

# Fraser<sup>®</sup> Autism Resource Directory

For the Twin Cities Metropolitan Area  
11th Edition



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## Introduction

This resource guide is for families and caregivers of young children with autism spectrum disorders (ASD).

Whether your child is just beginning the assessment process or already receives services, you undoubtedly will have questions. You will get a lot of information from many sources – perhaps *too much* information! It is time consuming and can be confusing to sort through and decide what is best for your family. We hope that this guide can be a valuable tool in your family's journey. We also hope that having this information all in one source will provide you with more time for the important things in life – you and your family.

No single booklet can tell you everything you need to know. In an effort to be comprehensive but not overwhelming, this information is intended to be a starting point.

You will need to ask many questions along the way and should insist on answers that you understand. As you create partnerships with the people who specialize in services for young children with special needs, keep your child's and family's needs in mind. Ultimately, you are the case manager for your child and his/her best advocate.

Please note that the county services in this document are outlined according to Hennepin County services and the school services are outlined according to Minneapolis Public School programs. If you live outside these boundaries, contact your area school district and county for help.

**The resources included are for your information and do not constitute any recommendation or guarantee by Fraser.**

Although the focus here is on young children with autism spectrum disorders, the service systems described apply to all young children with special needs.

If you have comments, updates or ideas for future revisions of this resource guide, please mail them to:

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# Autism Overview, Treatment and Therapies

## Autism Defined

Autism is a complex developmental disorder that typically appears during the first three years of life. The result of a neurological disorder that affects function of the brain, autism and its associated behaviors occur in an estimated 1 in 110 individuals.\* Autism is more common in boys than in girls – a rate of four to one. Race, ethnicity, and social boundaries (family income, lifestyle and educational levels) do not affect the chance of autism's occurrence. Autism affects the normal development of the brain and results in difficulties with verbal and non-verbal communication, social interactions and leisure or play activities. In some cases, aggressive or self-injurious behavior may be present. Individuals with autism may exhibit repeated body movements, unusual responses to people or attachments to objects, resistance to changes in routine, and sensitivity to any of the five senses: sight, hearing, touch, smell and taste. More than 500,000 people in the U.S. have autism or some form of pervasive developmental disorder, making it one of the most common developmental disabilities.

## Autism and Its Related Disorders

Autism is a spectrum disorder, where symptoms and characteristics can present themselves in a wide variety of combinations, from mild to severe and in any combination. A diagnosis, which is based on observation and parent consultation, is made when a specified number of characteristics listed in the Diagnostic and Statistical Manual IV (DSM-IV) are present. In the DSM-IV, several disorders fall under the broad heading of Pervasive Developmental Disorder (PDD), a category of disorders characterized by severe and pervasive impairment in several areas of development (American Psychiatric Association 1994).

While the DSM-IV uses the broad term of PDD, the community at large refers to this category as Autism Spectrum Disorders.

The major diagnoses included in the Pervasive Developmental Disorders include:

- Autistic Disorder – impairments in social interaction, communication, and imaginative play prior to age 3.
- Asperger's Disorder – impairments in social interactions and restriction in activities, but no significant language and cognitive delay.
- Rett's Disorder – occurs only in girls; period of normal development (1-4 years), followed by loss of skills and replacement of use of hands with repetitive hand movements.
- Childhood Disintegrative Disorder – normal development for 2 years, followed by significant loss of skills.
- Pervasive Developmental Disorder – Not Otherwise Specified – known as atypical autism; does not meet criteria for the other four categories of PDD, but severe impairment in behavior is present.

## The Causes of Autism

Although a specific cause of autism is not known, current research links autism to biological or neurological differences in the brain. A pattern of autism or related disabilities in families suggests there is a genetic basis to the disorder, most likely involving several genes in combination. Research also indicates there may be an environmental contribution to autism. The differences between children with this diagnosis indicate there are likely several paths to a diagnosis of autism. Autism is not a mental illness, not caused by bad parenting, and no known psychological factors in the development of the child have been shown to cause autism.

\*Centers for Disease Control and Prevention 2007. In the original article (1997), this statistic was 1 in 500 according to the CDC.

## **Diagnosing Autism**

Autism diagnosis is based on observation of the individual's communication, behavior and developmental levels. While there is no medical test for autism, various medical tests may identify or rule out other possible causes of exhibited symptoms. Diagnosis is difficult and should be done by a multi-disciplinary team, which may include a neurologist, psychologist, developmental pediatrician, speech/language therapist, learning consultant, or another professional knowledgeable about autism.

## **Characteristics of Autism**

The following areas are among those that may be affected by autism.

- Communication –delayed or no language development; words with no meaning; gesture communication; short attention span.
- Social Interaction –spends time alone; less responsive to social cues.
- Sensory Impairment –may have sensitivity in sight, hearing, touch, smell and taste.
- Play –lack of spontaneous or imaginative play.
- Behaviors –overactive or passive, tantrums, may lack common sense, may show aggression, needs routine.

Some individuals with autism may have other disorders affecting the brain such as epilepsy, mental retardation, Down syndrome, and certain genetic disorders. Many people diagnosed with autism will also test in the range of mental retardation and 25-30 percent may develop a seizure pattern.

Contrary to popular understanding, many children and adults with autism make eye contact, show affection, smile and laugh, and demonstrate a variety of other emotion, although in varying degrees. Like other children, they respond to their environment in both positive and negative ways.

## **Treatments/Therapies**

In the medical sense, there is no cure for the differences in the brain which result in autism. However, a better understanding of the disorder has led to the development of better coping mechanisms and strategies for the various manifestations of the disability. With appropriate intervention, many of the behaviors associated with autism can be positively changed. In some cases, the child or adult may appear to no longer have autism. However, the majority of children and adults will continue to exhibit some manifestations of autism to some degree throughout their lives. Evidence shows that early intervention results in dramatically positive outcomes for young children with autism. Though they may emphasize different components, effective programs all share an emphasis on early, appropriate and intensive education interventions. Because autism is a spectrum and many behavior combinations can occur, no one approach is effective in alleviating symptoms in all cases. The National Research Council\* reviewed the effectiveness of a range of national programs and identified key components of intervention that contribute to successful outcomes:

- Early entry into intervention
- Active engagement in intensive programming
- Repeated 1:1 intervention opportunities
- At least 1:2 ratio
- Evaluation of progress with appropriate adaptations.

To be effective, an approach should be flexible, rely on positive reinforcement, be re-evaluated regularly and provide a smooth transition from home to school to community environments.

\*National Research Council (2001). *Educating Children with Autism*, Committee on Educational Interventions for Children with Autism. C. Lord & J. McGee (eds.) Washington DC: National Academy Press.

The following is an overview of treatment options available for individuals with autism. This is not an exhaustive list and is intended only to provide a general overview rather than specific treatment recommendation. Contact the Autism Society of America for additional information on any of these treatment approaches.

### **Auditory Integration Training**

The technique of auditory integration training may help some individuals who are oversensitive or hypersensitive to sound. This therapy involves the individual listening to a variety of different sound frequencies, coordinated to their level of impairment. Auditory training is performed by an audiologist trained in this particular method.

### **Behavioral Interventions**

Techniques to deal with the behavioral manifestations of autism are part of many treatment programs. Some programs focus on inappropriate or challenging behaviors, and may include different types of behavior techniques meant to determine the cause of the behaviors and/or replace them. Other programs may be based on learning new skills such as communication or object recognition. Behavior programs may be carried out across home, school and work environments.

### **Communication**

One of the main areas affected by autism is an individual's ability to communicate. Many treatment programs include methods to increase communication skills. To determine the communication needs of your child, you may want to seek an evaluation from a speech language pathologist with knowledge of autism. Speech therapy can address receptive language or understanding expressive language, speech production and social interaction or pragmatic skills. Alternative or augmentative options such as electronic communication devices, picture communication boards or sign systems may

be used to help the person communicate more effectively.

### **Diet**

Although no rigorous scientific studies support the idea that dietary modification reduces or eliminates symptoms of autism, some professionals and parents have reported changes in a child's behavior. In a modified diet, substances such as yeast and gluten may be eliminated. Vitamins and supplements have also been reported by some parents to affect particular behaviors (such as attention span).

### **Feeding Therapy**

Feeding programs are designed to help manage or overcome common feeding difficulties in children with disabilities, particularly children with autism spectrum disorders. Feeding difficulties can include gagging and vomiting, refusing to eat food categories, eating only specific foods, overstuffing the mouth, tolerating only specific brands, and swallowing difficulties. Feeding intervention uses typical feeding development as a template for increasing skill. During therapy, children are encouraged to interact with foods in a non-threatening environment. Feeding intervention may be provided by either a speech-language pathologist or an occupational therapist based on the child's needs.

### **Medication**

While no one medication is used to treat autism, some medications are prescribed to alleviate specific characteristics such as aggression, seizures, hyperactivity, obsessive/compulsive behavior or anxiety. For information on specific medications, consult a developmental pediatrician or psychiatrist with experience in treating autism.

## **Sensory Integration**

An area of difficulty that may be less obvious but prevalent in individuals with autism, is the integration of sensory messages. Some individuals have unusual reactions such as being overly sensitive to touch or under-responsive to pain. Sight, hearing, touch, smell and taste may be affected at various degrees. Noises may sound too loud or too soft and colors may appear bright or painful. Different treatments are available depending on the particular sensory system that is affected.

## **Social Skills**

One of the main characteristics of autism is a lack of social ability or the understanding of social cues. Individuals with autism may spend time alone rather than with others, show little interest in making friends and be less responsive to social cues such as eye contact or facial expression. Social skills programming may include such diverse techniques as helping individuals with autism learn to recognize facial expressions and emotions, communicate in social situations or wait calmly in line (such as at the grocery store). As with other autism treatments, social skills programming varies depending on individual need.

## **Vision**

Some individuals with autism experience vision difficulties, such as poor eye contact, difficulty attending visually, visual fixation, and hyper- or hypo-sensitivity to light or color. Developmental or behavioral optometrists may be able to treat individuals who experience vision difficulties. These professionals believe that some of the unusual behaviors associated with autism may be related to visual-perceptual problems. Treatment may include specialized colored or prism lenses or practicing vision exercises.

## **Music Therapy**

Music therapy incorporates music into the teaching of cognitive, motor and daily living skills. It may be provided in a private setting or included in a child's educational program and can be effective treatment for some people with autism.

## **Other Treatments**

The treatments mentioned above are not a comprehensive list of all options available to individuals with autism. There is a variety of other options including animal therapy, anti-yeast therapy and cranial sacral therapy, to name a few. Due to the incredible number of interventions described for ASD, a disorder with unknown cause, it is important to review your child's needs, consider interventions that include researched strategies and do not have potentially harmful side effects.

Pages 4-7 appear as printed in the January-February 1999 issue of *Advocate*, a publication of the Autism Society of America, with updates as appropriate.

# Evaluating Treatment Options

## Principles of Evaluating Treatment of Autism

1. Approach any new treatment with hopeful skepticism. Remember that the goal of any treatment should be to help the person with autism become a fully functioning member of society.
2. Beware of any program or technique that is touted as effective or desirable for every person with autism.
3. Beware of any program that thwarts individualization and potentially results in harmful program decisions.
4. Be aware that any treatment represents one of several options for a person with autism.
5. Be aware that treatment should always depend on individual assessment information that points to it as an appropriate choice for a particular child.
6. Be aware that no new treatment should be implemented until its proponents can specify assessment procedures necessary to determine whether it will be appropriate for an individual with autism.
7. Be aware that debate over use of various techniques is often reduced to superficial arguments over who is right, moral and ethical and who is a true advocate for the children. This can lead to results that are directly opposite to those intended.
8. Be aware that often new treatments have not been validated scientifically.

## Questions to Ask Regarding Specific Treatments

1. Will the treatment result in harm to my child?
2. How will failure of the treatment affect my child and family?
3. Has the treatment been validated scientifically?
4. Are assessment procedures specified?
5. How will the treatment be integrated into the child's current program? Do not become so infatuated with a given treatment that functional curriculum, vocational life and social skills are ignored.

From Dr. B.J. Freeman, *Diagnosis of the Syndrome of Autism: Questions Parents Ask*.

## Accessing Services for Your Child

A child with autism may qualify for a range of services. Here are some of the steps you *must* take as well as some steps you may *wish* to take to access services. As you navigate the system, it is important to understand that there are two separate but related paths: education-based services and mental health related services. You may find yourself on one or both of these paths.

**Education-based** services are delivered through local school districts. Children who are identified as needing special education services receive appropriate programming free of charge. State law requires this for children under age 3 and federal law requires it for children ages 3 to 22.

**Mental health** related services are typically delivered through clinics and human service agencies. Payment usually comes through private or public health insurance through mental health benefits provided that the child has a medical diagnosis. Families sometimes pay a portion of the cost.

**Medical interventions** typically target a particular area (sleep, diet, seizures, etc.) A medical diagnosis of ASD may guide a pediatrician to make additional referrals such as to a neurologist due to increased possibility of seizures or for genetic testing to determine a cause for the behaviors. Rehabilitative services such as speech or occupational therapy are common referrals a physician may make for a child with ASD.

Access to **Community Services** often requires a medical diagnosis plus additional cognitive and adaptive functioning testing. If criteria are met, a child may receive financial help or supportive care services.

Children must qualify for each type of service according to predetermined standards. One of the greatest sources of frustration reported by parents is trying to understand how the systems relate. Though

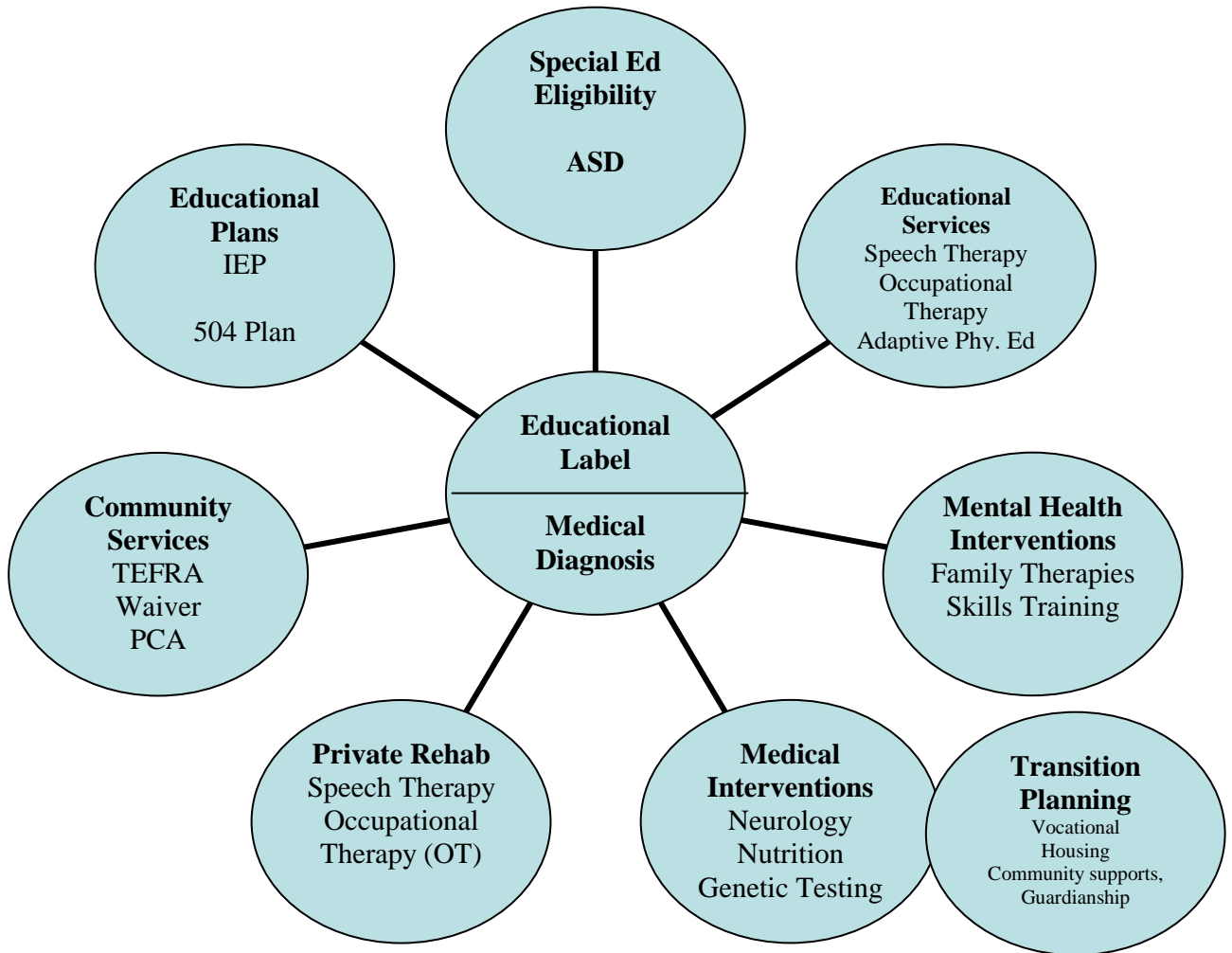
the assessment procedures are similar, they are not exactly the same. Many parents report feeling like everyone wants the same information and that they must answer the same questions repeatedly. They also question why their child has to take a test similar to one already taken. It may help to know that the people working in both systems want the best possible programming for a child. While they are sympathetic to parent frustration and stress, they are following procedures they cannot change.

**Here are the basic steps of accessing services for any child with special needs.** The entry point may vary for each child and family.

### Step 1: SCREENING

The first step toward **education-based services** is to have your child screened by 612-348-TOTS (if in Minneapolis) or your local school district. All children must be screened before entering the Minneapolis Public School system. This usually is done around age 4. If you are concerned about your child's development, you should have this screening done much earlier, at age 2 or even younger. If the people who screen your child think there is a reason for further testing, they will refer you to the public schools. Screening and referral statewide can occur through MCSHN (MN Children with Special Health Needs) through the department of health 1-800-728-5420.

Screening for **mental health and medical services** often starts with a family's health care provider. Well-child check-ups should include screening performed by a nurse or doctor who knows about typical development. If there is cause for concern, clinicians can refer to the appropriate specialist for further testing. This step is necessary if you want your insurance provider to pay for the next step. Screening for **community services** often requires the medical evaluation to be completed.



## **Step 2: EVALUATION/ASSESSMENT (see Resource Sheet A)**

If your child is referred to the Minneapolis Public Schools for assessment, a team of educators conducts an assessment over the course of several days (see pages 11-13). The team uses a statewide standard to determine if your child qualifies for an educational label to receive services through the schools. The team must meet with you to discuss the outcomes of their evaluation and the evaluation must be completed within certain timelines. Someone on the team will discuss these deadlines with you. If they do not, you should ask.

You may wish to seek a medical diagnosis for your child. A medical diagnosis is required before any health insurer will consider paying for mental health related treatment. It may also be helpful in qualifying for services through the public schools. A psychologist or psychiatrist who specializes in working with children with developmental differences must perform this type of evaluation. As with an educational label, very specific criteria are used to determine which diagnosis is appropriate for your child. You should expect the evaluators to meet with you to tell you the results of your child's evaluation. You can have anyone present at these meetings that you choose. For example, you may want a friend, advocate, your childcare provider or an interpreter to be present when you discuss next steps for your child.

The evaluation and assessment process can be lengthy and tiring. Very young children can be difficult to test, especially if they have limited language or behaviors that make it difficult to respond. This can be particularly true for children who show autistic-like symptoms. It is not uncommon to take several months or longer to pinpoint a specific diagnosis. One reason is that the science of working with these children is always evolving. Another reason is that the diagnosis of autism is subjective, based on behaviors. A clinician who sees a few clients with ASD may have a very different view of

the diagnosis than someone who specializes in autism, seeing several clients each day. This does not mean, however, that treatment should be delayed. Identifying and diagnosing autism early can provide access to appropriate services that result in a better prognosis.

