignorant person won't discriminate against your child someday. However, experienced professionals who work in education understand that children — especially very young children — reach developmental milestones at different paces and that students with disabilities are also capable learners with the right support. Admissions offices may actually have greater hesitation about an application in which a child appears to have not gotten the help she needs.

Furthermore, there is a slow but growing drumbeat towards recognizing disability as a valuable component of integrating educational environments. Expect to hear the words "diversity" and "inclusion" more and more as they are applied to disability in mainstream educational settings.

Referral and evaluations

A student receiving Early Intervention services will automatically be referred to the committee unless you withhold your consent. Around the time your child turns 2 and a half, the committee should contact you directly. If your child isn't receiving Early Intervention services, you make the referral to the committee by writing to it directly.

Before your Individualized Education Program meeting, the committee administrator will need to ensure your child has an updated social history, a psychological evaluation, an educational evaluation, and whatever other evaluations (i.e. speech, occupational therapy, physical therapy, and assistive technology) are appropriate. Depending on how long ago any evaluations for Early Intervention were done, the committee may choose to use some or all them. If you feel that these evaluations no longer accurately represent your child, you may request new evaluations.

The committee will provide you with a list of evaluation sites, but it is up to a parent to pick an agency and schedule the appoint-



ment. Some highly regarded agencies that do these evaluations have wait lists, so if you have a particular agency in mind to use, it's best to call early. The quality of these initial evaluations does matter because they are used to determine your child's eligibility for a Committee on Preschool Special Education and what kind of program and services he receives. If you disagree with the results, you have the right to request an independent evaluation by someone not employed by the city. You may also want to consult with a developmental pediatrician or another specialist. Letters from current teachers and providers are also considered by the committee.

In the months leading up to your Individualized Education Program meeting, it's



a good idea to review your child's current Early Intervention program with his service providers. If you aren't sure your child is receiving enough support in the current program, addressing this before your Individualized Education Program meeting will help ensure that the committee administrator has a more accurate sense of your child's current needs.

The Individualized Education Program meeting

No more than 45 school days from an Early Intervention referral (or 30 school days from a parent signing a consent to evaluation form), the committee will hold a meeting with you. At the meeting, you can expect to see the administrator and some-

one representing the evaluating agency whose job it is to explain the evaluators' reports.

You can bring anyone you like to your meeting, and it's generally a good idea to have someone with you who can take notes so that you can focus on the discussion at hand. Sometimes parents choose to bring a clinician or therapist currently working with their child to attend. You also have the right to bring a lawyer or advocate.

The first agenda item at that meeting will be to determine eligibility. You will go over the evaluations, often in excruciating detail. A child is eligible for special education when he has a 12-month delay in one or more functional areas, or a 33 percent delay in one functional area, or a 25 percent

delay in more than two functional areas.

Once a child is found eligible, the second agenda item will be to determine when your child is transitioning from Early Intervention to special education. Children who turn 3 between Jan. 1 and June 30 are eligible for preschool services starting on Jan. 2 of the year they turn 3, while children born between July 1 and Dec. 31 are first eligible on July 1 of that year. To avoid a gap in services following the end of Early Intervention, the special education meeting must happen before the child's third birthday.

To make matters more complicated, parents with a child in Early Intervention face an important choice at their special education meeting. A child who turns 3 between

Continued on following page

Continued from page previous page

Jan. 1 and Aug. 31 doesn't have to begin special education until September if the parent would rather they stay in Early Intervention. Likewise, a child who turns 3 between Sept. 1 and Dec. 31 can delay his transition until Jan. 2 of the following year. This is up to the parents entirely.

For a child turning 3...	Eligible for special education on...	Option to extend Early Intervention until...
Jan. 1 – June 30	Jan. 2	Sept. 1
July 1 – Aug. 31	July 1	Sept. 1
Sept. 1 – Dec. 31	July 1	Jan. 2 (following year)

Some parents prefer to keep their children in Early Intervention longer to maintain a larger mandate of services or to avoid switching providers. Others are eager to make the switch to make sure their child gets a particular preschool spot. Children who are eligible for a preschool program but cannot be placed in one due to a lack of available seats are generally given a "partial services" placement of Special Education Itinerant Teacher hours until a seat can be found. This is similar to the kind of special instruction children receive in Early Intervention.

Keep in mind that the committee grants 12-month programs only to children it determines are at risk of regression. If your child transitions from Early Intervention to special education on July 1 and is provided a 10-month program and not a 12-month program, he will not receive services in the summer months.

Whatever your particular situation, if you do decide to extend your child's time in Early Intervention, your Individualized Education Program meeting will end with the preparation of a draft program document. You will reconvene closer to the actual transition date to finalize it and decide on a placement.

Writing the Individualized Education Program

The next step is to decide what kind of program your child will receive. This is different than asking "What school will my child attend?" (The choice of school or center at which a child receives services is known as placement and comes after the program is determined.)

For related services, the committee can consider a wide range of services including, but not limited to, speech-language pathology, occupational therapy, physical therapy, orientation and mobility services, assistive technology, interpreting service, as well as

Children who receive intensive services early in life are more able to thrive in less restrictive environments.

parent education and training. Students can also receive a range of diagnostic and supportive health services that includes audiology, psychological services, school social work and counseling services, and appropriate access to recreation.

The three kinds of instructional programs that can be considered by the committee are a special class in an integrated setting, a special ("self-contained") class, or a special education teacher. The first two programs are generally found in center-based preschool settings where students receive all their services (including related services) on-site. Children receive busing to these schools to ensure that they are attending the school that is the most appropriate, not necessarily the closest to their home (although distance from home is considered). These schools typically have classes of six, eight, or 12 children. Some are "self-contained," meaning they only have students with Individualized Education Programs and others run on an inclusion or "integrated" model, meaning that they have a mix of special education and general education students. Schools usually address specific student profiles.

The third option, a special education teacher program, is usually provided as support in a mainstream school or in the home setting. It is possible that a special instructor your child is using in Early Intervention can continue to work with your child, but not all special instructors in Early Intervention are licensed to do so.

Many parents, particularly parents of children with autism, want to know how they can get Applied Behavioral Analysis as part of their special education program. The short answer is that the committee won't consider "methodology" as part of its program and placement deliberations. But that doesn't mean that you, the parent, cannot seek out a placement in a school that uses these methods or choose a teacher that is qualified in it.

The final part of the meeting is writing the goals. These are affirmatively stated educational goals that are often drafted by your child's current Early Intervention providers or suggested by the evaluators. Goals include measures for how to assess progress.

If at the end of your meeting you don't agree with the document, you do not have to sign it. It is probably a good idea to consult with an educational advocate or an attorney

if you think you may end up in a disagreement with the committee as the next step involves appealing your disagreement at an impartial hearing.

Advocating for your child

It is only natural for parents to brag about all the incredible things their children can do, and it is understandably painful to focus on a child's deficits. But the Individualized Education Program meeting is not the place to boast about your child's victories or overstate his skills. Save your anecdotes about what makes your child wonderful for your mother-in-law. Instead, steel yourself to reveal and foreground your child's weaknesses and deficits. This is the place to talk about regressions, safety concerns, and the other things that keep you up at night.

Another thing to keep in mind is that the committee follows an educational model, not a medical model like Early Intervention. It does not have to consider what might be good for your child's development or the program or placement that is best. It only has to consider what is appropriate, and what setting is least restrictive, which means, generally, what minimum supports your child needs in order to make educational progress. Your parental instincts are honed to seek out what is in the best interests of your child; but when you are dealing with the committee, you need to use its language.

Finally, be an educated consumer. Do your homework and tour every school that is suggested to you by the committee, other parents, and your child's service providers. Apply to the schools you like as early as possible. It's important that you go into your Individualized Education Program meeting with a clear plan in mind of what you want. Do not be shy about telling the administrator what you think and referring to the evidence that supports your claims. Also, try to keep an open mind to what the committee suggests. There are many very good administrators who care deeply about children and want to help you find your path. But if you find yourself at loggerheads, call a special education attorney or advocate for help.