## **Step 3: INTERVENTION/TREATMENT**

If your child does not meet the criteria for an autism spectrum disorder (or some other category) no further treatment will likely be authorized.

If an educational or medical label is given to your child, the evaluators will make recommendations and referrals for programs and services available in your community. You are responsible for looking into these programs and for paying any required fees.

There is no cure for autism and no single, perfect treatment. There are many types of interventions for children with ASD. Information from educators, mental health professionals, health professionals, other parents, books and organizations can be contradictory and confusing. It is your job to work with the people providing evaluation and services to find the best fit for your child. Ask as many questions as you need in order to understand the options. Note that not all interventions are covered by school, insurance or county support. Most families end up developing a menu of services to meet their child's individual needs. (For a brief description of various types of treatments, refer to Resource Sheet E.)

Some features are unique within the systems serving children with special needs. Public schools focus on educational goals for kindergarten readiness and mental health services focus on broader skills involved in coping. Early intervention looks at how children put all of their skills together in everyday life. A survey of a 100 Fraser<sup>®</sup> clients indicates, on average, families enlist in seven intervention services to meet the needs of their child.

### **Step 3A: FINANCIAL AND MEDICAL ASSISTANCE**

There are very separate sources of funding for interventions. Public school programs identified as appropriate for your child are provided at no cost to you. Mental health services are paid for through health insurance and/or your own payments. You may want to know about the financial and medical assistance options available to children with special needs. Often, they must be applied for and approved before services begin. The application process can be tedious and confusing with complicated eligibility requirements, lots of paperwork and specific financial costs/benefits (if you take one kind of benefit, you sometimes lose eligibility for another kind). Some very basic information is presented in Resource Sheet B. Be sure you know all the pros and cons of any assistance program before you sign up for it. Ask as many questions as you need in order to understand the issues.

### **Step 3B: CASE MANAGEMENT**

You may want to explore available case management programs. Case management services assist you with coordinating services for your child and family and often are the gatekeepers for a number of services (such as access to respite care and some types of financial assistance). Case management programs are further outlined in Resource Sheet C.

### **Step 4: MONITORING YOUR CHILD'S PROGRESS**

If your child has qualified for Early Childhood Special Education (ECSE) services through the public schools, you are automatically part of a team that decides the best kind of programming for your child. An Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) will be completed (IFSPs are for younger children; IEPs for older children). These documents outline the services your child will receive through the public schools. Be sure that you are included in the process to create the IFSP, understand the goals, and that you approve and sign the form. According to

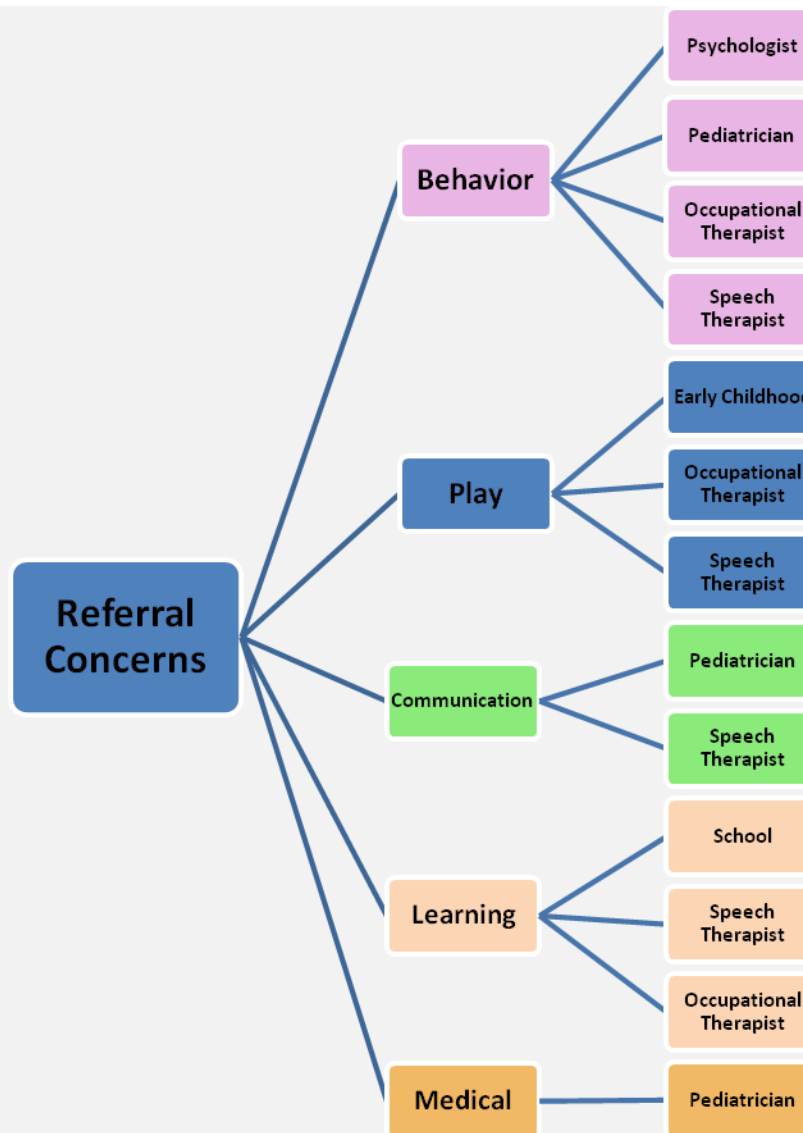
state law, the IFSP must be reviewed periodically (at six months and then yearly) by the team that created it. Your child's progress will be reviewed and new goals may be established. You are an important part of the team and can have anyone present at team meetings that you wish.

Treatment goals are also agreed on for children receiving mental health related services. The people providing services in this setting will initiate an Individual Treatment Plan (ITP) that outlines goals. You should be part of this process. The ITP guides the interventions your child receives and is used by insurance providers to authorize payment for services. ITPs are also periodically reviewed on a timeline determined by the insurer. This typically happens more frequently than the IFSP, sometimes monthly. You should be involved in this process as much as you want to be.

### **Finally: SUPPORT GROUPS**

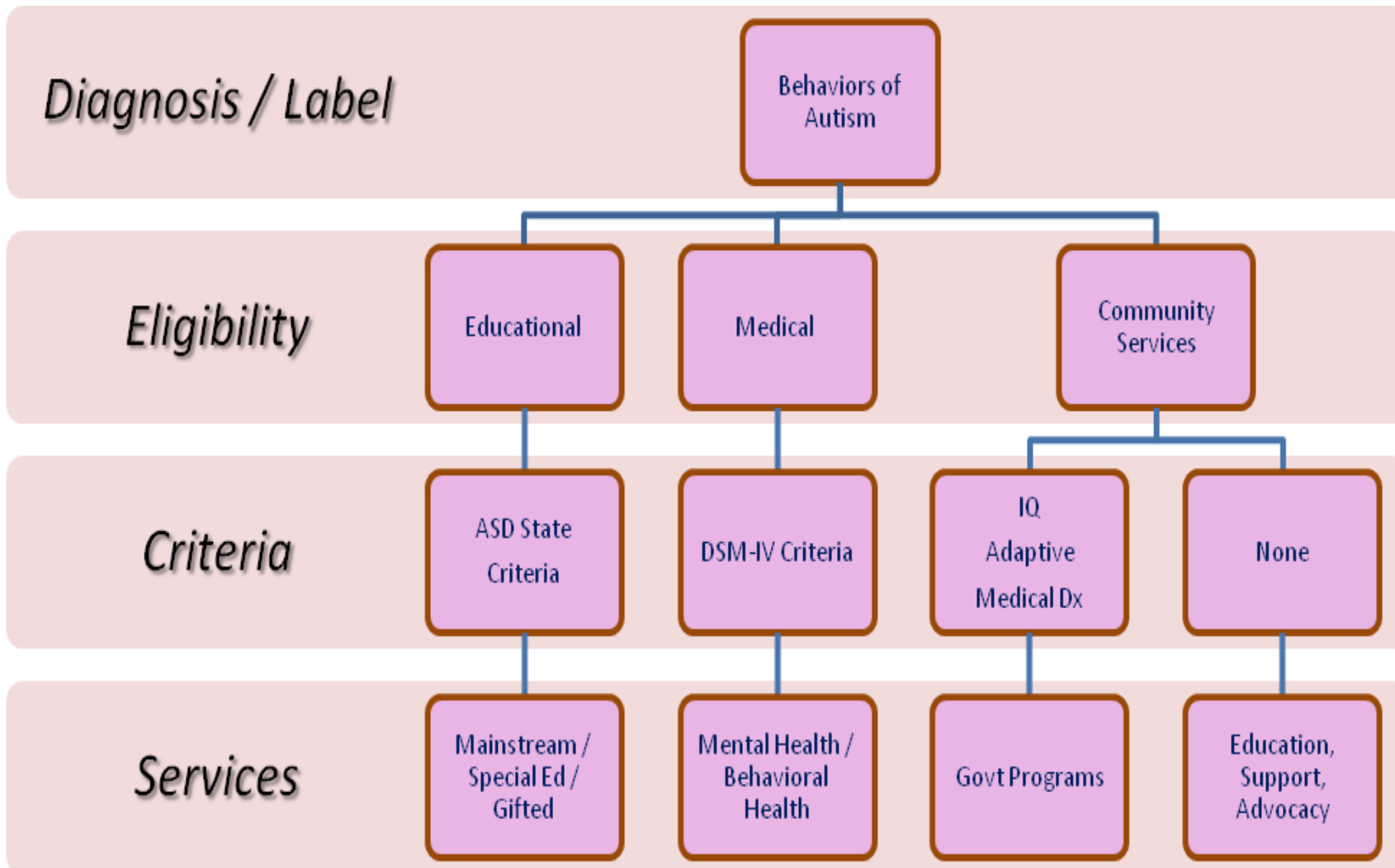
Many families report that the most important step they take is to develop a strong support system. Research indicates the challenges of parenting a special needs child increases the overall stress on the mental health of parents, siblings, and the marital relationship. Some references list the divorce rate as high as 80 percent in families with children with ASD. For that reason, individual or marital counseling can be essential. There are a number of support groups and programs specific to autism available throughout the metro area. These groups provide contact with other families who are going through, or have gone through, similar experiences. They can be an excellent source of information, contacts and emotional support (see Resource Sheet H). Other family supports include Personal Care Attendants (PCAs) and respite care (see Resource Sheet G). In most cases, you will need to have financial and medical assistance in place to access these services. You may, however, begin to explore these support options while you are applying for assistance.

# Paths to Evaluation



**Entry into services is based on both referral concerns and the eligibility criteria collected in the evaluation process for each system of service and funding.**

# *Paths to Eligibility for Services*



## Resource Sheet A – Assessment and Evaluation

### Educational Label

A team of public school educators will evaluate your child to determine his/her eligibility for special education services. Criteria for all special education categories, including autism spectrum disorders, are spelled out in the Education State Criteria used across Minnesota. If your child has been diagnosed with an autism spectrum disorder from an outside clinician, the educational criteria still needs to be confirmed by the school team using the education state criteria. Purpose: the purpose of an educational label is to help parents and educators understand how the child learns and to give insight to behavior and disorder. A label of ASD can also open the door to additional supports and services.

### Medical Diagnosis

A medical diagnosis is assigned by a psychologist or psychiatrist who specializes in working with children with developmental differences. Criteria established by the psychological and medical community are used to support diagnoses within the broad category of Pervasive Developmental Disorder, which includes autism. Purpose: a medical diagnosis of autism may lead to recommendations for a broad range of interventions beyond the educational realm. These may include referrals for neurologists, private rehabilitation services, county social services, financial support, family support and guidance, therapy, etc.

Diagnosis/Criteria	Type of Agency	Assessment Team	Contact Person	Assessment Process
Educational Label Home-based assessment (Birth to 3 years of age)	Minneapolis School Early Childhood Special Education (ECSE))	Licensed school psychologist, special education teacher, speech therapist, occupational therapist, autism specialist and parent.  Staff involvement may include formal testing and/or record review. The level of staff involvement depends on the needs of the child.	Minneapolis Central Intake 612-348-TOTS	<ol style="list-style-type: none"> <li>1. 612-348-TOTS (612-348-8687) makes a referral to Minneapolis Schools for assessment.</li> <li>2. Assessment completed by school team. If no medical diagnosis exists, referrals may be made to a school psychologist for evaluation for an educational label of autism.</li> <li>3. Assessment team determines the child's eligibility for ECSE services.</li> <li>4. A team meeting is held with family and a written plan (IFSP) is developed.</li> </ol>
Educational Label Center-based assessment (Age 3 by September 1 through kindergarten)	Minneapolis School Early Childhood Special Education (ECSE)	Licensed school psychologist, special education teacher, speech therapist, occupational therapist and parent.	Minneapolis Central Intake 612-348-TOTS	<ol style="list-style-type: none"> <li>1. 612-668-3711 makes a referral to Minneapolis Schools for assessment.</li> <li>2. Assessment team observes child in natural environment (home, preschool)</li> <li>3. Child is scheduled to attend five sessions of Early Childhood Special Education.</li> <li>4. Assessment team determines eligibility for services and placement options.</li> <li>5. Team meeting is held with the family and a written plan (IFSP or IEP) is developed.</li> </ol>

<b>Diagnosis/Criteria</b>	<b>Type of Agency</b>	<b>Assessment Team</b>	<b>Contact Person</b>	<b>Assessment Process</b>
Educational Label Anoka County Area (Birth to 3 years of age)	Early Childhood Special Education (ECSE)	Multi-component evaluation completed in small increments of a 6-week period. Evaluation completed within 45 days of referral. Comprehensive evaluation may include: <ul style="list-style-type: none"> <li>• developmental and health history</li> <li>• motor</li> <li>• sensory</li> <li>• hearing social/interaction</li> <li>• language/communication</li> <li>• cognition/academic</li> <li>• functional/adaptive</li> <li>• assistive technology</li> </ul>	Anoka Area Interagency Early Intervention Call 763-433-4888	<ol style="list-style-type: none"> <li>1. 763-433-4888 refers to Anoka-Hennepin school district for assessment.</li> <li>2. Assessment completed by school team. If no medical diagnosis exists, referrals may be made to school psychologist for evaluation for an educational label of autism.</li> <li>3. Assessment team determines the child's eligibility for ECSE services.</li> <li>4. A team meeting is held with family and a written plan (IFSP) is developed.</li> </ol>
Educational Label Anoka County Area (3 years and older)	Early Childhood Special Education or Special Education Department for school-aged children	Multi-component evaluation completed in small increments of a 6-week period. Evaluation completed in 30 school days from signing permission. Comprehensive evaluation may include: <ul style="list-style-type: none"> <li>• developmental and health history</li> <li>• motor</li> <li>• sensory</li> <li>• hearing social/interaction</li> <li>• language/communication</li> <li>• cognition/academic</li> <li>• functional/adaptive</li> <li>• assistive technology</li> </ul>	Contact your local school district	<ol style="list-style-type: none"> <li>1. Assessment completed by school team. If no medical diagnosis exists, referrals may be made to school psychologist for evaluation for an educational label of autism.</li> <li>2. Assessment team determines the child's eligibility for ECSE services.</li> <li>3. A team meeting is held with family and a written plan (IFSP) is developed.</li> </ol>
Educational Label State of Minnesota outside of Minneapolis	Early Intervention Central Intake	Licensed school psychologist, special education teacher, speech therapist, occupational therapist, autism specialist and parent.  Staff involvement may include formal testing and/or record review. The level of staff involvement depends on the needs of the child.	Statewide: 1-866-693-GROW (4769)	<ol style="list-style-type: none"> <li>1. Referral is made to the school district for assessment.</li> <li>2. Assessment is completed by the school team. If no medical diagnosis exists, referrals may be made to school psychologist for evaluation for an educational label of autism.</li> <li>3. The assessment team determines the child's eligibility for ECSE services.</li> <li>4. A team meeting is held with family and a written plan (IFSP) is developed.</li> </ol>

<b>Diagnosis/Criteria</b>	<b>Agency</b>	<b>Assessment Team</b>	<b>Contact Person</b>	<b>Assessment Process</b>
Medical Diagnosis	Fraser Autism Services -Minneapolis -Bloomington -Anoka  www.fraser.org	Team of mental health professionals and autism specialists	Intake coordinator 612-331-9413  visit <a href="http://www.fraser.org">www.fraser.org</a> for information	<ol style="list-style-type: none"> <li>1. Parents and child attend three-hour assessment at the center.</li> <li>2. First hour is spent interviewing family.</li> <li>3. Second hour, testing/observation/interview</li> <li>4. Last hour, findings and recommendations are shared with the family.</li> </ol>
Medical Diagnosis	The Alexander Center – Park Nicollet <a href="http://www.parknicollett.com/Alexandercenter/">www.parknicollett.com/Alexandercenter/</a>	Psychologist, M.D., therapists	952-993-2498	<ol style="list-style-type: none"> <li>1. Assessment of children with developmental and behavioral disorders.</li> <li>2. Consultation with schools, individual family counseling and education.</li> </ol>
Medical Diagnosis	University of Minnesota <a href="http://www.med.umn.edu/peds/clinneuro/home.html">www.med.umn.edu/peds/clinneuro/home.html</a>	Psychiatrist, psychologist, M.D.	612-625-7466	Provide assessment and diagnosis.
Medical Diagnosis	Sheila Merzer & Associates	Licensed psychologists	952-928-7811	Provide assessment and diagnosis.
Medical Diagnosis	Dr. Raymond Tervo <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>	Developmental Pediatrician	651-291-2848 Gillette Children's 200 E. University Ave. St. Paul, MN 55101	Provide assessment and diagnosis.
Medical Diagnosis	Counseling Psychologists of Woodbury, P.A. Stacey Coyle, PsyD, LP Mitch Leppicello, MSW, LICSW Robin McLeod, PhD, LP	Psychologists	651-739-7539 1789 Woodlane Dr. Suite C Woodbury, MN 55125 <a href="http://www.cpwmn.com">www.cpwmn.com</a>	Assessment, therapy, social skills