Lara Damashek has been an attorney with The Law Offices of Regina Skyer & Associates, LLP since 2006. She has expertise in preschool pendency and in the kindergarten transition process. Before attending Cardozo Law School, she worked as a general education teacher in a New York City public school.

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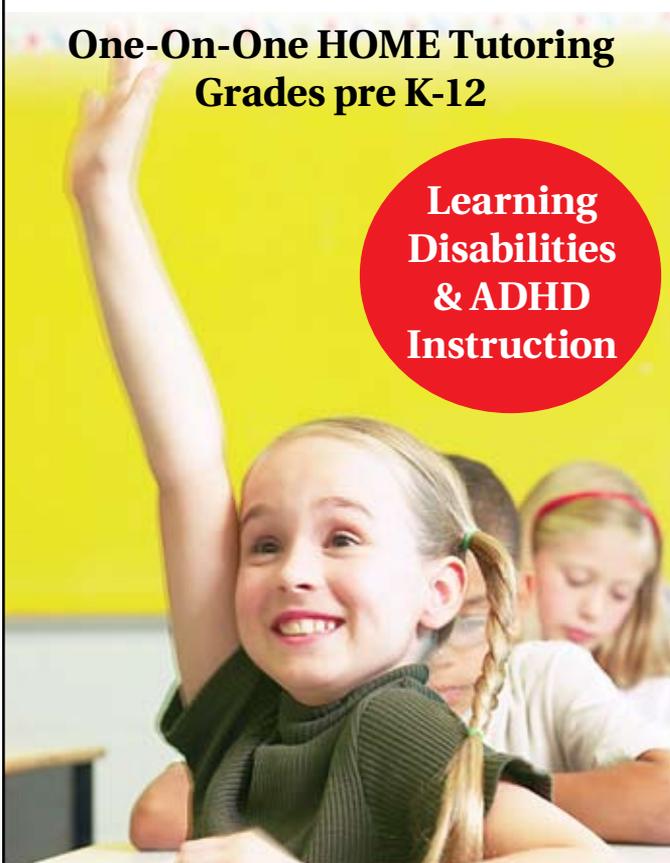
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Extra help

What you need to know if your child is being considered for special education

BY DR. WENDY L. MOSS
AND DENISE M. CAMPBELL

Parenting is a life-long journey of learning, discovering, and, hopefully, joy! You need to learn how to soothe your infant, safely allow your toddler to explore, support your child as he or she develops friendships and academic skills, and become a coach and guide through the teenage years and the independent adulthood that follows.

Parenting a child is often easier when you also have a support system with people to guide you. If your child struggles, do you know who to turn to? If there is a medical problem, you might turn to the pediatrician. But what if your child is not developing at a typical rate with language skills, academic skills, or in another area?

When a very young child is showing slow development of walking, talking, toileting, or in socialization skills, this may be a temporary delay or a concern warranting intervention. When a student is struggling in school, some brief extra help may resolve the issue, or more intensive support may be needed.

If your child is having difficulty in his rate of learning, talking, or in physical develop-

ment, school staff may suggest that extra help would be helpful. If the school staff feel that your child needs more intensive support, they may recommend that your child receive assessments to measure her current strengths and weaknesses and to determine whether your child meets eligibility for special education. If you have concerns about whether your child is developing at a typical rate, you can also feel free to speak with those individuals who are involved in monitoring or educating your child. If you have significant concerns, you can even contact the director of special education in your local school district and ask to discuss ways to support your child.

If it is determined that your child would benefit from receiving special education services, the next question is what kind of services? Special education does not mean one particular kind of service. In the most intensive form, a child may go to a specialized program that focuses on helping students who have significant needs. Bradley, for example, was nonverbal and needed specific training on life skills. Many special education students attend “regular” classrooms in neighborhood schools but receive specialized support for certain periods dur-

ing their school time. For instance, Olivia receives speech therapy and resource room to help her to understand what is being said and to figure out how to express herself more accurately in her conversations and in her writing; however, she spends most of her day with her long-term friends in the traditional classroom setting.