## Resource Sheet B – Financial and Medical Assistance

Source	Description	Benefit	Eligibility	Contact/application process
Private Insurance	Coverage received as benefit of employment. Private insurance always acts as the primary funding source.	Benefits vary based on the plan. Refer to provider for details.	Eligibility is dependent on group coverage. Refer to provider for details.	Contact your employer’s human resource department or call the number on the back of the insurance card.
SSI	Monthly income for your child with a disability	Maximum benefit amount is \$500 per month.	<ul style="list-style-type: none"> <li>• Disability must be medically verified and result in major limitations in two broad areas of functioning or extreme limitations in one area of functioning.</li> <li>• Condition must last or be expected to last at least 12 months or be expected to result in death.</li> <li>• Family income guidelines must be met.</li> <li>• Family assets are considered</li> <li>• Usually if a child is eligible for AFDC/TANF, he/she would be eligible for SSI, but cannot receive both. Family chooses the best option.</li> </ul>	<ul style="list-style-type: none"> <li>• Call the Social Security Administration at 1-800-772-1213 (voice) or 1-800-325-0778 (TDD)</li> <li>• Process may take 3-4 months but eligibility goes back to the date of application.</li> <li>• Families should start the application process even if all the information is not available (e.g. doctor reports)</li> <li>• For help with application, Hennepin County, 612-596-1188, 612-348-8458 Anoka County, 763-422-6941 Statewide, 1-800-772-1213 Web site: <a href="http://www.ssa.gov/notices/supplemental-security-income">www.ssa.gov/notices/supplemental-security-income</a></li> </ul>
TEFRA Option under Medical Assistance (MA)	Medical Assistance coverage for your child with disability residing at home. Eligibility is based only on your child’s income and assets.	Examples of covered expenses: <ul style="list-style-type: none"> <li>• inpatient/outpatient care</li> <li>• medical transportation</li> <li>• prescribed drugs</li> <li>• therapies</li> <li>• prosthetic devices</li> <li>• eyeglasses</li> <li>• audiology</li> <li>• dental care</li> <li>• laboratory and X-ray</li> <li>• health insurance premiums</li> <li>• home health ordered by physician: private nursing, PCA, medical supplies and equipment, diapers for children over 4.</li> <li>• hospice care</li> </ul>	Eligibility criteria used is the same as SSI. <ul style="list-style-type: none"> <li>• The level of care needed must be similar but cannot exceed what would be provided in a medical facility.</li> <li>• Parent’s income is used to determine a monthly fee amount that is applied toward the cost of MA and county services. A worksheet is available to estimate the parent fee.</li> <li>• If fees go over the actual cost of services, they are applied toward the next year’s parent fee.</li> </ul>	In Hennepin County, call 612-348-4111 and ask for the “Tefra Option.” In Hennepin County, to get a parental fee estimate call 651-431-3806. Have your adjusted gross income from last taxes filed and the number of people living in your home. Eligibility can go back three months prior to application to cover unpaid medical bills In Anoka County 763-717-7730 Web site: <a href="http://www.dhs.state.mn.us/healthcare/programs/TEFRA.htm">www.dhs.state.mn.us/healthcare/programs/TEFRA.htm</a>  TEFRA screening number: 763-717-7782

Source	Description	Benefit	Eligibility	Contact/application process
Medical Assistance (MA)	Medical Assistance for your child/family based on your family's income.	<p>Covered expenses are the same as TEFRA. Examples of covered expenses:</p> <ul style="list-style-type: none"> <li>• inpatient/outpatient care</li> <li>• medical transportation</li> <li>• prescribed drugs</li> <li>• therapies</li> <li>• prosthetic devices</li> <li>• eyeglasses</li> <li>• audiology</li> <li>• dental care</li> <li>• laboratory and X-ray</li> <li>• health insurance premiums</li> <li>• home health ordered by physician such as private nursing, PCA, medical supplies and equipment, diapers for children over 4.</li> <li>• hospice care</li> </ul>	<p>Families complete an MA application to determine eligibility. If your child is eligible for SSI he/she is also eligible for MA.</p> <p>Families who are eligible for MA may also be eligible for WIC, but families need to complete separate WIC application.</p>	<p>To apply or for more information:  Hennepin County 612-348-4111  Anoka County 763-717-7730  Web site:  <a href="http://www.dhs.state.mn.us/healthcare/programs/medicalassistance.htm">www.dhs.state.mn.us/healthcare/programs/medicalassistance.htm</a></p>
Minnesota Children with Special Health Needs (MCSHN)	People with limited English proficiency can now use the Minnesota Department of Human Services' multilingual telephone service numbers to access early childhood programs and services.	DHS multilingual telephone referral lines operate in 10 languages -- Arabic, Hmong, Khmer (Cambodian), Lao, Oromo, Russian, Serbo-Croatian (Bosnian), Somali, Spanish, Vietnamese -- and are owned by DHS and operated by contracted vendors. People who speak little or no English can reach someone who speaks their language (live or voice mail) and be referred to the appropriate state or county human services provider. There is no cost to use these lines.	DHS Multilingual Referral Lines Arabic - (800) 358-0377 Hmong - (888) 486-8377 Khmer (Cambodian) - (888) 468-3787 Lao - (888) 487-8251 Oromo - (888) 234-3798 Russian - (888) 562-5877 Serbo-Croatian (Bosnian) - (888) 234-3785 Somali - (888) 547-8829 Spanish - (888) 428-3438 Vietnamese - (888) 554-8759	651-201-3650 1-800-728-5420 TTY: 1-800-627-3529 mcsahnweb@health.state.mn.us  Or write: Minnesota Children with Special Health Needs MN Department of Health 85 E. 7 <sup>th</sup> Place P.O. Box 64882 St. Paul, MN 55164-0882  Web site: <a href="http://www.health.state.mn.us/divs/fh/mcshn/mcshn.html">www.health.state.mn.us/divs/fh/mcshn/mcshn.html</a>

<b>Source</b>	<b>Description</b>	<b>Benefit</b>	<b>Eligibility</b>	<b>Contact/application process</b>
MN Care	Assists in payment for medical, dental and preventative care.	Monthly premium is based on income and family size.  May be a co-pay when you receive health care services.	Qualifications: <ul style="list-style-type: none"> <li>• Permanent resident of Minnesota.</li> <li>• Not eligible for MA</li> <li>• Not covered by any other health insurance for the last four months.</li> <li>• Unable to get health insurance that is at least half paid for by your employer for the last 18 months.</li> <li>• Meet the MN Care income guidelines</li> </ul>	651-297-3862 or 1-800-657-3672 Or write: MinnesotaCare 444 Lafayette Rd. N. St. Paul, MN 55164-0838 Web: <a href="http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNA_MIC_CONVERSION&amp;RevisionS_electionMethod=LatestReleased&amp;dDocName=id_006255">www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNA_MIC_CONVERSION&amp;RevisionS_electionMethod=LatestReleased&amp;dDocName=id_006255</a>
MA Waivers  Home and community-based services for persons with mental retardation and related conditions (Title 19 Waiver)	The state of Minnesota has obtained approval from the federal government to waive certain Medical Assistance eligibility requirements for people who would like to remain at home but are being placed in, or are at risk of being placed in institutions or long-term care facilities.	Coverage same as MA, plus: <ul style="list-style-type: none"> <li>• case management</li> <li>• respite care</li> <li>• homemaker services</li> <li>• in-home family support</li> <li>• assistive technology</li> <li>• day habilitation</li> <li>• supported living services (SLS)</li> <li>• environmental modifications and others</li> </ul>	Available to people with mental retardation and related conditions. Parent income is not considered in determining eligibility, but there is a parental fee for services.	MA Waivers are administered through the county and the child must be assessed through the Developmental Disabilities Division. In Hennepin County, to begin the process for children birth to 3, contact 612-348-4500. For children 3-18, contact the Hennepin County Developmental Disabilities Division Intake 612-348-4111. Web: <a href="http://www.co.hennepin.mn.us">www.co.hennepin.mn.us</a>
Family Support Grant Program/ Parent Case Management Program	Cash grants to families of children with developmental disabilities. The program goals are to prevent or delay the out-of-home placement of children with special needs and to promote family health and well being.	Grants must be spent on services and items directly related to caring for the child's special needs. (Expenses above the normal costs of caring for the child if he/she did not have a disability may be covered.)  The number of available Family Support Grants is limited.	<ul style="list-style-type: none"> <li>• Annual adjusted gross income not to exceed \$70,500.</li> <li>• Child must be determined by a case manager to be at risk for out-of-home placement to a licensed residential program.</li> <li>• Average limit for a monthly payment is \$250.</li> </ul>	MA Waivers are administered through the county and the child will need to be assessed through the Developmental Disabilities Division. In Hennepin County, to begin process for children birth to age 3, contact 612-348-4500. For children 3-18, contact Hennepin County Developmental Disabilities Division Intake at 612-348-4111. Web: <a href="http://www.co.hennepin.mn.us">www.co.hennepin.mn.us</a>
Parent Case Management	Same as Family Support Grant. Families utilizing the Parent Case Management program do not have county case manager assigned.	Same as Family Support Grant program.	Provides annual grants from \$2,500-\$4,000 based on individual child profile. Adjusted annual gross income not to exceed \$80,000.	Family must have an open case in the Developmental Disabilities Division.
Child Respite Grant	Cash grant to families to be used to pay licensed or non-licensed providers.		Adjusted gross income not to exceed \$70,500.	Family must have an open case in the Developmental Disabilities Division.

## Resource Sheet C – Case Management/Service Coordination

Agency	Description	Benefit	Eligibility	Contact/application process
Hennepin County Developmental Disabilities (DD) Division	A county social worker (DD worker) is assigned as case manager and assists children with significant developmental disabilities and their families with accessing and coordinating social services.	The DD worker helps families apply for respite care, waived services and family support grants (services received based on eligibility criteria and availability of funds). DD worker also provides advocacy, support and ideas for community resources.	Hennepin County Residents - dependent on needs, program and income. Medical Assistance is needed to qualify for some but not all programs. Generally tested IQ score of 70 or below.	Call Aging and Disability Services (ADS) Initial Consultation at 612-348-4500. Email: <a href="mailto:hsph.ads.icteam@co.hennepin.mn.us">hsph.ads.icteam@co.hennepin.mn.us</a>  <a href="http://www.co.hennepin.mn.us">www.co.hennepin.mn.us</a>
Hennepin County Birth to 3 Program: 348-TOTS	This is the central intake referral source for early intervention services for children ages 0-3 in Minneapolis. Provides early childhood screening and intervention assistance to families with children who have or may be at risk for developmental delays or disabilities.	Case managers consult with families and involved service providers regarding the child's medical, educational and social service needs. Families are assisted in applying for supportive services such as: financial assistance programs, in-home and out-of-home respite care, home adaptations and counseling services.	Minneapolis resident under the age of 3 years with developmental concerns; meets criteria for developmental delay or related conditions OR is placed in an at-risk category with documented substantial delays on a standardized assessment	To begin the eligibility process, call 612-348-8678 (612-348-TOTS) OR Email Karen Adamson <a href="mailto:Karen.Adamson@co.hennepin.mn.us">Karen.Adamson@co.hennepin.mn.us</a>
Hennepin County Children and Family Services Department Early Childhood Services Unit	Manage resources for county funded services for high-risk and handicapped preschoolers and their families.	Authorizes services for children under the age of 6, including: <ul style="list-style-type: none"> <li>• preschool day treatment</li> <li>• family-focused therapy</li> <li>• respite care</li> <li>• subsidized day care</li> </ul>	Each type of service has specific guidelines for authorization. Some have income guidelines, some a sliding fee scale. Each may have priorities if resources are limited.	Interested persons should contact the county service coordinator assigned to that area. Contact Number: 612-348-8687
Hennepin County Child Crisis Services	All crisis services provided by a licensed mental health professional or by a mental health practitioner under the clinical supervision of a mental health professional.	Consultation, crisis assessment, intervention and stabilization, facilitation of psychiatric hospitalization	Hennepin County children and adolescents who are experiencing a mental health crisis. There is no charge for services.	612-348-2233
Minneapolis Public Schools Early Childhood Special Education	Work with staff and families to coordinate ECSE services/provide advocacy for the child and family.	Offers a continuum of ECSE service settings reflecting the natural progression of growth of children from infancy to preschoolers. These settings are home based, community based, center based, or autism classrooms.	Eligibility is determined through screening at 612-668-3711, and observation and evaluation through Minneapolis Public Schools.	Rochelle Cox, ECSE Administrator 612-668-5104 Kris Geiger, Birth to 3 and Evaluation Teams 612-668-5103 Kathy Lang 612-668-5106 <a href="http://speced.mpls.k12.mn.us/ECSE.html">http://speced.mpls.k12.mn.us/ECSE.html</a>



## Resource Sheet D – Treatment and Intervention Agencies

### Early Childhood Special Education

Agency	Services/Programs	Contact Information
Fraser School <sup>®</sup>	<ul style="list-style-type: none"> <li>• Center-based ECSE services</li> <li>• Speech, occupational, music and physical therapies</li> <li>• Health services, respite care and home services</li> <li>• Inclusive preschool for children with typical or special needs</li> </ul>	2400 W. 64 <sup>th</sup> St. Minneapolis, MN 55423 612-861-1688 <a href="http://www.fraser.org">www.fraser.org</a>
Minneapolis Public Schools	<ul style="list-style-type: none"> <li>• Home-based intervention</li> <li>• Center-based ECSE classroom</li> <li>• Toddler and preschool center-based classroom for children who demonstrate autism spectrum behaviors</li> <li>• Community preschool in a typical preschool setting</li> <li>• Other services may include speech and occupational therapy, depending on the needs of the child</li> </ul>	To begin intake process, contact 612-348-TOTS. For program questions, contact the Director of Special Education, Ann Fox, 612-668-5402  <a href="http://www.mpls.k12.mn.us">www.mpls.k12.mn.us</a>

### Day Treatment

Agency	Services/Programs	Contact Information
Fraser	Includes one-to-one treatment sessions and group interventions in a therapeutic setting. Psychology, occupational therapy, speech therapy and music therapy are integral components of the program. Separate programs are available for toddlers and preschoolers.	3333 University Ave. S.E. Minneapolis, MN 55414 612-331-9413 <a href="http://www.fraser.org">www.fraser.org</a>  Fraser Anoka 2829 Verndale Avenue, Suite 3 Anoka, MN 55303 612-331-9413; fax 612-861-6050  Fraser Bloomington 1801 American Boulevard East, Suite 1 Bloomington, MN 55425-1232 612-331-9413; fax 612-728-5301
St. David's Child and Family Center	Includes one-to-one treatment sessions and group interventions in a therapeutic setting. Psychology, occupational therapy, speech therapy, and music therapy are integral components of the program.	3395 Plymouth Rd. Minnetonka, MN 55305 952-939-0396 <a href="http://www.stdavids.net">www.stdavids.net</a>

## Inclusive Preschool

Agency	Services/Programs	Contact Information
Fraser School®	Offers a variety of services for children, including integrated preschool, rehabilitation services, health services, respite care, Ready 4K curriculum and home services for children with disabilities.	2400 W. 64 <sup>th</sup> St. Minneapolis, MN 55423 612-861-1688 <a href="http://www.fraser.org">www.fraser.org</a>
St. David's Child and Family Center	Offers a variety of services for children, including integrated preschool and home services for children with disabilities.	3395 Plymouth Rd. Minnetonka, MN 55305 952-939-0396 <a href="http://www.stdavids.net">www.stdavids.net</a>
Hennepin County Strong Beginnings Centers	The Strong Beginnings program focuses on detecting and remediating developmental challenges; promoting school readiness; and engaging parents in their child's learning. Various Centerbased preschools in Minneapolis are designated Strong Beginnings Centers.	Karen Miller at 612-348-2447 or karen.miller@co.hennepin.mn.us.

## Behavioral Training

Agency	Services/Programs	Contact Information
Autism Matters		<a href="http://www.autismmatters.net">www.autismmatters.net</a> Autism Matters, Inc.  Minnetonka Location 11606 Wayzata Blvd. Minnetonka, MN 55305  Rogers Location: 14000 Northdale Blvd. Rogers, MN 55374  Ph: 952-544-0372
Behavioral Dimensions Inc.	Provides short and long-term consultation, counseling and therapy, IBI- intense behavioral intervention.	7010 Highway 7 St. Louis Park, MN 55426 952-814-0207 <a href="http://www.behavioraldimensions.com">www.behavioraldimensions.com</a>
Behavioral Therapy Solutions of MN	Evaluations, in-home ABA	710 Commerce Drive, Ste. 120 Woodbury, MN 55125 651-328-6284 <a href="http://www.btsofmn.com">www.btsofmn.com</a>
Brih Design, LLC	Brih Design is a small, private consulting firm. They provide support and services to people who exhibit difficult (to manage) behaviors.	3300 County Rd. 10, Ste. 518F Brooklyn Center, MN 55429 763-560-1614 <a href="mailto:info@brihdesign.com">info@brihdesign.com</a> <a href="http://www.brihdesign.com">www.brihdesign.com</a>
Celebrate the Spectrum	DIR/ Floortime treatment and assessments	Celebratethespectrum.com Anne Harrington 612-298-8037

Agency	Services/Programs	Contact Information
Fraser	Mental health practitioners provide short-term family, group or individual skills training. Behavioral aides work one-on-one with a child to improve skills and implement individual behavior plan goals. This helps to replace inappropriate skills with developmentally and therapeutically appropriate daily-living, social and recreational skills.	<p>3333 University Ave. S.E.  Minneapolis, MN 55414  612-331-9413  <a href="http://www.fraser.org">www.fraser.org</a></p> <p>Fraser Anoka  2829 Verndale Avenue, Suite 3  Anoka, MN 55303  612-331-9413; fax 612-861-6050</p> <p>Fraser Bloomington  1801 American Boulevard East, Suite 1  Bloomington, MN 55425-1232  612-331-9413; fax 612-728-5301</p>
Holland Center	Center-base verbal behavioral intervention program. Also has a focus on gluten-free/casein-free diet.	<p>10273 Yellow Circle Dr. Minnetonka, MN 55343  952-401-9359  <a href="http://www.hollandcenter.com">www.hollandcenter.com</a></p>
The Lazarus Project	Center-based cooperative serving children 2-9 years old with intensive early intervention, applied behavior therapy.	<p>3021 Harbor Lane N Suite LL105, Plymouth MN 55447  763-519-1197 <a href="http://www.lazarusprojectmn.org">www.lazarusprojectmn.org</a></p>
Lovaas Institute for Early Intervention (LIFE) Midwest, Inc.	Home-based ABA intervention program. Clinical Director: Eric Larsson, PhD	<p>LIFE Midwest Treatment Headquarters  2925 Dean Pkwy., Suite 300  Minneapolis, MN 55416  612- 925-8365 <a href="http://www.lovaas.com">www.lovaas.com</a></p>
Minnesota Autism Center (MAC) 3 locations	Services include behavioral therapy, home-based early intervention, center based intervention and consultation with schools and other agencies.	<p>5710 Baker Road  Minnetonka, MN 55345  952-767-4200 <a href="http://www.mnautism.org">www.mnautism.org</a></p> <p>Rochester:  3380 Northern Valley Place NE Rochester, MN 55906</p> <p>Woodbury:  8450 City Centre Drive Woodbury MN 55125</p>
Minnesota Early Autism Project (MEAP)	MEAP provides in-home IEBT (intensive early behavior therapy) services for children with an autism spectrum disorder from ages 0-6 years who live in the Twin Cities metropolitan area.	<p>Minnesota Early Autism Project, Inc.  7242 Forestview Lane North  Maple Grove, MN 55369</p> <p>Office: 763. 425.0792  Fax: 763.425.4615  <a href="http://www.meapkids.org">www.meapkids.org</a></p>
Partners in Excellence (PIE) (Burnsville and North St Paul locations) 4 locations	Provides center-based, 1:1 and small group ABA and AVB therapy services, focusing on early intervention. PIE also offers Occupational Therapy services available at both sites.	<p>14301 Ewing Avenue  Burnsville, MN 55306,  952-746-5350 <a href="http://www.partnersmn.com">www.partnersmn.com</a></p>

7380 France Ave Edina , MN 55435 (952) 358-6220		2344 Helen Street N North St. Paul, MN 55109 651-773-5988 <a href="http://www.partnersmn.com">www.partnersmn.com</a>  99 Milwaukee Street La Crosse, WI 54603 608-785-4100
Rochester Center for Autism, Inc. (RCA)	Center-based ABA (Applied Behavior Analysis) program providing one-on-one therapy and behavioral intervention for children with Autism Spectrum Disorder, Pervasive Developmental Disorder (PDD), and Asperger's Syndrome	3640 9th Street NW Rochester, MN 55901 507-424-3234 <a href="http://www.rcautism.com">www.rcautism.com</a>
<b>Agency</b>	<b>Services/Programs</b>	<b>Contact Information</b>
University of Wisconsin- Eau Claire Campus Autism Program	Provides center-based behavioral intervention. Focus of the program is Applied Behavior Analysis	Dr. Kevin Klatt, PhD, B.C. B.A. 275 Hibbard Hall Psychology Department University of Wisconsin- Eau Claire Eau Claire, WI 54702 Email: <a href="mailto:klattkp@uwec.edu">klattkp@uwec.edu</a> 715-836-3995 <a href="http://www.uwec.edu/psyc/CAP%20broch.indd.pdf">www.uwec.edu/psyc/CAP%20broch.indd.pdf</a>
Wisconsin Early Autism Project (WEAP) Eau Claire Clinic	Provides in-home early intensive behavioral intervention for young children with autism throughout Wisconsin, will also provide services outside of Wisconsin	715-832-2233 <a href="http://www.wiautism.com">www.wiautism.com</a>

## Resource Sheet D (Continued) – Intervention/Methodology Descriptions

Intervention/Methodology	Definition	Founding Organization Contact Information
<b>Applied Behavioral Analysis (ABA)</b>	Uses interviews, rating scales and observational data to gather information about behavior trends of a child. This information is then used to develop and monitor the individual plan of treatment.	Institute for Applied Behavioral Analysis 5777 W. Century Blvd. Los Angeles, CA 90045 310-649-0499 <a href="http://www.iaba.com">www.iaba.com</a>
<b>Auditory Integration Training</b>	A structured program of listening to modulated music over a 10-20 day period. This program addresses auditory processing and hypersensitivity to sound. It may: increase eye contact, spontaneous speech, socialization and attention span; lessen sensitivity to certain sounds; and improve behavior.	Autism Research Institute 4182 Adams Ave., San Diego, CA 92116 619-281-7165, <a href="http://www.autism.com/ari/">www.autism.com/ari/</a>  Society for Auditory Integration Training <a href="http://www.berardaitwebsite.com/sait/middle.html">www.berardaitwebsite.com/sait/middle.html</a>  <a href="http://www.ideatrainingcenter.com">www.ideatrainingcenter.com</a>
<b>Bio Chemical Treatment</b>	Treatment in bio-chemical imbalances	Pfeiffer Treatment Center <a href="http://www.hripte.org">www.hripte.org</a>  Autism Research Institute 4182 Adams Ave., San Diego, CA 92116 619-281-7165, <a href="http://www.autism.com/ari/">www.autism.com/ari/</a>  The Johnson Center for Child & Health Development 1700 Rio Grand St. Ste. 200, Austin, TX 78701 <a href="http://www.johnson-center.org">www.johnson-center.org</a>
<b>Developmental Therapy Article</b>	Approaches learning with a developmental emphasis, presenting tasks at the skill level of the child. Therapy aims to help the child fill in missing or disordered development through social/emotional and relationship-based methods.	Autism and Developmental Disorders: A developmental approach <a href="http://www.mindspring.com/~dgn">www.mindspring.com/~dgn</a>
<b>Discrete Trial Training</b>	Method of teaching sequential tasks by breaking them into simple steps or components. Components can be rehearsed individually and then chained into a sequence to complete the activity. Used in various methods of therapy. Spanish resource available	<a href="http://www.iidc.indiana.edu/irca">www.iidc.indiana.edu/irca</a>
<b>Fast ForWord</b>	A series of computer-based learning programs designed to improve language, reading and overall communication skills. Fast ForWord is appropriate for children who struggle with basic language skills or paying attention as well as adults who want to improve reading comprehension and organizational skills. Participants spend approximately 90 minutes each day, five days a week, for four to eight weeks, with adaptive and interactive computer exercises.	<a href="http://www.scilearn.com">www.scilearn.com</a>

<b>Intervention/Methodology</b>	<b>Definition</b>	<b>Founding Organization Contact Information</b>
<b>Floor Time</b>	The objectives of the model are to build healthy foundations for social, emotional and intellectual capacities rather than focusing on skills and isolated behaviors. This is also called relationship-based therapy (DIR) and can also referred to as Floor Time as developed by Stanley Greenspan. For a complete overview go to: <a href="http://www.icdl.com/dirFloortime/overview/documents/WhatisDIR.pdf">www.icdl.com/dirFloortime/overview/documents/WhatisDIR.pdf</a>	<a href="http://www.stanleygreenspan.com">www.stanleygreenspan.com</a> Article: <a href="http://www.mindspring.com/~dgn/davefaq.htm">www.mindspring.com/~dgn/davefaq.htm</a>
<b>Lovaas Therapy</b>	An intensive form of discrete trial training that advocates that all behavior can be broken into a series of discrete skills. Teaches skills in a structured one-to-one format using cues, drills and rewards. Therapy typically involves 30-40 hours per week over several years.	Lovaas Institute Headquarters 6167 Bristol Parkway, Ste. 130 Culver City, CA 90230 310-410-4450 E-mail: <a href="mailto:info@lovaas.com">info@lovaas.com</a> <a href="http://www.lovaas.com">www.lovaas.com</a> offers services in 50 states.
<b>Music Therapy</b>	Many children with autism respond well to music, which provides an alternate neurological pathway for language. A music therapist is professionally trained to use structured music strategies to teach children to convey information, develop relationships, increase attention span and language skills and learn appropriate behavior.	American Association of Music Therapy 8455 Colesville Rd., Suite 1000 Silver Spring, MD 20910 301-589-3300 <a href="http://www.musictherapy.org">www.musictherapy.org</a>
<b>Relational Developmental Intervention</b>	A method which teaches parents and other caregivers of children on the autism spectrum the ways to develop experience sharing.	Book: "Solving the Relationship Puzzle" by Dr. Steve Gutstein <a href="http://www.rdicconnect.com">www.rdicconnect.com</a>
<b>Sensory Integration Therapy</b>	Some individuals with autism may have a disorder of sensory integration, including the touch (tactile), movement (vestibular), and body position (proprioceptive) which results in over or under-sensitive reactions to light, sounds or touch. This may result in learning, behavior problems and/or language delays. This therapy addresses the normalization of the process of organizing sensory input from the environment and making an appropriate response.	Sensory Integration Education Research Foundation 4733 Torrance Blvd. #913 Torrance, CA 90503 310-328-3858 <a href="http://www.sierf.org">www.sierf.org</a>
<b>TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children)</b>	Intensive intervention program that places an emphasis on structuring the environment and curriculum to maximize independent functioning. Primary focus is motor planning and verbal comprehension deficits. Builds on the child's current skills through visual guidance and organizational strategies.	The University of North Carolina Division of TEACH CB 7180, UNC-CH Chapel Hill, NC 27599-7180 919-966-2174 <a href="http://www.teacch.com">www.teacch.com</a> <a href="mailto:TEACCH@unc.edu">TEACCH@unc.edu</a>
<b>Social Stories</b>	A method that involves writing and reviewing individualized stories about social situations the child may encounter during the day. Allows for rehearsal during the story by deciphering social cues such as body language, tone of voice, and the behavior of others.	<a href="http://www.thegraycenter.org">www.thegraycenter.org</a> <a href="mailto:info@thegraycenter.org">info@thegraycenter.org</a>

<b>Intervention/Methodology</b>	<b>Definition</b>	<b>Founding Organization Contact Information</b>
<b>S.O.S. (Sequential Oral Sensory) Feeding Therapy</b>	Feeding difficulties include: gagging and vomiting; refusing to eat food categories; eating only specific foods; overstuffing the mouth; and swallowing difficulties. SOS is a hands-off, developmentally-based program that encourages children to interact with a variety of foods with the goal of making feeding fun and nutritious.	STAR Center Dr. Kay Toomey 5420 S. Quebec St., Suite 103 Greenwood Village, CO 80111 303-221-STAR (7827) <a href="http://www.starcenter.us">www.starcenter.us</a>
<b>Social Skills Training</b>	Gaining social competence is an important part of development. Social Skills Training includes teaching specific skills (such as taking turns or sharing), expanding those skills, and learning to make judgments. Skills are taught in small increments in natural settings.	<a href="http://www.iidc.indiana.edu/irca">http://www.iidc.indiana.edu/irca</a>
<b>Medications</b>	There are no medications to treat or cure autism, however, medications can be part of a well-rounded intervention. Medications may help provide relief from specific symptoms that interfere with daily life. Anti-depressants, anti-psychotic and anti-anxiety drugs may be used to treat compulsive behaviors, aggression, insomnia and anxiety. Medications used to treat these and other symptoms may carry side-effects and should be closely monitored.	<a href="http://www.patientcenters.com/autism/news/med_reference">www.patientcenters.com/autism/news/med_reference</a>
<b>Dietary Interventions</b>	Many families pursue dietary interventions to target specific health issues common in children with autism spectrum disorders such as eczema or gastrointestinal issues. The most common dietary intervention is a gluten/casein (wheat/dairy) free diet.	Autism Network for Dietary Intervention <a href="http://www.autismndi.com">www.autismndi.com</a>
<b>Picture Exchange Communication System</b>	A specific protocol that teaches picture exchange communication. During the PECS protocol, the child learns to use pictures to communicate. Using the pictures also helps to increase the child's receptive and expressive language skills. PECS should be supervised by a speech therapist. PECS is just a small part of visual supports.	<a href="http://www.pecs.com">www.pecs.com</a>
<b>Spanish Resources</b>	Autism website completely in Spanish	<a href="http://www.emergenzautismo.org">www.emergenzautismo.org</a>

## Resource Sheet E – Therapy Service Providers

PT = Physical Therapy; OT = Occupational Therapy; Sensory = Sensory Integration; Listening = Therapeutic Listening; Music = Music Therapy; SS = Social Skills;  
 FF = Fast ForWord; H<sub>2</sub>O = Water Therapy; Tech = Assistive Technology Assessments; Sib = Sibling Workshops; ILS= Independent Living Services

Agency	Speech	PT	OT	Sensory	Listening	Music	SS	Dance	Writing	Feeding	Yoga	FF	H <sub>2</sub> O	Tech	Sib	ILS	Address	Telephone and Website	Ages Served
A Chance to Grow	X	X	X	X	X									X			1800 2 <sup>nd</sup> Street NE Minneapolis, MN 55418	612-789-1236 <a href="http://www.actg.org">www.actg.org</a>	Up to 18
Advance Therapy	X	X	X	X	X		X		X	X							Rice Lake Professional Center 6776 Lake Drive Suite 170 Lino Lakes, MN 55014	651-784-7007 <a href="http://www.advancetherapy.org">www.advancetherapy.org</a>	Up to 12
Alexander Center	X						X										8455 Flying Cloud Dr Ste. 205 Eden Prairie, MN 55344	952-993-2498 <a href="http://www.parknicollet.com/ALEXANDERCENTER">www.parknicollet.com/ALEXANDERCENTER</a>	3 and up
Arc Greater Twin Cities															X		2446 University Avenue W Suite 110 St. Paul, MN 55114	952-920-0855 <a href="http://www.arcgreatertwincities.org">www.arcgreatertwincities.org</a>	5 to 18
Associated Speech & Language Specialists	X						X		X	X							561 W 7 <sup>th</sup> Street St. Paul, MN 55102	651-225-4558 <a href="http://www.associatedspeech.com">www.associatedspeech.com</a>	Up to 18
																	1260 W County Rd E Arden Hills, MN 55112	651-639-0942 <a href="http://www.associatedspeech.com">www.associatedspeech.com</a>	Up to 18
																	2385 Arrel St. N., Suite B Maplewood, MN 55109	651-773-3208 <a href="http://www.associatedspeech.com">www.associatedspeech.com</a>	Up to 18
																	3001 Harbor Lane N Suite 120 Plymouth, MN 55447	763-551-3652 <a href="http://www.associatedspeech.com">www.associatedspeech.com</a>	Up to 18
Autism Matters	X															11606 Wayzata Blvd. Minnetonka, MN 55305	952-544-0349 <a href="http://www.autismmatters.net">www.autismmatters.net</a> (ABA/VB programming)		
Capernaum Place	X	X	X	X	X		X	X	X	X		X	X			X	9220 Bass Lake Road Suite 260 New Hope, MN 55428	763-533-0363 <a href="http://www.capernaumpeds.com">www.capernaumpeds.com</a>	Up to 18
																	7250 France Ave Ste. 305 Edina, MN 55435 (daycare provided at this site)	952-285-2840 <a href="http://www.capernaumpeds.com">www.capernaumpeds.com</a>	Up to 18
																	Bridgeview Assembly of God Church 20500 Co. RD 11 NW Big Lake, MN 55309		

Agency	Speech	PT	OT	Sensory	Listening	Music	SS	Dance	Writing	Feeding	Yoga	FF	H <sub>2</sub> O	Tech	Sib	ILS	Address	Telephone and Website	Ages Served
Children's HealthCare West	X	X	X														5950 Clearwater Drive Minnetonka, MN 55343	952-930-8630 <a href="http://www.childrensmn.org">www.childrensmn.org</a>	Up to 18
Children's HealthCare Maple Grove	X	X	X														7767 Elm Creek Blvd Suite 300 Maple Grove, MN 55369	763-416-8700 <a href="http://www.childrensmn.org">www.childrensmn.org</a>	Up to 18
Children's HealthCare Roseville	X	X	X														1835 W County Rd C Roseville, MN 55113	651-638-1670 <a href="http://www.childrensmn.org">www.childrensmn.org</a>	Up to 18
Children's HealthCare Woodbury	X	X	X														1825 Woodwinds Dr Suite 100 Woodbury, MN 55125	651-232-6860 <a href="http://www.childrensmn.org">www.childrensmn.org</a>	Up to 18
Rehab Clinic at Children's Hospital (Minneapolis)	X	X	X		X					X							Children's Specialty Center Bldg 2530 Chicago Ave S Minneapolis, MN 55404	612-813-6709 <a href="http://www.childrensmn.org">www.childrensmn.org</a>	
Developmental and Rehab Services at St Paul Children's Hospital	X	X	X		X					X							347 N Smith Avenue Ste 402 St. Paul, MN 55102	651-220-6446 <a href="http://www.childrensmn.org">www.childrensmn.org</a>	
Children's Theraplay	X	X	X	X			X			X							2399 Ariel St. N., Ste. A Maplewood, MN 55109	651-773-0354 <a href="http://www.childrenstheraplaymn.com">www.childrenstheraplaymn.com</a>	Up to 18
																	3001 Harbor Lane N Suite 120 Plymouth, MN 55447	763-559-9077 <a href="http://www.childrenstheraplaymn.com">www.childrenstheraplaymn.com</a>	Up to 18
Children's Therapy Center	X	X	X	X	X					X							2795 Pilot Knob Road Suite 100 Eagan, MN 55121	651-994-9644 <a href="http://www.childrenstherapyctr.com">www.childrenstherapyctr.com</a>	Up to 18
																	14635 Pennock Avenue Suite 300 Apple Valley, MN 55124	952-997-2823 <a href="http://www.childrenstherapyctr.com">www.childrenstherapyctr.com</a>	Up to 18
Courage Center	X	X	X	X					X	X							3915 Golden Valley Road Golden Valley, MN 55422	763-520-0520 <a href="http://www.courage.org">www.courage.org</a>	All ages
																	100 Cobblestone Lane Burnsville, MN	952-898-5700 <a href="http://www.courage.org">www.courage.org</a>	All ages
																	1460 Curve Crest Blvd Stillwater, MN 55082	651-439-8283 <a href="http://www.courage.org">www.courage.org</a>	All ages
																	146 N Lake Street Forest Lake, MN 55025	651-464-5235 <a href="http://www.courage.org">www.courage.org</a>	All ages

Agency	Speech	PT	OT	Sensory	Listening / Audiology	Music	SS	Dance	Writing	Feeding	Yoga	FF	H <sub>2</sub> O	Tech	Sib	Address	Telephone and Website	Ages Served			
Expressions In Motion	X						X									2052 13 <sup>th</sup> Avenue W Shakopee, MN 55379 (Services provided in the home – serving SW Metro)	952-212-0385 <a href="http://www.expressionsinmotion.com">www.expressionsinmotion.com</a>				
Fairview Clinic (outside the metro area)  *For clinics in metro see University of Minnesota	X	X	X	X										X	X	Red Wing Medical Center Box 95 701 Fairview Boulevard Red Wing, MN 55066	651-267-5450 <a href="http://www.fairview.org">www.fairview.org</a>				
																Lakes Medical Center 5200 Fairview Boulevard Wyoming, MN 55092	651-982-7825 <a href="http://www.fairview.org">www.fairview.org</a>				
																Northland Medical Center 911 Northland Drive Princeton, MN 55371	763-389-6420 <a href="http://www.fairview.org">www.fairview.org</a>				
																Fairview Lakes Rush City Center 760 W 4 <sup>th</sup> St. Rush City, MN 55069	651-257-8499				
																Fairview Chisago Lakes Clinic 725 Stinson Ave. Chisago City, MN 55013	320-358-4665				
Family Achievement Center	X	X	X	X	X		X		X	X					X	X	X		8320 City Centre Dr Suite G Woodbury, MN 55125	651-738-9888 <a href="http://www.familyachievement.com">www.familyachievement.com</a>	All ages
Family Speech & Therapy Services	X		X							X						1891 Station Parkway Andover, MN 55304	763-755-4275 <a href="http://www.familyspeech.com">www.familyspeech.com</a>	All ages			
																19024 Freeport St. Elk River, MN 55330	763-755-4275 <a href="http://www.familyspeech.com">www.familyspeech.com</a>	All ages			
Functional Kids Clinic	X		X	X			X			X						2495 Maplewood Dr. Ste 313 Maplewood, MN 55109	651-770-8884 <a href="http://www.functionalkids.com">www.functionalkids.com</a>	Up to 18 SS = for elementar y and middle school age			

Agency	Speech	PT	OT	Sensory	Listening / Audiology	Music	SS	Dance	Writing	Feeding	Yoga	FF	H <sub>2</sub> O	Tech	Sib	Address	Telephone and Website	Ages Served
Fraser Minneapolis	X		X	X	X	X	X			X		X			X	3333 University Ave SE Minneapolis, MN 55114	612-331-9413 <a href="http://www.fraser.org">www.fraser.org</a>	Up to 7 SS = for 7 to 24
Fraser Anoka	X		X	X		X	X								X	2829 Verndale Avenue, Suite 3 Anoka, MN 55303	612-331-9413; <a href="http://www.fraser.org">www.fraser.org</a>	
Fraser School®	X	X	X	X		X					X					2400 W 64 <sup>th</sup> Street Minneapolis, MN 55423	612-861-1688 <a href="http://www.fraser.org">www.fraser.org</a>	Up to 7
Gillette Children's Specialty Healthcare – Also animal assisted thx	X	X	X	X						X			X	X		200 E University Avenue St. Paul, MN 55101	651-291-2848 800-719-4040 (toll-free) <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>	All ages
Gillette Children's Specialty Healthcare Burnsville - Also animal assisted thx	X	X	X	X						X			X	X		305 E Nicollet Blvd Burnsville, MN 55337	952-223-3400 866-881-7386 (toll-free) <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>	All ages
Gillette Children's Specialty Healthcare Minnetonka	X	X	X	X						X			X	X		6060 Clearwater Dr Minnetonka, MN 55343	952-936-0977 800-277-1250 (toll-free) <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>	All ages
Gillette Children's Specialty Healthcare Maple Grove	X	X	X	X						X			X	X		9550 Upland Lane N Suite 220 Maple Grove, MN 55369	763-496-6000 888-218-0642 (toll-free) <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>	All ages
Gillette Children's Specialty Healthcare Duluth	X	X	X	X						X			X	X		Lakewalk Center 1420 London Road Duluth, MN 55805	218-728-6160 800-903-7111 (toll-free) <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>	All ages
Gillette Lifetime Specialty Clinic St. Paul/Phalen	X	X	X	X						X			X	X		435 Phalen Boulevard St. Paul, MN 55130	651-636-9443 800-578-4266 (toll-free) <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>	Older teens and adults
Kenny Kids Allina Hospital/Clinics	X	X	X	X			X		X	X			X			3111 124 <sup>th</sup> Ave NW Coon Rapids, MN 55433	763-236-7337 <a href="http://www.sisterkennyinstitute.com">www.sisterkennyinstitute.com</a>	Up to 18
Kids Abilities Pediatric Therapy	X	X	X	X	X		X		X	X			X	X		490 W Highway 96 Suite 300	Shoreview, MN 55126 651-451-3016 <a href="http://www.kidsabilities.com">www.kidsabilities.com</a>	All ages
																14663 Merchantile Dr N. Hugo, MN 55038	651-407-3777	