If school staff recommend that your child get tested for special education, or recommend services based upon the testing, it’s time to find out why. Here are a few useful questions:

- How would the special education help my child more than the current support plan?
- How do I explain this extra help to my child?
- If my child is getting this specialized help, what will he be missing when he’s out of the regular classroom?
- How will we know if the support is helping?
- If my child gets the support, will he always need extra help?

Clearly, educators don’t have a crystal ball, but they should be able to guide you through the process and be open to listening to your concerns and your perceptions about your child. They should also be interested in hearing about your child’s strengths, since focusing on strengths and not only seeing improvements in areas of weakness, can build self-esteem. Special education services are re-evaluated yearly, or more often if needed. If your child learns to compensate for challenges, then he may no longer need the extra help.

If you are concerned about how your child will respond to being told that she will get specialized help, you might consider asking the school professionals about ways that you can explain it to your child. After all, the professionals have probably worked with a lot of children and know what kinds of explanations are more likely to lead to acceptance and even relief!

Dr. Wendy L. Moss, is a clinical and school psychologist who has worked with children and adults in private practice, school, clinic, and hospital settings. She has co-written several books to support parents and children including “The Survival Guide for Kids in Special Education” and “The Survival Guide for Kids with Physical Disabilities & Challenges.”

Denise M. Campbell has enjoyed a dynamic career as a speech pathologist and later as a school district administrator. Over the years, she has conducted evaluations and provided instructional services to hundreds of children and developed positive relationships with families. Her work with children affected by a myriad of disabilities has provided a unique perspective in “The Survival Guide for Kids in Special Education.”



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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

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Ozone Park, NY 11417
(718) 641-3441

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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

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Brooklyn, NY 11228
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www.thursdayschildinc.com

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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
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New York Special Needs

RESOURCE GUIDE

Continued from page 26

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

E-mail: 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, NJ 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.

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JCC on the Palisades

411 East Clinton Ave.

Tenafly, NJ 07670

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

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South Windham, CT 06266

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

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High Falls, NY 12440

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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.sunsine-snowflake.org/sunshinemain.htm

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Mountainside, NJ 07092
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Frost Valley YMCA Camps

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Claryville, NY 12725
(845) 985-2291 or www.frostvalley.org

Happiness is Camping Inc.

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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

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Parsippany, NJ 07054
(800) 323-9908 or www.summitcamp.com

Maplebrook Summer Program

5142 Route 22
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(845) 373-8191 or www.maplebrookschoo.org

Minding Miracles Learning Center

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Matawan, NJ 07747
732-316-4884 or www.mindingmiracles.net

New Jersey Camp Jaycee

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Effort, PA 18330
(732) 246-2525 X 44 or www.campjaycee.org

Rainbow Summer Day Program

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Southampton Fresh Air Home

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CEREBRAL PALSY

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Continued on page 30

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provides customized ABA services and social groups (funded by your health insurance) to children and adults with autism in Connecticut, New York & New Jersey. No waiting list.

We work on social skills, language, play skills, self-help skills and academic skills at home, school and community. Supervised by a Board Certified Behavior Analyst (BCBA).

Call **347.559.6131** or email directbehaviorservices@gmail.com
www.directbehavioralservices.com

Private pay also accepted.

Southampton Fresh Air Home

A Summer Residential Camp for Physically Challenged Children and Young Adults

3 Week & 1 Week Sessions Available (Ages 8-18 Yrs)

Sailing, swimming, computers, basketball, track, horseriding, arts and crafts, off-camp trips, clubs, plus many more!
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The Summer of a Lifetime!

Contact David Billingham
631-283-1594

ACA Accredited www.sfah.org



Find **Family** online at www.NYParenting.com

New York Special Needs

RESOURCE GUIDE

Continued from page 29

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

NYS 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.

Two 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.

Continued on page 32



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Advantage Care Health Centers

are state of the art centers that provide people with access to the following high quality health services:

- Primary and Preventive Medical Care for children and adults
- Comprehensive Dental Care for children and adults
- Psychiatry • Psychotherapy
- Psychological Assessments
- Women's Health
- Podiatry

Specializing in providing services to children and adults with autism, intellectual and developmental disabilities, their families and the general public.