Agency	Speech	PT	OT	Sensory	Listening / Audiology	Music	SS	Dance	Writing	Feeding	Yoga	FF	H <sub>2</sub> O	Tech	Sib	Address	Telephone and Website	Ages Served
Kid Talk	X	X	X		X				X	X		X				1772 Steiger Lake Ln PO Box 34 Victoria, MN 55386	952-443-9888 <a href="http://www.kid-talk.com">www.kid-talk.com</a>	Up to 18
Kidspeak, Ltd.	X		X							X						6936 Garland Ln N. Maple Grove, MN 55311 (Services provided in the home – serving the Metro, St. Cloud, and Red Wing)	763-416-9313 <a href="http://www.kidspeakltd.com">www.kidspeakltd.com</a>	Early Childhood
MacPhail Center For Music																501 South 2 <sup>nd</sup> Street Minneapolis, MN 55401	612-321-0100 <a href="http://www.macphail.org">www.macphail.org</a>	
						X										14750 Cedar Ave Apple Valley, MN 55124	612.321.0100 <a href="http://www.macphail.org">www.macphail.org</a>	
																1616 Birch Lake Ave White Bear Lake, MN 55110	612.321.0100 <a href="http://www.macphail.org">www.macphail.org</a>	
Methodist Hospital	X	X	X													6500 Excelsior Blvd St. Louis Park, MN 55426	952-993-5900 <a href="http://www.parknicollet.com/metho&lt;br/&gt;dist">www.parknicollet.com/metho dist</a>	All ages
Metro Therapy Special Children’s Clinic, Inc.	X		X	X						X						5155 East River Road Suite 403 Fridley, MN 55421	763-572-2519 <a href="http://www.metrotherapyscc.com">www.metrotherapyscc.com</a>	All ages
Multicenter Physical Therapy																7700 Highway 65 NE Spring Lake Pk, MN 55432	763-784-3155 <a href="http://www.multicenterpt.com">www.multicenterpt.com</a>	All ages
		X														11855 Ulysses St NE Suite 20 Blaine, MN 55434	763-767-3140 <a href="http://www.multicenterpt.com">www.multicenterpt.com</a>	All ages
																1835 W County Rd C Roseville, MN 55113	651-638-0080 <a href="http://www.multicenterpt.com">www.multicenterpt.com</a>	All ages
Nature’s Edge Therapy Center	X															2523 14 ¾ Avenue Rice Lake, WI 54868	715-859-6670 <a href="http://www.naturesedgetherapycent&lt;br/&gt;er.org">www.naturesedgetherapycent er.org</a>	
North Memorial																3300 Oakdale Avenue N Robbinsdale, MN 55422	763-520-5200 <a href="http://www.northmemorial.com">www.northmemorial.com</a>	All ages
	X	X	X		X		X			X		X				Arbor Lakes Medical Bldg 12000 Elm Creek Blvd Suite 210 Maple Grove, MN 55369	(763) 420-7002 <a href="http://www.northmemorial.com">www.northmemorial.com</a>	All ages
																800 Freeport Avenue N Elk River, MN 55330	763-420-7002 <a href="http://www.northmemorial.com">www.northmemorial.com</a>	All ages

Agency	Speech	PT	OT	Sensory	Listening / Audiology	Music	SS	Dance	Writing	Feeding	Yoga	FF	H <sub>2</sub> O	Tech	Sib	Address	Telephone and Website	Ages Served
PACT Institute (Pediatric autism & communication therapy)	X		X				X					X				X 908 Mainstreet Hopkins, MN 55343	952-224-0707 <a href="http://www.pactinstitute.com">www.pactinstitute.com</a>	Up to 7
Rosenberg Center	X		X	X												1935 County Road B2, Suite 100 Roseville, MN 55113	651-636-4155 <a href="http://www.rosenbergcenter.com">www.rosenbergcenter.com</a>	
Speech & Language Connections	X															7231 Forestview Lane N Maple Grove, MN 55369	763-315-6616 <a href="http://speechandlanguageconnections.com">http://speechand languageconnections.com</a>	
St. Cloud Hospital	X	X	X							X						1900 Centracare Circle St. Cloud, MN 56303	320-229-4976 <a href="http://www.centracare.com">www.centracare.com</a>	All ages
St. Cloud Orthopedic Associates, Inc.		X	X													Moving in 2010 check website / call	320-259-4100 <a href="http://www.stcloudorthopedics.com">www.stcloudorthopedics.com</a>	All ages
St. David's Child Dev. & Family Services	X	X	X	X		X	X		X	X						3395 Plymouth Avenue Minnetonka, MN 55305	952-939-0396 <a href="http://www.stdavids.net">www.stdavids.net</a>	Up to 9
St. Francis Capable Kids	X	X	X	X					X	X			X			Chaska Community Center 1661 Park Dr. Suite 100 Chaska, MN 55318	952-428-1265 <a href="http://www.chaska.com/communitycenter/stfran.htm">www.chaska.com/community center/stfran.htm</a>	Up to 7
South Metro Theraplay	X		X													314 Main Street E Suite 3 Howard Lake, MN 55349	952-758-5775 <a href="http://www.southmetrotheraplay.com">www.southmetrotheraplay.co m</a>	
Special Children Center	X	X	X	X	X		X		X	X		X	X		X	Moving in 2010 – check website / call	715-386-2128 <a href="http://www.specialchildrencenter.com">www.specialchildrencenter.c om</a>	All ages
Success in Motion			X	X												Ivy Building for the Arts 2637 27 <sup>th</sup> Ave. S. Minneapolis, MN 55406	612-250-5097 <a href="http://www.successinmotiontherapy.com">www.successinmotiontherap y.com</a>	
Sunny Days Therapy			X	X												10273 Yellow Circle Drive Minnetonka, MN 55345 11606 Wayzata Boulevard Minnetonka, MN 55305	952-223-2506 <a href="http://www.sunnydaystherapy.com">www.sunnydaystherapy.com</a>	Up to 8

Agency	Speech	PT	OT	Sensory	Listening / Audiology	Music	SS	Dance	Writing	Feeding	Yoga	FF	H <sub>2</sub> O	Tech	Sib	Address	Telephone and Website	Ages Served
Therapy Connections For Kids	X	X	X	X	X		X		X	X						300 Coon Rapids Blvd NW Suite 200 Coon Rapids, MN 55433	763-767-0854 <a href="http://www.therapyconnectionkids.com">www.therapyconnectionkids.com</a>	Up to 18
Therapy Junction	X		X	X	X					X			X			14130 23 <sup>RD</sup> Avenue North Plymouth, MN 55447	763-383-7666 <a href="http://www.therapyjunction.net">www.therapyjunction.net</a>	
The Therapy Place	X	X	X	X	X	X	X		X	X	X	X			X	900 W 94 <sup>th</sup> Street Bloomington, MN 55420	952-885-0418 <a href="http://www.thetherapyplace.net">www.thetherapyplace.net</a>	
Therapy for Me!	X	X	X	X			X	X	X	X						Bryant Lake Business Center 7570 Market Drive Eden Prairie, MN 55344	952-944-0240 <a href="http://www.therapyforme.net">www.therapyforme.net</a>	Up to 15
University of Minnesota Children's Hospital	X	X	X	X									X	X		Mayo Building 420 Delaware Street SE 4 <sup>th</sup> Floor, Room B417 Minneapolis, MN 55455	To schedule an appointment at any metro area clinic 612-273-2897 <a href="http://www.fairview.org">www.fairview.org</a>	Up to 18
																Fairview Southdale Hospital 6401 France Avenue S Edina, MN 55435		Up to 18
																Fairview Pediatric Rehab 1440 Duckwood Drive Eagan, MN 55122		Up to 18
																Ridges Pondview Building 501 Nicollet Boulevard Suite 120 Burnsville, MN 55337		Up to 18
West Metro Learning Connections							X								X	355 2 <sup>nd</sup> Street Excelsior, MN 55331	952-474-0227 <a href="http://www.wmlearningconnections.com">www.wmlearningconnections.com</a>	4 to 30
Majestic Hills Ranch – Vicki Benson	Therapeutic horseback riding for children with special needs											24580 Dakota Ave Lakeville, MN 55044	(952) 888-6077 <a href="http://majestichillsranch.com/">http://majestichillsranch.com/</a>	2-18				

## Resource Sheet F – Healthcare Providers

### General Pediatricians

Clinic/Hospital	Physician	Address	Telephone/Web
St. Paul Children's Clinic	Dr. James McCord	347 North Smith Ave. Ste 302 St. Paul, MN 55102	651-220-6700
Gillette Children's	Dr. Nancy Kammer	200 University Ave. E. St. Paul, MN 55101	651-229-3818 <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>
Health Partners – Apple Valley	Dr. Shannon J. Parkos	15290 Pennock Ln. Apple Valley, MN 55124	952-431-8500
Health Partners – Riverside	Dr. W. Brooks Donald Dr. Mary Conroy	2220 Riverside Ave. South Minneapolis, MN 55454	952-967-7175
Health Partners – St. Paul	Dr. James Nordin	205 S. Wabasha St. Paul, MN 55107	952-967-5584
Mayo Clinic – DANA Program Comprehensive outpatient program DD, LD, Asperger's, ASD	Dr. Robert Voigt – developmental pediatrician – director of DANA	200 – 1 <sup>st</sup> St. S.W. Rochester, MN 55905	507-284-5243 – Mayo pediatrics 507-284-5058 DANA Program (birth – 18yr) <a href="http://www.mayoclinic.org/rochester">www.mayoclinic.org/rochester</a>
Partners in Pediatrics - Maple Grove	Dr. Allen Kuperman	12720 Bass Lake Rd. Maple Grove, MN 55369	763-559-2861
Fairview Children's Clinic	Dr. Pamela Heggie Dr. Allison Golnik	2535 University SE Minneapolis, Mn 55414	612-672-2350 – clinic
Health Partners Riverside Clinic	Dr. Vivian Orey	2220 Riverside Ave S. Minneapolis, MN 55454	952-967-7175 – appointments 612-341-5000 – HP Riverside clinic
Metropolitan Pediatrics	Dr. Timothy Johanson	1515 St. Francis Ave., Suite 100 Shakopee, MN 55379	Phone: 952-445-6700

### Pediatric Neurologists

Clinic/Hospital	Physician	Address	Telephone/Web
Minneapolis Clinic of Neurology	Dr. Armantina Espinosa	305 Nicollet Blvd. E. Burnsville, MN 55102	952-435-8516 <a href="http://www.minneapolisclinic.com">www.minneapolisclinic.com</a>
	Dr. John MacDonald	4225 Golden Valley Rd. Golden Valley, MN 55422	763-588-0661
	Dr. Allen Ingenito	3833 Coon Rapids Blvd, Suite 100 Coon Rapids, MN 55433	763-427-8320
The Minnesota Epilepsy Group	Dr. Michael Frost Dr. Frank Ritter	225 N. Smith Ave., Suite 201 St. Paul, MN 55102	651-241-5290 <a href="http://www.mnepilepsy.org">www.mnepilepsy.org</a>
Noran Neurological Clinic	Dr. Lawrence Burstein	910 E. 26 <sup>th</sup> St., Suite 210 Minneapolis, MN 55404	612-879-1500 <a href="http://www.noranclinic.com">www.noranclinic.com</a>
Pediatric Neurology – Gillette Children's Specialty	Dr. Betty Ong	200 E. University Ave St. Paul, MN 55101	651-229-3870 <a href="http://www.regionshospital.com">www.regionshospital.com</a>

## Developmental Pediatricians

Clinic/Hospital	Physician	Address	Telephone/Web
Children's Specialty Clinic Minneapolis	Dr. Dan McLellan	2525 Chicago Ave. S. Minneapolis, MN 55404	612-813-6777
University of Minnesota Medical Center Autism Spectrum and Neurodevelopmental Disorders Clinic	Dr. Michael Reiff	420 Delaware St. SE Minneapolis, MN 554555	612-625-3617
Gillette Children's	Dr. Raymond C. Tervo	200 E. University Ave. St. Paul, MN 55101	651-291-2848 <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>
Gillette Children's Specialty HealthCare Clinic	Dr. Kim McConnell	6060 Clearwater Drive Minnetonka, MN 55343 In children's west building.	952-936-0977 <a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>
HealthEast Maplewood Clinic	Dr. Sarah O. Colwell Janet Mims M.S., CNP	3100 Kennard St. Suite 100 Maplewood, MN 55109	651-232-7800 <a href="http://www.healtheast.org">www.healtheast.org</a>
Mayo Clinic	Dr. Robert G. Voigt Dr. Virginia V. Michels	200 – 1 <sup>st</sup> St. S.W. Rochester, MN 55905	507-284-2111 <a href="http://www.mayoclinic.org/rochester">www.mayoclinic.org/rochester</a>
Park Nicollet Medical Center – Bloomington (Alexander Center) Patients primary with Park Nicollet	Dr. Jennifer Lessin	8455 Flying Cloud Dr. Eden Prairie, MN 55344	952-993-2498 <a href="http://www.parknicollet.com/Clinic/specialties/Alexander_center">www.parknicollet.com/Clinic/specialties/Alexander_center</a>
Health Partners – Riverside	Dr. W. Brooks Donald	2220 Riverside Ave. South Minneapolis, MN 55454	952-967-7175

## Child Psychiatrists

Clinic/Hospital	Physician	Address	Telephone/Web
Central Center for Family Resources		1485 81 <sup>st</sup> Ave. Spring Lake Park, MN 55432	763-783-4944 <a href="http://www.ccffr.org">www.ccffr.org</a>
Dr. David Opsahl private practice		6525 Through Ave South Edina, MN 55435	952- 920-6748 F 952-920-3863
Fairview University	Dr. George Realmuto (ADHD/ Autism)	2312 South 6 <sup>th</sup> Street (west bank) Minneapolis, MN 55454	612-273-8700 – appointments -live person – BEST LINE 612-273-9711- child psychiatrists 612-273- 8710 – intake new patients
Ramsey Clinic Health Partners Regional	Dr. Elizabeth Reeve	640 Jackson St. St. Paul, MN 55101	651-254-4786

## Genetic Counselor

Clinic/Hospital	Clinician	Address	Telephone/Web
Children's Hospital & Clinics St. Paul	Dr. Nancy Mendelsohn – Dr. Mary Ella Pierpont Dr. Sarah Dugan Elizabeth Siqveland RN CNP Rebecca Olson RN CNP	2525 Chicago Ave South Minneapolis, MN 55404	651-220-6884 612-813-7240  F) 612-813-6360
University of Minnesota Children's Hospital	Dr. Susan A. Berry	516 Delaware Street SE 4-100 Minneapolis, MN 55455	612-625-5115 - transplant office <a href="http://www.fairviewchildrens.org">www.fairviewchildrens.org</a>

## Pediatric Sleep

Clinic/Hospital	Clinician	Address	Telephone/Web
Children's Hospital Peditatric Sleep Clinic	Dr. Gerald Rosen, Director	Gardenview Medical Clinic Building, Children's St. Paul 345 N. Smith Ave. St. Paul, MN 55102	Phone: (651) 220-6258 <a href="http://www.childrensmn.org/Web/Services/035698.asp">http://www.childrensmn.org/Web/Services/035698.asp</a>

## Neuropsychologists

Clinic/Hospital	Clinician	Address	Telephone/Web
Children's Hospitals and Clinics Psychology Department	Dr. Johnathon Miller (Minneapolis) (St. Paul Children's) Jeremy Alden, PhD, LP Bonnie Carlson-Green, PhD, LP Julie Robinson, PhD, LP	2525 Chicago Ave. S. Minneapolis, MN 55404 Mail Stop 17-301	Minneapolis: 612-813-6224 <a href="http://www.childrenshc.org">www.childrenshc.org</a>  St. Paul: 651-220-6753
Fraser	Dr. Kimberly Klein Dr. Sunita Nijhawan Dr. April Schaack,	3333 University Ave. SE Minneapolis, MN 55114	612-331-9413 <a href="http://www.fraser.org">www.fraser.org</a>
Hennepin County Medical Center Neuropsychology Dept.	Dr. David Tupper	701 Park Ave. Minneapolis, MN 55415	612-873-2599 <a href="http://www.hcmc.org">www.hcmc.org</a>
Minneapolis Clinic of Neurology	Dr. Stephen Morgan (adult)	4225 Golden Valley Rd. Golden Valley, MN 55422	763-588-0661 <a href="http://www.minneapolisclinic.com">www.minneapolisclinic.com</a>
University of Minnesota Pediatric Neuropsychology Clinic	Dr. Elsa Shapiro Dr. Richard Ziegler Dr. Cathy Jordan Dr. Davida Goldman	516 Delaware St. SE Minneapolis, MN 55455	612-625-7466 612-626-6777 – peds clinics family line
Psych Recovery	Mike Richardson MS, LP Neuropsychology	Court International Bldg 2550 University Ave W Suite 229N St. Paul MN 55114	(651) 645-3115
Children's St. Paul	Dr. Jeremy Alden	Psychological Services 62-200 360 Sherman St St Paul, MN 55102	651) 220-6720

## Psychologists

Clinic/Hospital	Clinician	Address	Telephone/Web
Associated Clinic of Psychology	Mark Foster, MA, Psy D, LP	Lake Pointe Corporate Centre 3100 W. Lake St., Suite 210 Minneapolis, MN 55416-4510	612-925-6033 <a href="http://www.acp-mn.com">www.acp-mn.com</a>
Fraser	Sue Pederson, MA, LP Pat Pulice, MA, LP Bill Clifton PsyD LP Brigitte King, PhD, LP Rachel Gardner, MA, LP Karin Hampton PhD, LP Kathryn McGraw-Schuchman MA, LP Miranda Gilmore PsyD LP Kelly Haack PhD LP Karen Miller PhD LP Judith Strommen, MA LP Doris Read, PhD LP	3333 University Ave SE Minneapolis, MN 55114	612-331-9413 <a href="http://www.fraser.org">www.fraser.org</a>
Park Nicollet Clinic - Alexander Center	Dr. Stephen Olson	11455 Viking Dr. Suite 300 Eden Prairie, MN 55344	952-993-2498 (New patients) <a href="http://www.parknicollet.com/Clinic/Specialties/Alexander_center">www.parknicollet.com/Clinic/Specialties/Alexander_center</a>
Pediatric Psychology Services	Thomson F. Davis, Ph.D., LP	3537 Lake Elmo Ave., Suite 190 PO Box 277 Lake Elmo, MN 55042	651-773-2010
Private Practitioner	Robert Johnson	2579 Hamline Ave. N. Suite D Saint Paul, MN 55113	651-628-0947
Private Practitioner	Cindy Nollette	6600 France Ave. S., Suite 635 Edina, MN 55435	952-922-5427
Private Practitioner Licensed Marriage and Family Therapist	Dr. Linda Zeeb-Burstein, Psy.D., LP, LMFT	430 Oak Grove, Suite 403 Minneapolis, MN 55403	612-871-8684
Sheila Merzer & Associates	Sheila Merzer	4820 Minnetonka Blvd. St. Louis Park, MN 55416	952-928-7811
Wiger & Associates, PA	Donald E Wiger Katherine S. Quie, PhD, LP	229 Jackson St. Suite 136 Anoka, MN 55303	651-983-0383 D. Wiger (651) 645-3115 K. Quie
	Katherine S. Quie, PhD, LP Mike Richardson MS, LP Neuropsychology	Court International Bldg 2550 University Ave W Suite 229N St. Paul MN 55114	(651) 645-3115 K. Quie

## Pediatric Dentists

Clinic/Hospital	Dentist	Address	Telephone/Web
<b>Dentistry for Children and AdolECSEnts</b>	<b><i>Pediatric Dentist</i></b> Elgethun, David S. Erickson, Pamela R. Greenwood, Mark E. King, Kurt J. Sambasivan, Gayathri Schuette, Sally W. Shaw, Daniel W. Swanson, Thekla	7373 France Ave. S., Suite 402 Edina, MN 55435	14050 Nicollet Ave Suite 100 Burnsville, MN 55337 952-435-4102
Metropolitan Pediatric Dental Association  651-484-8611	Dr. Fong Dr. Lipschultz Dr. Rosenblum Dr. Richmond	411 Main St. Suite 400 St. Paul, MN 55102	651-224-4969 <a href="http://www.metropediatricdental.com">www.metropediatricdental.com</a>
	Dr. Fong Dr. Nickman Dr. Richmonds	500 Osborne Road NE Fridley, MN 55432	763-786-4260 <a href="http://www.metropediatricdental.com">www.metropediatricdental.com</a>
	Dr. Rosenblum Dr. Lipschultz Dr. Richmond	700 Village Cetner Drive North Oaks MN 55127	651-484-8611 <a href="http://www.metropediatricdental.com">www.metropediatricdental.com</a>
	Lipshultz	3444 Denmark Avenue Eagan, MN 55123	651-454-0334 <a href="http://www.metropediatricdental.com">www.metropediatricdental.com</a>
West Health Medical Building Camp Smile Pediatric Dentistry	Dr. Daniel Raethu	2855 Campus Dr. 3360 Plymouth, MN 55441	763-383-1788
Private Practitioner	Dr. Monica Kannard	250 Central Ave N., Suite 211 Wayzata, MN 55391	952-475-3135

## Nutritionists/Feeding Clinics

Clinic/Hospital	Services/Clinician	Address	Telephone/Web
Capernaum Place	Feeding Groups OT, Speech, PT	9220 Bass Lake Rd. Suite 260 New Hope, MN 55428	763-533-0363 <a href="http://www.capernaumpeds.com">www.capernaumpeds.com</a>
Children's Hospital St. Paul	Children's Feeding Clinic	347 N. Smith Ave. St. Paul, MN 55102	651-220-6446 <a href="http://www.childrenshc.org">www.childrenshc.org</a>
Fraser	Feeding Evaluations and therapy	3333 University Ave SE Minneapolis, MN	612-331-9413 <a href="http://www.fraser.org">www.fraser.org</a>
Functional Center for Functional Medicine, Inc.	Dr. Richard Mayfield, DC, CCN, DACBN	7901 Xerxes Ave. S Bloomington, MN 55431	952-885-0822
Newbridge Clinic	Nutrition counseling, biomedical/ functional medicine	8200 Humboldt Ave. S. Ste. 301 Bloomington, MN 55431	612-730-2237
Nutritional Weight & Wellness	Nutritional Counseling	708 South Cleveland Ave St. Paul, MN 55116	651-699-3438 <a href="http://www.weightandwellness.com">www.weightandwellness.com</a>
		15600 Wayzata Blvd., Suite 209 Wayzata, MN 55391	952-345-0766 <a href="http://www.weightandwellness.com">www.weightandwellness.com</a>
		3596 Linden Ave SuiteB3 White Bear Lake, MN55110	651-773-0000 <a href="http://www.weightandwellness.com">www.weightandwellness.com</a>
Pain & Brain Health Center	Nutrition, Supplements, DAN Resources	1400 131 <sup>st</sup> Ave NE Blaine, MN 55449	763-862-7100
Rhythm of Health, Inc.	Dr. Paul Ratte'	8160 Coller Way, Suite A Woodbury, MN 55125	651-208-1084 <a href="http://www.rhythmofhealth.com">www.rhythmofhealth.com</a>
St. David's	Feeding Evaluations and therapy	3395 Plymouth Ave. Minnetonka, MN 55305	952-939-0396 <a href="http://www.stdavids.net">www.stdavids.net</a>
ASD Nutrition Seminars & Consulting	Elizabeth Strickland, MS, RD, LD	P.O. Box 1495 Canyon Lake, TX 78133	830-855-8301 <a href="http://www.ASDpuzzle.com">www.ASDpuzzle.com</a> <a href="http://www.Eating-for-Autism.com">www.Eating-for-Autism.com</a>
The Therapy Place	Feeding Evaluations and therapy	900 W 94 <sup>th</sup> St. Bloomington, MN 55420	952-885-0418 <a href="http://www.thetherapyplace.net">www.thetherapyplace.net</a>
Wyndgate Health	Personalized vitamin and dietary programs	970 Raymond Ave. Ste. 101 St. Paul, MN 55114	651-493-4566 <a href="http://www.wyndgatehealth.com">www.wyndgatehealth.com</a>

## Gastroenterologists (GI)

Resource Type	Name	Address	Telephone/Web
	Robin Shannon, M.S., RN CPNP	4 clinics available	612-626-6777 <a href="http://www.fairview.org/providers">www.fairview.org/providers</a>
Minnesota Gastroenterology, P.A.	Dr. Michelle Kennedy Dr. David Ferenci	2200 University Ave. W. Ste. 120 St. Paul, MN 55114	612-871-1145 <a href="http://www.mngastro.com">www.mngastro.com</a>

## Gluten Free Resources

Resource Type	Name	Address	Telephone/Web
Bakery	Bittersweet Gluten Free Bakery	2105 Cliff Road Eagan, MN 55122	651-686-0112 <a href="http://www.bittersweetgf.com">www.bittersweetgf.com</a>
Grocery Store	Fresh & Natural Foods	Located in Hudson, WI Bloomington, MN Plymouth, MN Shoreview, MN	<a href="http://www.freshandnaturalfoods.com">www.freshandnaturalfoods.com</a>
Bakery- mail order and online orders	Saint Honore Gluten-Free Bakery ltd	Saint Honore Gluten-Free Bakery Ltd P.O. Box 80757 Minneapolis, MN 55408	612-889-9100 Fax: 612-822-2709 <a href="http://www.sainthonoreglutenfreebakeryltd.com">www.sainthonoreglutenfreebakeryltd.com</a>

# Resource Sheet G – Personal Care Attendant and Respite Care Services

## Personal Care Attendant (PCA) Services

PCA services provide one-to-one care for children with diagnoses of significant developmental delays, physical disabilities or medical needs. Services are provided primarily in the home and include physical care and supervision of children’s health. The goal is to assist families with medically necessary health services. Children of any age may be eligible for PCA services if they are approved for Medical Assistance (MA) funding and need help with daily living activities. PCA costs are covered by MA, but must be ordered by a physician and renewed annually.

### Steps in Applying for PCA services

1. Apply and be approved for MA or TEFRA.
2. Locate your city’s public health nurse by looking in the blue government section of your phone book. (Hennepin County, 612-348-4507)
3. A public health nurse will come to your home, complete the evaluation process and send the evaluation information to the state.
4. The state makes the determination regarding qualification for services and the number of PCA hours your child can receive.
5. If you qualify for services, you choose a PCA agency. There are many agencies. You should screen them to find one that best fits your needs.

### Questions to ask when choosing a PCA agency

1. What are the ages and needs of most of the clients served by the agency?
2. Does the staff have experience working with children with autism or PDD?
3. What training is provided for agency staff?
4. Is there a waiting list to receive services?

## Personal Care Attendant Agencies

PCA Choice: Family provides all supervision of staff including hiring, firing and training. Agency only provides payroll services and writes the care plan. PCA: Agency provides supervision of staff including hiring, firing and training as well as payroll responsibilities and the care plan.

Agency	Location	Telephone / Website	PCA Choice	PCA	Home-making Services
A+ Home Care	Bloomington	952-854-7760	X	X	
A Chance to Grow	Minneapolis	612.789.1236 <a href="http://www.actg.org/">http://www.actg.org/</a>			
Abbey Care	St. Paul	651-690-5352 <a href="http://www.abbeycareinc.com">www.abbeycareinc.com</a>	X	X	
Advanced Care, Inc.	Minneapolis	612-721-1957	X	X	X
Affordable Choice	Minneapolis	612-874-8266		X	
All Home Caring Home Health aide Independent Living Skills Skill nursing Physical therapy	Minneapolis	612-378-1474 <a href="http://www.allhomecaring.com">www.allhomecaring.com</a>		X	X
Alliance Health Care	Eagan	651-895-8030	X	X	
Best Care Skill nursing Physical therapy Home Health aide	Minneapolis	612-378-1040	X	X	X

Choices for Children/Accra, Inc Consumer choice Home health aide – goodhue county	Hopkins	952-935-3515 <a href="http://www.cfcaccra.org">www.cfcaccra.org</a>	X	X	X
Alternative Choice Health Services	Minneapolis	612-782-9988		X	
First Choice Home Care Hmong Home Health Care Home health aide Skill nursing	St. Paul	651-225-4255	X	X	X
Fraser®	Minneapolis	612-767-5150 <a href="http://www.fraser.org">www.fraser.org</a>	X	X	
All Home Health	Bloomington	952-814-7400 <a href="http://www.allhomehealth.org">www.allhomehealth.org</a>	X	X	
Life's Companion PCA, Inc.	Blaine	763-786-3439	X	X	
Lifeworks	Eagan	651-365-3790 <a href="http://www.lifeworks.org">www.lifeworks.org</a>	X		
Mains'l Services, Inc. ILS Group homes Skills Consumer directed Respite Care In home services	Maple Grove	763-494-4553 <a href="http://www.mainsl.com">www.mainsl.com</a>			
Meridian Services	Maple Grove	763-450-5010 <a href="http://www.meridiansvs.com">http://www.meridiansvs.com</a>			
Recover Health Services Home Care, skill nurse visits Therapies, medicare coverable	5900 Green Oak Dr. Suite 200 Minnetonka, MN 55343	952-926-9808 <a href="http://www.remhealth.com">www.remhealth.com</a>	X	X	
St. David's Center Child and Family Development Mental health skills training program Skill coordinators	3395 Plymouth Road 55305 Minnetonka	952-939-0396 <a href="http://www.stdavids.net">www.stdavids.net</a>	X	X	
Sincerely, Inc.	Minneapolis	612-824-8505		X	
Student Experience	708 South 3 <sup>rd</sup> St.; Ste 520 E Minneapolis, MN 55415	651-894-6380		X	
Superior Home Care	10597 165 <sup>th</sup> St West Lakeville 55044	952-898-4911 <a href="http://www.superiorhomecare.org">www.superiorhomecare.org</a>	X	X	
U.S. Asian Home Care	New Hope	763-533-7750		X	

## Respite Care

Respite Care provides care for children, birth through age 18, who have developmental delays, emotional or behavioral disabilities or medical needs. Services may be provided in the home, licensed foster home or a preschool respite center. The goals of respite care are to reduce family stress by providing relief from day-to-day care and to enable families to care for their children at home. Respite Care is funded by the county in which the client resides or may be purchased privately. Based on ability to pay, families may need to pay a sliding hourly fee for respite care services. To determine eligibility, contact Hennepin County Front Door at 612-348-4111

## Respite Care Providers

In-home: Provider comes into the home and provides care

Out-of-Home: Child is taken to a provider, location may vary (hotels, foster home, etc.)

Center-based: Established program within a center

Agency	Location	Telephone/Web	In-Home	Out-of-Home	Center-Based
CCP Family Services	800 Transfer Rd., Suite 31 St. Paul, MN 55114	651-917-1975 <a href="http://www.ccpdcps.com">www.ccpdcps.com</a>	X	X	
Companion Housing Programs	3040 Inglewood St. Louis Park, MN 55416	952-285-5950 <a href="http://www.companionhousingprograms.com">www.companionhousingprograms.com</a>	X		
Fraser®	2400 W. 64 <sup>th</sup> St. Minneapolis, MN 55423	612-861-1688 <a href="http://www.fraser.org">www.fraser.org</a>	X		X
Mains'l Services, Inc.,	6900 Wedgwood Rd., Suite 250 Maple Grove, MN. 55311.	763-416-9176 <a href="http://www.mainsl.com">www.mainsl.com</a>	X	X	
Meridian Services	9400 Golden Valley Road Golden Valley, Minnesota 55427	763-450-5010 <a href="http://www.meridiansvs.com">http://www.meridiansvs.com</a>		X	
Mount Olivet Rolling Acres (serves children ages 12-16)	Rolling Acres Rd., Box 220 Victoria, MN 55386-0220	952-474-5974 <a href="http://www.MetroCrisis.org">www.MetroCrisis.org</a>		X	
Outcomes Inc	3508 Rice St. Vadnais Heights, MN 55126	651- 483-9500	X		
REM Inc.	1821 University Ave., Suite 1 St. Paul, MN 55104	651-644-7680 <a href="http://www.remhealth.com">www.remhealth.com</a>	X	X	
St. David's Child Dev. & Family Services	3395 Plymouth Rd. Minnetonka, MN 55305	952-939-0396 <a href="http://www.stdavids.net">www.stdavids.net</a>	X	X	X

# Resource Sheet H – Life Planning and Transition Planning for Adolescents and Young Adults with Disabilities

## Life Planning for Families of Children with Disabilities

There are many significant issues for which families of individuals with disabilities need to be very planful. You may have already experienced some anxious moments wondering what will happen if you become incapacitated or predecease your child with a disability. It's during these kinds of moments when you have undoubtedly asked yourself many questions including, "How will people know what to do for my child when I'm gone?"

As you consider these issues, it is important to seek the advice of professionals with expertise in the areas of law, financial planning and life planning. Trusted professionals can provide you with direction in the effective use of wills & trusts, the naming of successors, the establishment of guardianships, and the qualification for government benefit programs.

At Fraser, we periodically offer a seminar entitled *Life Planning for Families of Children with Disabilities* where we address these issues. Although we do not endorse planning firms or legal professionals, we have compiled a list (see below) of professional resources from which you may choose to seek advice.

### Estate Planning and Guardianship Referral Contact Information

Rebecca Levine	Rebecca Levine Law P.L.L.C.	7301 Metro Blvd; Ste 630 Edina, MN 55439	952-920-8444
Jennifer Anderson	Thiel, Campbell, Gunderson and Anderson, P.L.L.P.	7301 Metro Blvd; Ste 630 Edina, MN 55439	952-920-8448
Craig Goldman	Goldman Law Office	7760 France Ave South; St 1100 Edina, MN 55435	952-886-7205
David Schwandt	PlanViser Financial	1221 Nicollet Mall; Ste 400 Minneapolis, MN 55403	612-436-3755
Melissa Morris	Minneapolis Financial	901 Marquette Avenue; Ste 2600 Minneapolis, MN 55402	612-492-9354

### Financial Planning Referral Contact Information

Jeff Jarnes	Fortune Financial	10261 Yellow Circle Drive Minnetonka, MN 55343	952-908-2525
David Schwandt	PlanViser Financial	1221 Nicollet Mall; Ste 400 Minneapolis, MN 55403	612-436-3755
Melissa Morris	Minneapolis Financial	901 Marquette Avenue; Ste 2600 Minneapolis, MN 55402	612-492-9354
Andrew I. King <a href="mailto:Andrew.I.King@nmfn.com">Andrew.I.King@nmfn.com</a>	Northwestern Mutual Financial Network <a href="http://www.nmfn.com">www.nmfn.com</a>	100 Washington Square; Ste. 1200 Minneapolis, MN 55401	612-758-7643

## Transition Planning for Families of adolescents and young adults with Disabilities

As a parent living in a world rich with opportunity, it is easy to live for the moment and one day realize that adulthood for our children is just around the corner. As hard as it may seem, for families who have a child with a disability it is especially critical they begin preparing early for their child's transition to adult life.

Transition planning officially begins in the school program in the 9<sup>th</sup> grade and is defined as “a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities including postsecondary education, vocational education, integrated employment, continuing adult education, adult services, independent living, or community participation.”

The information listed below provides an overview of global Transition planning, the school's role in the process, postsecondary considerations and the world of work.

### Transition Planning-General

Agency/Entity	Description	Service or Resource	Contact Information
ARC Greater Twin Cities	Information assistance for services and contact information, including Transition services Lifetime Assistance Program	Callers may be referred to a specific program representative. Life time assistance program combines long-term legal and financial planning with personalized support to achieve lifelong quality of life for a family member with an intellectual or developmental disability.	<a href="http://www.arcgreatertwincities.org">www.arcgreatertwincities.org</a> (952) 920-085
Autism Society of Minnesota	The Discovery Series	<i>The Families Embracing Adolescence Discovery Series</i> are full day courses designed especially for parents of adolescents who have autism spectrum disorder.	<a href="http://www.ausm.org/educationServices/adolescentDiscoverySeries.asp">www.ausm.org/educationServices/adolescentDiscoverySeries.asp</a> (651) 647-1083
Fraser	Adolescent & Young Adult Groups, Transition Consultations, Parent Networking Groups, Transition workshops	Skills group focus on social skills, transitions skills, & daily living skills; Transition consultations address considerations for future planning; parent networking groups are designed to facilitate networking, problem solving and resource sharing. Workshop series with a focus on school, employment, residential options, community engagement and post-secondary education and training.	www.fraser.org (612) 331-9413

<b>Agency/Entity</b>	<b>Description</b>	<b>Service or Resource</b>	<b>Contact Information</b>
Pacer Center	Transition advocacy, education, and resource Sharing	Seminars Policy Briefs Fact Sheets Press Releases Coaching Advocacy Support	<a href="http://www.pacer.org">www.pacer.org</a> (952) 838-9000
<i>Autism Speaks</i>	Transition Toolkit	Directory and resource guide for Transition Services organized by state.	<a href="http://www.autismspeaks.org/community/family_services/transition.php">www.autismspeaks.org/community/family_services/transition.php</a>
<i>The Autism Training Guide: Planning the Journey from School to Adult Life</i>	Training guide for individuals with autism and their support group	By Carolyn Thorwarth Bruey, Psy.D. and Mary Beth Urban, M.ED.	<a href="http://www.nprinc.com/autism/atgu.ht">www.nprinc.com/autism/atgu.ht</a>
<i>Guiding Your Teenager with Special Needs through the Transition from School to Adult Life</i>	Tools for Parents	By Mary Korpi	<a href="http://www.amazon.com/Guiding-Teenager-Special-Through-Transition/dp/1843108747">www.amazon.com/Guiding-Teenager-Special-Through-Transition/dp/1843108747</a>
<i>Life's Journey Through Autism, A Guide for Transition to Adulthood</i>	Online resource for Transition	From the Organization for Autism Research, Southwest Autism Research and Resource Center and Danya International, Inc.	<a href="http://www.researchautism.org/resources/reading/documents/transition_guide.pdf">www.researchautism.org/resources/reading/documents/transition_guide.pdf</a>
<i>Transition to Adulthood</i>	<i>Guidelines for Individuals with Autism Spectrum Disorders</i>	Ohio Autism Task Force with the support of the Ohio Center for Autism and Low Incidence (OCALI) Transition to Community Task Force	<a href="http://www.umcard.org/files/Trans_Guide_5.pdf">www.umcard.org/files/Trans_Guide_5.pdf</a>

## **The School's Role in Transition**

### **Postsecondary Education & Vocational Training**

The process of choosing a school and applying can be overwhelming and most students need support. If the student has an IEP or 504 Plan, or otherwise needs accommodations, contact the campus Office of Disability Support Services. Given schools are diverse, learn about services, support programs, and accommodations available prior to applying. Schools are required to give equal access, but students are required to master content and skills. Schools are not required to provide remedial education.