The Fay J Lindner Center for Autism and Developmental Disabilities

is a comprehensive outpatient assessment and treatment program that provides a wide array of behavioral and mental health services including:

- School Consultations and Advocacy
- Psychiatric Medication Management
- Psychological Diagnosis Assessments
- Social Skills Therapy Groups
- Psychiatry
- Psychological Therapy



LOCATIONS

BROOKVILLE

on AHRC Nassau's campus:
 189 Wheatley Road
 Brookville, NY 11545
 Mon.-Thurs. 8:30 AM-8:00 PM
 Fri 8:30 AM - 5:00 PM

FREEPORT

230 Hanse Avenue
 Freeport, NY 11520
 Mon.-Thurs.
 8:30 AM - 6:00 PM

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www.advantagecaredtc.org | www.fayjindnercenter.org



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SpeechLanguageFeeding.com

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New York Special Needs

RESOURCE GUIDE

Continued from page 30

New York, NY 10010
(212) 585-6000
www.icdny.org

Service Provided: Medical, Rehabilitation and Mental.

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

135 West 50th St.
New York, NY 10020
(212) 582-9100
(800) 523-2769
www.jbfc.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.vcl.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 Special Needs

RESOURCE GUIDE

New York, NY 10002
(212) 254-7300

www.eastrivercdc.org

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

Continued on page 34

New York Special Needs

RESOURCE GUIDE

Continued from page 33

(212) 643-2840

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) 224-2999

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

New York 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
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
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

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

www.parenttoparentnys.org/Regional/statenisland.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

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

www.meetup.com/QueensSpecialEducationParentCenter/

Region served: NYC – Queens

The Westchester Institute for Human Development

Cedarwood Hall, Room A106

Valhalla, NY 10595

(914) 493-7665

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: www.parenttoparentnys.org/education/#sthash.Gm8DbPrL.dpuf

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718.260.4554

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

Continued on page 38

IS YOUR CHILD DIAGNOSED OR SUSPECTED TO HAVE AUTISM?

IS YOUR CHILD BETWEEN 6-9.5 YEARS OLD?

- Your child may be eligible for a 24-week study on behavioral treatments to improve functional skills in children with autism
- Participants receive autism diagnostic testing, assessments of functional skills and sensory behaviors.
- The study also uses EEG to observe brain activity
- Participants are compensated.
- We are located at Albert Einstein College of Medicine, Bronx, NY.



For more information call or email us at:
718-862-1860, cnl@einstein.yu.edu
or visit us @<http://www.cognitiveneurolab/autism>



Advanced Therapies to Treat **AUTISM SPECTRUM DISORDER**

Promote a Healthy Brain... So The Body Works Better
All Under One Roof!

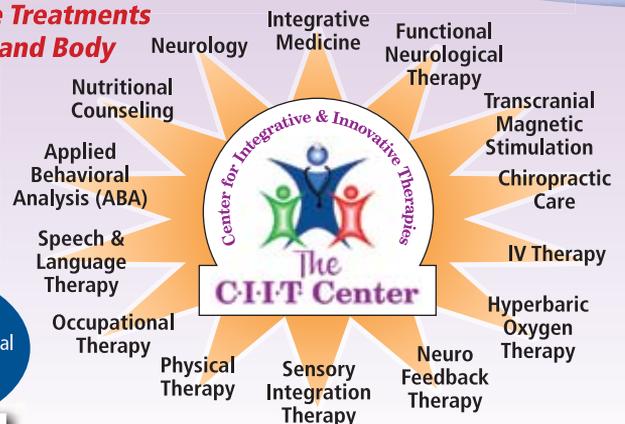
*An Arsenal of Integrative Treatments
To Stimulate the Brain and Body*



Our team of doctors, neuropsychologist and therapists all have a special concentration treating autism spectrum disorder



Right off LIÉ and Northern State



The Center For Integrative & Innovative Therapies (The CIIT Center)

131 Sunnyside Boulevard, Suite 100, Plainview, N.Y. 11803
Phone: 516-243-8660 • Toll Free: 844-313-7117
www.theciitcenter.com • Follow us on

Long Island Special Needs

RESOURCE GUIDE

Continued from page 36

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 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

Long Island Special Needs

RESOURCE GUIDE

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

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.nasbooces.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.