There are several ways schools can provide equal access: They can alter **presentation** by using large print, a reader, CD/DVD test or fewer items per page. They can offer options for **responding** by offer computers, verbal dictation or answers on a test booklet. **Timing & scheduling** can accommodate a need for extended time, multiple days and breaks. Or the **setting** can accommodate the need for small group testing, private rooms, alternative test sites or low lights.

Considerations: IEP or 504 Plans do not guarantee automatic services or accommodations. The student is responsible for the application and documentation process. Be aware of documentation requirements for each test or school, including deadlines. Utilize the high school counselors for supporting documentation and history of disability, its adverse effects compared to the general population and **apply early**, allow time for the appeals process.

<b>Program</b>	<b>Description</b>	<b>Services</b>	<b>Contact Information</b>
College Coach	Excellence in Educational Advising	Online coaching	<a href="http://www.getintocollege.com">www.getintocollege.com</a>
<i>Free Appropriate Public Education for Students with Disabilities</i>	<i>Requirements Under Section 504 if the Rehabilitation Act of 1973</i>	Online resource	<a href="http://www2.ed.gov/about/offices/list/ocr/docs/edlit e-FAPE504.html">www2.ed.gov/about/offices/list/ocr/docs/edlit e-FAPE504.html</a>
<i>Life After High School</i>	<i>A Guide for Students with Disabilities and Their Families</i> by Susan Yellin & Christina Bertsch	Book	<a href="http://www.jkp.com">www.jkp.com</a>
<i>The Health Resource Center at the National Youth Transition Center</i>	Clearinghouse on Post-Secondary Education for individual with Disabilities	Online resource	<a href="http://www.health.gwu.edu">www.health.gwu.edu</a>
<i>Think College!</i>	College Options for People with intellectual Disabilities	Online resource	<a href="http://www.thinkcollege.net">www.thinkcollege.net</a>
<i>Understanding Asperger's Syndrome: A Professor's Guide</i>	Online series		<a href="http://www.researchautism.org/resources/AspergerD VDSeries.asp">www.researchautism.org/resources/AspergerD VDSeries.asp</a>

## **Employment Training & Options**

We all yearn to have a place in our communities where we feel valued, can contribute, and earn a living. Finding meaningful employment that matches our skills, brings us satisfaction, and the resources to purchase what we need to live are all foundational to a self-determined and satisfying life. Families and their young adults work together to develop a vision for the type of lifestyle and career they hope to achieve.

Employment readiness requires far more than getting a job or training. Information gathering, assessments, volunteer opportunities, internships, job sampling, and job matching all play important roles in preparing a young adult for employment.

- Schools play a significant role in this critical process. This table is a global framework for their involvement.

By 9 <sup>th</sup> Grade	The IEP should contain plans for career exploration and vocational preparation
By the end of the Sophomore year	The IEP should contain plans for conducting a Functional Vocational Assessment <i>which will identify specific areas of strength and growth in successfully performing a variety of vocational tasks across different settings.</i>
By the end of the Sophomore year	The IEP should include plans for career exploration including such activities as job shadowing, job sampling and/or internships.
At the beginning of the Junior year	Apply for Vocational Rehabilitation Services, and if eligible, request a technical consultation with a VR counselor.
By Senior year	The IEP should have specific employment goals, including vocational training, internships, employment development and/or job search. Examples include: <ul style="list-style-type: none"> <li>• Student will attend postsecondary options fairs, events and group sessions provided by schools, businesses and county agencies.</li> <li>• Students will define interests and abilities related to potential career and job opportunities</li> <li>• Students will complete a career portfolio to compile all vocational-related materials.</li> <li>• Student will describe the accommodations/modifications available to them in post-secondary settings.</li> <li>• Students will practice needed post-secondary education strategies activities.</li> </ul>

- There are several different employment options for individuals living with disabilities. Individuals can go from one type of employment type to another. The following chart from “Life Journey Through Autism: A Guide for Transition to Adulthood, by the Organization for Autism Research, Southwest Autism Research and Resource Center and Danya International, Inc. lists several possibilities.

<b>Employment Type</b>	<b>Features</b>
<i>Competitive Employment</i>	A full-time or part-time job with market wages and responsibilities is considered competitive. Usually, no long-term support is provided to the employee to help him learn the job or continue to perform his job.
<i>Supported Employment</i>	Individuals work in competitive jobs but receive ongoing support services while on the job. The support is provided as long as the person holds the job, although the amount of supervision may be reduced over time as the person learns to do the job more independently. Supported employment, in whatever form it takes, can be funded through state developmental disabilities or vocational rehabilitation agencies, but families will have to advocate strongly that: (1) supported employment, definition and statute, is intended for people with significant disabilities; and (2) individuals with disabilities can, in fact, work if given the proper support, training, and attention to job match characteristics.
<i>Customized Employment</i>	Involves finding creative ways to identify employment using the strengths and abilities of the individuals with significant disabilities by actively negotiating job tasks or duties with businesses (Autism and the Transition to Adulthood, Wehman Smith, Schall). This avenue of customized employment establishes a unique relationship with the employee, in that it enables both parties to get as much from the relationship as possible. Customized employment is similar to supported employment in that it requires learning about the individual and understanding his or her strengths and support needs. In a customized employment situation, however, the job and job description are uniquely created for the individual at hand.
<i>Self-Employment</i>	Involves matching an individual's interest and strengths to a product or service that could provide income. For some this can increase the opportunity to tailor the work environment to the needs of the individual, and tailor the job or a portion of the job to the strengths of the individual.
<i>Secured or Segregated Employment</i>	Individuals with disabilities work in self-contained units and are not integrated with workers without disabilities. This type of employment is generally supported by a combination of federal and/or state funds. Some typical tasks include collating, assembling, or packaging. While such programs remain available, critics argue that the sheltered workshop system is more often geared toward the fostering of dependence within a tightly supervised, non-therapeutic environment than toward encouraging independence in the community at large.
<i>Sheltered Employment</i>	Involves programs in a protected environment that provide training and services that will assist adults with disabilities in developing life skills as well as educational and pre-vocational skills.

## Employment Resources

<p>Positively Minnesota (global list of employment specialists and resources)</p>	<p>The Minnesota Department of Employment and Economic Development (DEED) is the state's principal economic development agency.</p> <p>DEED programs promote business recruitment, expansion, and retention; international trade; workforce development; and community development.</p>	<p><a href="http://www.positivelyminnesota.com">http://www.positivelyminnesota.com</a></p>
<p>*Project C3 Connecting Youth to Communities and Careers</p>	<p>Project C3: Connecting Youth to Communities and Careers is a partnership among several Minnesota state agencies and <a href="#">PACER Center</a>, a Parent Training and Information center serving Minnesota families of children and youth with disabilities. Partners include the <a href="#">Minnesota Department of Employment and Economic Development's (DEED)</a> Vocational Rehabilitation program and <a href="#">Minnesota Department of Education</a>. Administrative support provided by DEED's Office of Youth Development. These organizations have partnered with various entities, such as Workforce Centers, and several high schools in Minnesota to provide internships to help local youth learn, earn, and participate in community activities.</p>	<p><a href="http://www.c3online.org">http://www.c3online.org</a></p>
<p>*Minnesota's ISEEK</p>	<p><a href="http://www.iseek.org/careers/index.html">http://www.iseek.org/careers/index.html</a></p> <p>ISEEK makes it easier for Minnesotans to research, organize, and understand successful pathways to the hottest careers, best education, and perfect jobs.</p>	
<p>JobTIPS</p>	<p><b>JobTIPS</b> is a free program designed to help individuals with disabilities such as autism spectrum disorder explore career interests, seek and obtain employment, and successfully maintain employment. <b>JobTIPS</b> addresses the social and behavioral differences that might make identifying, obtaining, and keeping a job more difficult for you.</p> <p>Though <b>JobTIPS</b> is designed for direct use by individuals with autism and other disabilities, this program (including all of the printables, assessments, and videos) is also suitable for delivery by teachers, family members, clinicians, mentors, and job coaches.</p> <p><a href="http://www.do2learn.com/JobTIPS/index.html">http://www.do2learn.com/JobTIPS/index.html</a></p>	
<p>*Career OneStop</p>	<p>Your pathway to career success.</p> <p>Tools to help <a href="#">job seekers</a>, <a href="#">students</a>, <a href="#">businesses</a>, and <a href="#">career professionals</a>.</p>	<p><a href="http://www.careeronestop.org">http://www.careeronestop.org</a></p>

	Sponsored by the <a href="#">U.S. Department of Labor</a> .	
ODEP Office of Disability Employment Policy	Tips on How Parents Can Put Their Children with Disabilities on the Path to Future Employment.	<a href="http://www.dol.gov/odep/pubs/fact/parenttips.htm">http://www.dol.gov/odep/pubs/fact/parenttips.htm</a>
National Collaboration on Workforce and Disability for Youth	Guideposts for Success: <a href="http://www.ncwd-youth.info/resources_&amp;_Pulications/guideposts/index.html">http://www.ncwd-youth.info/resources_&amp;_Pulications/guideposts/index.html</a>  The 411 on Disability Disclosure: A Workbook for Youth with Disabilities: <a href="http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf">http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf</a>	
eFolio Minnesota	Achieve your education and career objectives with a personal electronic portfolio from eFolio Minnesota. Digitally document and share your education, employment history, activities, and goals with whomever you choose whenever you want.	<a href="http://www.efoliomn.com">http://www.efoliomn.com</a>
Employment First Coalition	APSE is committed to Supported Employment and improving the quality of life of people with disabilities. In order to improve services and make them available to an increasing number of people who want or need job support, APSE provides technical assistance and education to people involved with Supported Employment, encourages service delivery based on sound values and ethics, and is actively involved in legislative and policy change for Supported Employment. To accomplish these goals, APSE was formed to provide a strong partnership with others who share this dedication to Supported Employment.	<a href="http://www.mnapse.org/employment-first">http://www.mnapse.org/employment-first</a>
Minnesota Employment Training Assistance Center (MNTAT)	Bob Niemic, Director: The mission of MNTAT is to design and broker state of the art person-centered employment training and technical assistance to increase the participation of all Minnesotans, especially people with disabilities, in the workforce.	<a href="http://www.mntat.org">www.mntat.org</a>
Minnesota Pathways to Employment	<a href="http://www.positivelyminnesota.com/All_Programs_Services/Pathways_to_Emplyment/">http://www.positivelyminnesota.com/All_Programs_Services/Pathways_to_Emplyment/</a>  Pathways to Employment brings together employers, businesses, government and service providers to help increase competitive employment opportunities for people with disabilities and to meet state workforce needs.	
Disability Benefits 101	This website provides tools and information on health coverage benefits and employment	<a href="http://www.db101.org">www.db101.org</a>



## Resource Sheet I – Advocacy and Support Services

Agency	Description	Service and Programs	Contact Information
<b>Arc Greater Twin Cities</b>	<p>Arc is a non-profit, volunteer-driven organization which provides advocacy and support services for people who have developmental disabilities and their families.</p>	<p>Information &amp; Referral - Call to receive information about developmental disability issues on topics such as county services, school issues, early childhood services.</p> <p>One-to-One Advocacy – Individuals and families can use an individual advocate when they are not receiving appropriate services in the areas of education, health care, case management, etc.</p> <p>Family Support – Families are given information and assistance in accessing resources and supports to enhance the family’s ability to meet the needs of the family member with a developmental disability.</p> <p>Leisure Advocacy and Support – An advocate can assist people who want to increase their knowledge of accessing the recreation and leisure activities in their community.</p> <p>Family-to-Family Network – Families who have members with developmental disabilities are matched with volunteer families who have had similar joys and concerns in raising a child with a developmental disability.</p> <p>Sibling Programs – Through games, activities and discussion, siblings learn about disabilities and explore their feelings about having a brother or sister with a disability.</p> <p>Advocacy Services –assistance accessing and planning services</p>	<p>Arc Greater Twin Cities 2446 University Ave. W., Suite 110 St. Paul, MN 55114</p> <p>952-920-0855</p> <p><a href="http://www.arcgreatertwincities.org">www.arcgreatertwincities.org</a></p> <p>Wisconsin: 1-877- 272-8400 Toll Free <a href="http://www.arc-wisconsin.org">www.arc-wisconsin.org</a></p>
<b>Autism Society of Minnesota</b>	<p>The Autism Society of Minnesota is a chapter of the Autism Society of America. It is a grassroots, membership organization developed by parents and professionals committed to improving the lives of people with autism.</p>	<ul style="list-style-type: none"> <li>• Information and referral services</li> <li>• Clearinghouse for national research and intervention strategies, including a quarterly review for professionals</li> <li>• Educational services (newsletter, workshops, lending library, etc.)</li> <li>• Discovery Series, classes for parents of children recently diagnosed</li> <li>• Advocacy/assistance to individuals with autism and their families</li> <li>• Camp Hand in Hand, residential camp for children/young adults</li> <li>• Camp Discovery, residential camp for teens with Asperger’s</li> <li>• SIBSHOP for siblings of children with autism</li> <li>• Annual Minnesota Autism Conference</li> <li>• Parent Support</li> </ul>	<p>Autism Society of Minnesota 2380 Wycliff St., Suite 102 St. Paul, MN 55114-1146 651-647-1083 Fax: 651-642-1230 <a href="http://www.ausm.org">www.ausm.org</a></p>
<b>Autism Society of Wisconsin</b>	<p>The mission of the Autism Society of Wisconsin is to improve the lives of all affected by autism in Wisconsin.</p>	<p>ASW is continuing to look forward to provide increased support and information to the autism community in Wisconsin. ASW sponsors an annual conference, a free quarterly newsletter, maintains a Wisconsin directory of people offering information/assistance, and provides information and referral. Currently there are local chapters in Appleton, Chippewa Valley, Green Bay, Madison, Milwaukee, Wausau and the Two Rivers/Manitowoc areas. The Autism Society of Wisconsin office is located in Two Rivers. The Milwaukee area chapter also maintains an office.</p>	<p>Autism Society of Wisconsin P.O. Box 165 Two Rivers, WI 54241 920-553-0278 1-888-428-8476 <a href="http://www.asw4autism.org">www.asw4autism.org</a></p>

<b>Autismlink</b>	Networking Web site for families and professionals	Chatroom, mentor program, services search	<a href="http://www.autismlink.com">www.autismlink.com</a>
<b>BEAT MN</b>	Networking link for parents interested in biological treatment options	<ul style="list-style-type: none"> <li>Email</li> </ul>	<a href="mailto:beatmn@yahoogroups.com">beatmn@yahoogroups.com</a> 651-275-1463
<b>Disability Linkage Line</b>		<ul style="list-style-type: none"> <li></li> </ul>	1-866-333-2466 (MN Relay 711) <a href="http://www.minnesotahelp.info">www.minnesotahelp.info</a>
<b>Fraser®</b>	Nonprofit organization serving children and adults with special needs through comprehensive education, healthcare and housing services. Fraser provides direct services, information and support. See Resource Sheet L for information.	<ul style="list-style-type: none"> <li>Parent Support Group for families of children with ASD.</li> <li>Family Intervention: Parent/child guided interaction providing support for individual families.</li> <li>Family Skills Training: In-home service to provide resources and support within home/community setting.</li> <li>Sibling support: Private sessions for siblings of children with a developmental disorder</li> <li>Trainings for parents and professionals</li> </ul>	Fraser Minneapolis® 3333 University Ave. S.E. Minneapolis, MN 55414 612-331-9413  Fraser Anoka 2829 Verndale Avenue, Suite 3 Anoka, MN 55303 763-231-2590 <a href="http://www.fraser.org">www.fraser.org</a>
<b>Parents as Teachers-National Center</b>	Parents as Teachers is a support group for parents of children with special needs ages birth to 3.	Facilitators are parents of older children with special needs and are interested in supporting families in similar situations.	612-332-7563 <a href="http://www.meld.org">www.meld.org</a>
<b>Minneapolis Public Schools</b>	Family support and Early Childhood Family Education Class for parents of very young children with Autism Spectrum Disorders.		Early Childhood Special Education 612-668-5106 (Anne Harrington) or 612-668-5402 (Ann Fox) <a href="http://www.mpls.k12.mn.us">www.mpls.k12.mn.us</a>
<b>Minnesota Disability Law Center (MDLC)</b>	MDLC serves the state of Minnesota and addresses the unique legal needs of persons with disabilities. MDLC has been designated as the state's protection and advocacy system for persons with disabilities and receives federal funds for that purpose.	Legal Advocacy for Persons with Developmental Disabilities in Minnesota (DDA) – serves persons with developmental disabilities with onset of disability prior to age 22. DDA provides advice and legal representation on disability related matters such as special education, day training and habilitation services, county case management, discrimination, social services and Medical Assistance. Services are provided at no cost to the individual. There are no income guidelines.	Minnesota Disability Law Center Minneapolis Office 300 Kickernick Bldg. 430 First Ave. N. Minneapolis, MN 55401-1780 612-332-1441 <a href="http://www.mndlc.org">www.mndlc.org</a>
<b>Minnesota Special Education Mediation Service (MNSEMS)</b>	Conflict resolution assistance for students, schools, parents and agencies	Facilitated IEP meetings keeping the focus on the process of developing an acceptable IEP and resolving any conflicts. Issues typically resolved in mediation include: identification, assessment and placement; program content, location and transportation; early childhood special needs; 504 accommodations/modifications; transition from high school	651-582-8222 1-866-4MNSEMS (toll free) <a href="http://www.mnsems.state.mn.us">www.mnsems.state.mn.us</a>
<b>Mothers United for Moral Support, Inc. (MUMS)</b>	Informational newsletter and support for families of children with rare disorders or special needs.	MUMS has a matching program to connect families with other families with similar experiences.	MUMS, C/O Julie Gordon, 150 Custer Court, Green Bay, WI 54301 <a href="http://www.netnet.net/mums">www.netnet.net/mums</a>
<b>Mount Olivet Rolling</b>	Provides trainings for staff and	Some common training topics: Why Behaviors Happen, Obstacles to	6001 Lyndale Ave S

<b>Acres Metro Crisis Coordination Program</b>	parent support groups	Positive Behaviors, Effects of Grief and Loss in People with Developmental Disabilities, The Impact of Medical Complications on Problematic Behaviors, De-escalating Problem Behaviors	Minneapolis, MN 55419 612-869-6811 <a href="http://www.MetroCrisis.org">www.MetroCrisis.org</a>
<b>Office of the Ombudsman for Mental Health and Mental Retardation</b>	Independent state agency promoting the highest attainable standards of treatment, competence, efficiency and justice...for persons receiving services	You may call with: concerns or complaints about services, questions about rights, grievances, access to appropriate services, ideas for making services better, general questions or information concerning services for persons with mental disabilities. The Office tries to resolve concerns or complaints in a way that improves the quality of care clients receive.	Statewide: 651-296-3848  Anoka County 763-712-4249  <a href="http://www.ombudmhm.state.mn.us">www.ombudmhm.state.mn.us</a>
<b>PACER Center</b>	State-wide nonprofit organization that serves families of children and adults with disabilities. PACER's programs help parents become informed and effective representatives for their children.	Parents Helping Parents Program – Provides workshops, individual assistance and written materials to families of children and young adults with disabilities. Topics include special education, communication skills, transition and other topical issues. Project PRIDE – Informs and trains persons with disabilities, their family members, advocates and professionals about how to apply the newly amended Rehabilitation Act, state rules, and other legislation such as the ADA and Centers for Independent Living, to meet their transition, vocational and rehabilitation needs. PACER publishes three free newsletters, edits two electronic bulletins, maintains a catalog of publications and publishes <i>An Early Childhood Guidebook for Families of Young Children</i> , outlining the laws mandating early childhood services.	PACER CENTER 8161 Normandale Blvd. Minneapolis, MN 55437-1044 952-838-9000  Electronic Bulletin Boards: SpecialNet ADA.INDEPENDENT  <a href="http://www.pacer.org">www.pacer.org</a>
<b>St. David's Child Development &amp; Family Services</b>	A nonprofit organization providing services for families.	<ul style="list-style-type: none"> <li>• Mom's Sharing Group</li> <li>• Resource Library</li> <li>• Trainings for parents and professionals</li> </ul>	952-939-0396 <a href="http://www.stdavids.net">www.stdavids.net</a>

## Resource Sheet J – Attorneys, Guardianship, Conservatorship and Trust Fund Resources

### What is guardianship?

A legal arrangement under which a court appointed guardian has the legal right and duty to care for another person, the ward, because of the ward's inability to legally act on his or her own behalf due to minority or mental or physical incapacity.