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

Westchester and Rockland Special Needs

RESOURCE GUIDE

AUTISM

Arc Health Resources of Rockland, Inc.
25 Hemlock Dr.
Congers, NY 10950
(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, wheelchair 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

Westchester and Rockland Special Needs

RESOURCE GUIDE

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
(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.

Advocates for the Disabled, Inc.
135 Radio Circle Suite 203
Mt. Kisco, NY 10549
(914) 244-9688

Services Provided: Home and family care, counseling, and recreation.

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.

Children's Rehabilitation Center
317 North Ave.
White Plains, NY 10605
(914) 597-4000

Services Provided: Physical, occupational, and speech and language therapy.

Community Programs of WJCS
845 North Broadway, Suite 2
White Plains, NY 10603
(914) 761-0600

Services Provided: Service coordination, therapeutic social skills, recreational and support groups, clinical services.

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

Continued on page 42

Westchester and Rockland Special Needs

RESOURCE GUIDE

Continued from page 41

including computer time and hiking. Medicaid Service Coordination.

Progressive Social Services, Inc.

41 Livingston Ave.
Yonkers, NY 10541
(914) 434-5532

Services Provided: Medicaid Service Coordination and respite.

Putnam Recreation for Handicapped

953 South Lake Blvd.
Mahopac, NY 10541
(845) 621-5499

Services Provided: Recreational opportunities for children and adults with developmental disabilities who reside in Putnam County.

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.

Richmond Children's Center

272 N. Bedford Rd.
Mt. Kisco, NY 10549-1103
(914) 471-4100

Services Provided: Community and day habilitation, hourly respite, Medicaid Service Coordination, education and training, self-advocacy, help redesigning homes.

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.

Select Human Services, Inc.

17-19 Marble Ave.
Pleasantville, NY 10570
(914) 741-6300

Services Provided: Medicaid Service Coordination, community habilitation, waiver-respite, self-direction, and family support,

Share of New Square

118 Clinton Lane
Spring Valley, NY 10977
(845) 354-3233

Services Provided: Hospitality rooms, meals, and transportation.

Sparc, Inc.

3045 Gomer St.
Yorktown Heights, NY 10598
(914) 243-0583

Services Provided: School for children and young adults. Therapy, recreation, drama, and music. Other: Summer programs and family events.

Special Olympics of NY

1207 Rte 9, Suite 1C
Wappingers Falls, NY 12590
(845) 765-2497

Services Provided: Year-round sports training and athletic competition in Olympic-style sports for children and adults with intellectual disabilities.

St. Agnes Hospital

305 North St.
White Plains, NY 10605
(914) 285-8490

Services Provided: Hospital, clinic, and emergency treatment facilities. Occupational and speech therapy.

St. Christopher's, Inc.

71 S. Broadway
Dobbs Ferry, NY 10522
(914) 693-3030

Services Provided: Residential, educational, therapeutic, recreational, and social services for teens with emotional, behavioral, and learning disabilities.

St. Mary's Hospital for Children

5 Dakota Dr. Suite 200
New Hyde Park, NY 11042
(718) 281-8600

Services Provided: Medical services, psychological services, education, rehabilitation, home care, and community programs for children and young adults. Respite and car seat inspections.

Steffi Nossen School of Dance

216 Central Ave.
White Plains, NY 10606
(914) 328-1900

Services Provided: Dance classes teaching various types of dance for people of all ability levels.

Student Advocacy

3 W. Main St., Suite 2
Elmsford, NY 10523
(914) 347-7039

Services Provided: Educational services for children at risk of dropping out of school, children of immigrant families, and children with disabilities.

Tanglewood Acres Adult Home, Inc.

724 South Pascack Rd.
Chestnut Ridge, NY 10977
(845) 623-4780

Services Provided: Community residence for adults with developmental disabilities.

The Friends Network, Inc.

8 Peach Lake Rd.
Brewster, NY 10509
(845) 278-0820

Services Provided: Social and recreational activities, life skills classes, and day habilitation for adults. Seminars in trust planning, housing, and Social Security benefits.

West St. Daycare Center, Inc.

96 N. Main St.
Spring Valley, NY 10977
(845) 425-2379

Services Provided: Childcare center, home day-

care, nannies, and sitters.

Westchester County Dept. Community M H

112 E. Post Rd., Room 219
White Plains, NY 10601
(914) 995-5256

Services Provided: Community day services, recreational transportation, and educational and housing support. Legal, medical, and vocational services. Therapy and sexuality awareness counseling.

Westchester Inst for Human Development

325 Cedarwood Hall
Valhalla, NY 10595
(914) 493-3953

Services Provided: Assistive technology, child welfare, community support network. Speech, hearing, and dental services. Behavior psychology and health and wellness programs.

Westco Productions, Inc.

9 Romar Ave.
White Plains, NY 10605
(914) 761-7463

Services Provided: Musical adaptations of children's fairy tales, folktales, and legends, and of Broadway musicals, comedies, and dramas, for children aged two years and older. Cast meetings available after shows. Also available for birthday parties and after-school activities.

White Plains Recreation

85 Gedney Way
White Plains, NY 10605
(914) 422-1336

Services Provided: Recreational, cultural, and sports programs and activities. Parks, playgrounds, gardens, malls, and a senior center.

Yedei Chesed

48 Scotland Hill Rd.
Chestnut Ridge, NY 10977
(845) 425-0887

Services Provided: Residential opportunities, day programs, early intervention, respite, behavior management, family support.

Yonkers Parks and Recreation

285 Nepperhan Ave.
Yonkers, NY 10701
(914) 377-6441

Services Provided: Day camp for developmentally disabled children, adolescents, and adults. Special Olympics activities, Girl Scouts, bowling, young adult club, art therapy, pet therapy, dance therapy, and theater workshop.

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.



THE MID-ISLAND Y JCC

Adler Center

Camp Adler...Summer Camp For Children With Special Needs

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.



Summer is right around the corner...

Camp Adler Open House

Sunday, April 30 • 4:00-5:30 pm

At The Henry Kaufmann Campgrounds — 75 Colonial Springs Road, Wheatley Heights, NY 11798

RSVP to Lauren Watling by April 28:

(516) 822-3535, x303 or email lwatling@miyjcc.org



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
- 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/treenut-free and includes pizza Fridays

CAMP PROGRAMS INCLUDE THE FOLLOWING:

- PRE-SCHOOL INCLUSION - Ages 3-5
- SCHOOL-AGE INCLUSION - Grades K-6
- TWEEN TRAILWAYS TRAVEL CAMP - Grades 7 & 8
- CAMP 78 - LIMITED TRAVEL - Grades 7 & 8
- ACES (Adler Camp for Enrichment Services) Ages 5-12
A self-contained program in a shared camp environment.
- TEENS AT CAMP (T.A.C.) - Pre-teens & Teens
- HELPERS AT CAMP (H.A.C.) Camp Adler CIT Program - Pre-teens & Teens
- VOCATIONAL ACHIEVEMENTS CAMP (V.A.C.) - Teens & Young Adults
- CAMPED UP - The most fun day camp on Long Island for children with a hearing impairment. Please visit www.campedup.com or call (877) 818-5027.
- AUGUST GAP CAMP - Grades PreK-10
Now offering 2 weeks!! - 8/7-8/11 • 8/14- 8/18



(516) 822-3535, x332
45 Manetto Hill Rd, Plainview | www.miyjcc.org



The Adler Center is supported by grants from UJA-Federation of NY, J.E. & Z.B. Butler Foundation, Inc., North Shore Autism Circle and Lisa Beth Gerstman Foundation



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