### What is conservatorship?

A conservatorship is similar to a guardianship except that the conservator who has been appointed by the court has powers and duties over the incapacitated person's estate.

### Who are wards?

Wards are minors or incapacitated adults that have a court appointed guardian, lacking sufficient understanding or capacity to make or communicate responsible personal decisions and who have an inability to meet personal needs for medical care, nutrition, clothing, shelter or safety.

### Who are protected persons?

Protected persons are those individuals who have had conservators appointed for them because they lack similar capacity and have demonstrated an inability to make decisions regarding their estate or financial affairs. See [www.courts.state.mn.us/district/4/?page=452](http://www.courts.state.mn.us/district/4/?page=452)

The following is a list of attorneys who are knowledgeable in the area of Guardianship and Conservatorship. Some of these attorneys also accept payment of In Forma Pauperis (fees paid by the county).

Attorney	Address	Phone	Counties Served	Guardianship	Conservatorship	Special Needs Trust
Carol K. Beaulieu	Creekside Properties 7101 Highway 65 #4 Fridley, MN 55432	763-572-0346	Anoka County	X	X	
Linda Bogut	3300 17 <sup>th</sup> Ave. S. Minneapolis, MN 55407	612-721-7601	Metro Area Counties	X	X	
Sweeny Borer & Sweeny	386 Wabasha St N Ste 1200 Saint Paul, MN 55102	651-222-2541	Metro Area Counties	X	X	
Alan Thiel Jennifer Anderson Rebecca Levine	7300 Metro Boulevard, Suite 630 Edina, MN 55439 <a href="http://www.lawyers.com/tcglaw/index.jsp">www.lawyers.com/tcglaw/index.jsp</a>	952-920-8444	Metro Area Counties	X	X	X
Lori Guzman Guzman Law Firm, PA	14847 Energy Way Apple Valley, MN 55124	952-432-0648	Metro counties plus Wright, Sherburne and Isanti counties	X	X	X
Life Planning for Persons with Disabilities	Box 1005 Howard Lake MN 55349 <a href="http://www.disabilityplanning.info/SNT.html">www.disabilityplanning.info/SNT.html</a>	800-487-5310	Metro Area Counties			X

Lutheran Social Services of Minnesota	2485 Como Avenue St. Paul, MN 55108 <a href="http://www.lssmn.org">www.lssmn.org</a>	651-642-5990	Statewide services			X
Minnesota Disability Law Center	430 First Avenue North Suite 300 Minneapolis, MN 55401	612-334-5970 800-292-4150 TTY: 612-332-4668	Statewide services	X	X	X
Robert Paule	3001 Hennepin Avenue South Suite 309B Minneapolis, MN 55408	612-332-1733	Criminal attorney familiar with ASD			
Storey Law Offices	277 Coon Rapids Blvd, Suite 310 Coon Rapids, MN 55433 <a href="http://www.lawyers.com/jeffstoreylaw">www.lawyers.com/jeffstoreylaw</a>	763-786-7707	Anoka County	X	X	X
Community Action Partnership of Suburban Hennepin County in Collaboration with Volunteer Lawyers Network	CAPSH 8800 Highway 7, Suite 400 St. Louis Park, MN  (Hold monthly legal services clinics)	952-697-1333	Hennepin			

## Resource Sheet K – Adaptive Equipment Resources

Agency	Description	Services	Contact Information
<b>Medical Assistance/TEFRA</b>	Medical Assistance and TEFRA cover some durable equipment.	A general guideline for the type of equipment they will cover is equipment that is medically necessary. Medical Assistance is a payor of last resort and any primary insurance coverage must be accessed first. Prior authorization is required.	For further information contact your county financial worker.  Hennepin County Front Door 612-348-4111
<b>Metropolitan Center for Independent Living (MCIL)</b>	Up-to-date information on community resources related to disabilities.	<ul style="list-style-type: none"> <li>• Library of material and tapes.</li> <li>• Used Equipment Referral Service – a clearinghouse for used adaptive equipment that matches buyers and sellers.</li> </ul>	651-646-8342 <a href="http://www.mcil-mn.org">www.mcil-mn.org</a>
<b>Simon Technology Center A PACER Project</b>	The Simon Technology Center (STC) is an original charter member of the Alliance for Technology Access (ATA).	<ul style="list-style-type: none"> <li>• Free Technology Consultation</li> <li>• Preview more than 2,000 pieces of software programs, adaptive equipment and other resources</li> <li>• Connects buyers and sellers of assistive technology</li> </ul>	952-838-9000; 1-800-53-PACER <a href="mailto:pacer@pacer.org">pacer@pacer.org</a> <a href="http://www.pacer.org">www.pacer.org</a>
<b>STAR Program (A System Technology to Achieve Results)</b>	One-on-one help to overcome obstacles that separate individuals from needed devices and services. Statewide network of resources related to technology assistance.	Free directory “Funding Resources for Assistive Technology in Minnesota” with information regarding organizations and programs that offer assistance in acquiring adaptive equipment.	651-201-2640 or 1-888-234-1267 <a href="http://www.admin.state.mn.us/assistentechology">www.admin.state.mn.us/assistentechology</a>
<b>DynaVox</b>	Company provides assistance helping identify which type of assistive technology might be most helpful	<ul style="list-style-type: none"> <li>• Answer questions about DynaVox products</li> </ul>	1-866-DYNAVOX <a href="http://www.dynavotech.com">www.dynavotech.com</a>

<b>Products/Catalogs</b>	<b>Contact Information</b>	
Autism Shop	952-988-0088	<a href="http://www.autismshop.com">www.autismshop.com</a>
Boardmaker by Mayer – Johnson	1-800-588-4548	<a href="http://www.mayer-johnson.com">www.mayer-johnson.com</a>
Bodysuits/ “Onesies” (2T through 6T)		<a href="http://www.TodBods.com">www.TodBods.com</a>
Different Roads To Learning	1-800-853-1057	<a href="http://www.difflearn.com">www.difflearn.com</a>
Enabling Devices	1-800-832-8697	<a href="http://www.enablingdevices.com">www.enablingdevices.com</a>
Free Spirit Publishing	1-866-703-7322	<a href="http://www.freespirit.com">www.freespirit.com</a>
GOPHER	1-800-533-0446	<a href="http://www.gophersport.com">www.gophersport.com</a>
Home Security Solutions (door locking mechanisms and alarms)		<a href="http://www.homesecuritysolutions.com">www.homesecuritysolutions.com</a>
Ion kids (tracking device)	1-888-8-IONKID (846-6543)	<a href="http://www.ion-kids.com">www.ion-kids.com</a>
Lakeshore Learning		<a href="http://www.lakeshorelearning.com">www.lakeshorelearning.com</a>
Laureate Learning Systems	1-800-562-6801	<a href="http://www.LaureateLearning.com">www.LaureateLearning.com</a>
Pocketful of Therapy	1- 800-PFOT-124	<a href="http://www.pfot.com">www.pfot.com</a>
PLAY With A Purpose	1-888-330-1826	<a href="http://www.PWAPonline.com">www.PWAPonline.com</a>
Safety and Security Center (GPS locator watch)	1-800-378-2957	<a href="http://www.safetyandsecuritycenter.com">www.safetyandsecuritycenter.com</a>
Southpaw Enterprises	1-800-228-1698	<a href="http://www.southpawenterprises.com">www.southpawenterprises.com</a>
Toys ‘R Us- Differently-Abled Toy Guide	1-800-TOYSRUS	<a href="http://www.toysrus.com/category/index.jsp?categoryId=2257808">www.toysrus.com/category/index.jsp?categoryId=2257808</a>
Weighted Blankets/Vests by Jeri Espeseth	651-783-0550	<a href="mailto:jeblankets@juno.com">jeblankets@juno.com</a>

## Resource Sheet L – Special Needs Child Care Agencies

### **Anew Dimension Child Enrichment**

1819 Minnehaha Ave. S.  
Minneapolis, MN 55404  
612-339-2333

### **Center for Inclusive Child Care**

Concordia University  
275 N. Syndicate St.  
St. Paul, MN 55104  
651-603-6265  
[www.InclusiveChildCare.org](http://www.InclusiveChildCare.org)

### **Children's Home Society & Family Services**

1605 Eustis St.  
St. Paul, MN 55108-1219  
651-646-7771 or 1-800-952-9302  
[www.chsfs.org](http://www.chsfs.org)

### **Family Child Development Center**

100 Nathan Ln.  
Plymouth, MN 55441  
763-545-7271  
[www.fcdc.org](http://www.fcdc.org)

### **Fraser School®**

2400 W. 64<sup>th</sup> St.  
Minneapolis, MN 55423  
612-861-1688  
[www.fraser.org](http://www.fraser.org)

### **Greater Minneapolis Crisis Nursery**

Golden Valley Shelter  
5400 Glenwood Ave.  
Golden Valley, MN 55422  
763-591-0400  
24 hour Family Hotline: 763-591-0100  
[www.crisisnursery.org](http://www.crisisnursery.org)

### **Hopkins Early Learning Center**

125 Monroe Ave. S.  
Hopkins, MN 55343  
952-988-5050

### **Minnesota Child Care Resource & Referral**

380 Lafayette Frontage Road Ste. 103  
St. Paul, MN 55107  
651-290-9704  
[www.mnchildcare.org](http://www.mnchildcare.org)

## Resource Sheet M – Fraser® Autism Services

Fraser provides diagnosis, treatment and support for children with autism and their families. We partner with each family to determine which strategies are most effective and which services are the best fit. Our approaches feature customized behavioral, psychological, medical, educational and social-based strategies. **For more information, contact our intake department at 612-331-9413 or visit [www.fraser.org](http://www.fraser.org).**

Fraser evaluations can provide a medical diagnosis, determine appropriate interventions or determine a child's progress.

Preschool Day Treatment provides intensive therapeutic intervention in the areas of communication, interaction, behavior and learning.

Adolescent Asperger's Clinic provides individual therapy, group therapy and skills training focusing on building self-esteem and coping skills to enable children to remain in their mainstream school settings.

Skills Training Groups help children develop and use appropriate social skills within small peer groups.

Skills Training (individual or family) focuses on improving specific skills important to the child's daily-living activities and participation in the community.

### Visual Consultations

Visual consultation assist families in designing visual supports and environments that promote effective self-management systems, enhanced communication and meaningful social relationships.

Transition Consultations work with individuals and their families to better understand and address the key areas of the Transition to adulthood: education, employment, community living and community integration.

Behavioral Aide services focus on goals from a child's individual behavior plan that help to replace inappropriate behaviors with developmentally and therapeutically appropriate daily-living skills, social skills, leisure and recreational skills.

Therapy (individual child, group and family therapies) address the social-emotional needs of children and their families. Therapy promotes adaptive coping skills, decreases at-risk behaviors, and improves overall functioning in the family.

Occupational and Physical Therapies can help children build fine and gross motor skills; learn self-care skills (like dressing and feeding); and overcome sensory challenges (such as extreme sensitivity to touch).

Feeding Evaluation and Therapy help children who have problems eating to overcome oral sensory challenges and swallowing difficulties.

Speech-Language Therapy can help children develop understanding and expression of language.

Music Therapy enhances social/emotional, cognitive/academic and fine/gross motor skills.

Personal Care Assistance provides individuals with support services deemed necessary by a physician. (For information on this service, call 612-767-5150.)

Home-Based Respite Care provides temporary care for a child within the family's home to alleviate family stress caring for the child. (For information on this service, call 612-767-5150.)

Fraser School<sup>®</sup> is an inclusive early childhood center providing infant, toddler and preschool programs; and rehabilitation and health services. (For information on Fraser School, call 612-861-1688.)

Fraser is the founder and Authorizer of Fraser Academy<sup>®</sup> an inclusive public elementary school with individualized learning plans to meet the unique needs of each student. (For information on Fraser Academy, [www.fraseracademy.org](http://www.fraseracademy.org) or call 612-465-8600.)

## Resource Sheet N – Books, Videos, Web Sites

### Lending Libraries

#### **Autism Society of Minnesota**

2380 Wycliff St., Suite 102

St. Paul, MN 55114-1146

651-647-1083

651-642-1230 (fax)

[www.ausm.org](http://www.ausm.org)

#### **State Autism Library**

Metro ECSU

4001 Stinson Blvd., Suite 210

St. Anthony, MN 55421

### Books, Videotapes and Educational Materials

#### **Autism Resource Network**

Books and materials available to browse/purchase.

5757 Sanibel Drive

Minnetonka, MN 55343

Phone Orders: 952-988-0088

Fax Orders: 952-988-0099

[www.autismshop.com](http://www.autismshop.com)

Contact: Cheri Saltzman

#### **Exceptional Parent Magazine**

Information, guidance and support for parents of children with special needs

P.O. Box 3000

Department EP

Denville, NJ 07834

#### **The Fraser Institute®**

Educational materials and products for people with special needs

2400 W. 64<sup>th</sup> St.

Minneapolis, MN 55423

Phone orders: 612-861-1688

Fax Orders: 612-861-6050

[www.fraser.org/products](http://www.fraser.org/products)

Contact: Chris Bentley

## Books - Recommended Basics

Title	Author
Asperger's Syndrome: A Guide for Parents and Professionals	Tony Attwood
Autism: Handle with Care! Understanding and Managing Behavior of Children and Adults with Autism	Gail Gillingham
Autistic Spectrum Disorders: Understanding the Diagnosis & Getting Help	Mitzi Waltz
Autism Treatment Guide	Elizabeth K. Gerlach
Biological Treatments for Autism & PDD	William Shaw, PhD
Can't Eat, Won't Eat	Brenda Legge
The Challenging Child	Stanley Greenspan
Children with Autism: A Parent's Guide	Michael Powers
Children, Youth and Adults with Asperger Syndrome: Integrating Multiple Perspectives	Edited by Kevin P. Stoddart
Crossing Bridges: A Parent's Perspective on Coping After a Child is Diagnosed with Autism/PDD	Viki Satkiewicz-Gayhardt, Barbara Peerenboom and Roxanne Campbell, RN
The Curious Incident of the Dog in the Night-Time (Fictional Book)	Mark Haddon
The Explosive Child: Understanding and Helping Easily Frustrated, "Chronically Inflexible" Children	Ross W. Greene
Ian's Walk: A Story about Autism (good book for siblings)	Laurie Lears; illustrations by Karen Ritz
Incentives for Change: Motivating People with Autism Spectrum Disorders to Learn and Gain Independence	Lara Delmolino and Sandra L. Harris
Keys to Parenting the Child with Autism	Marlene Targ Brill, Med
Laughing and Loving with Autism: A Collection of "Real Life" Warm & Humorous Stories	Wayne Gilpin
Let Me Hear Your Voice: A Family's Triumph over Autism	Catherine Maurice
News from the Border: A Mother's Memoir of Her Autistic Son	Jane Taylor McDonnell and Paul McDonnell
The Out-of-Sync Child	Carol Stock Kranowitz
Without Reason: A Family Copes with Two Generations of Autism	Charles A. Hart
A Parent's Guide to Autism: Answers to the Most Common Questions	Charles A. Hart
Parent Survival Manual	Eric Schopler
Sensory Smarts: A Book for Kids with ADHD and Autism Spectrum Disorders Struggling with Sensory Integration Problems	Chara and Chara
A Slant of Sun: One Child's Courage	Beth Kephart
Solving Behavior Problems in Autism	Linda Hodgdon, MEd, CCC-SLP
Teaching Children with Autism	Robert Koegel
Teaching Children with Autism: Strategies to Enhance Communication and Socialization	Kathleen Ann Quill, EdD
There's a Boy in Here	Judy and Sean Barron
Thinking in Pictures and Other Reports from My Life with Autism	Temple Grandin, PhD
The Ultimate Stranger: The Autistic Child	Carl H. Delcato
Tilt: Every Family Spins on Its Own Axis (Fictional Book)	Elizabeth Burns
Unraveling the Mystery of Autism and Pervasive Developmental Disorder: A Mother's Story of Research & Recovery	Karyn Seroussi
Visual Strategies for Improving Communication	Linda Hodgdon, MEd, CCC-SLP
Without Reason: A family Copes with Two Generations of Autism	Charles A. Hart
Who Asked Me, A Journal of Sharing and Discovery by Siblings	Adele Bergstrom

## Resource Sheet O – Dictionary of Autism Terms and Acronyms

**AAC** – Alternate/Augmentative Communication. Refers to any approach used to support, enhance or supplement the communication of those who are unable to communicate verbally in all situations. This can include low-tech systems (sign language or pictures) or high-tech systems (voice output devices).

**ABA** – Applied Behavioral Analysis, the teaching of skills to children with autism through intensive therapy using behavioral principles.

**ABC** – Autism Behavior Checklist. A checklist that can be used as a tool to identify Autism Spectrum Disorders.

**Activities of Daily Living** – includes activities that are typically associated with self-help tasks such as eating, dressing, grooming or domestic activities such as cooking and cleaning.

**Adaptations** – modifications or alterations of the curriculum, the support system, the environments or teaching strategies to match individual needs (strengths and deficits). The adaptations ensure that the student can participate actively and as independently as possible.

**Adaptive Behavior** – an individual’s ability to adjust to and apply new skills to other situations (i.e. different environments, tasks, objects and people.)

**ADOS-G** – Autism Diagnostic Observation Schedule-Generic. A semi-structured standardized assessment of the communication, social interaction and play or imaginative use of materials for individuals who have been referred because of possible autism spectrum disorders.

**Advocate** – someone who takes action to help someone else; to take action on someone’s behalf.

**AIT** – Auditory Integration Training. Therapy designed to reduce sensitivity to sounds.

**Apraxia** – A disorder that affects speech and may or may not be associated with other motor planning problems.

**ASD** – Autism Spectrum Disorders. A disability category characterized by an uneven developmental profile and a pattern of qualitative impairments in the areas of social interaction, communication and restricted repetitive and stereotypical patterns of behavior, interests and play. Characteristics can present themselves in a wide variety of combinations. The five disorders under this category include Asperger’s syndrome, Autism, Pervasive Developmental Disorder-Not Otherwise Specified, Childhood Disintegrative Disorder and Rett’s Disorder.

**Asperger’s Disorder** – A neurological disorder that falls under Pervasive Developmental Disorders. Individuals with Asperger’s often display deficits in social interaction and often have obsessive, repetitive routines and preoccupations with a particular subject.

**ASA** – Autism Society of America (1-800-3AUTISM)

**ASIEP** – Autism Screening Instrument for Educational Planning, an assessment tool used to identify children with autism.

**Assessment** – collecting and bringing together information about a child’s needs, which may include social, psychological, and education evaluations used to determine services; a process using observation, testing, and test analysis to determine an individual’s strengths and weaknesses in order to plan his/her services.

**Auditory** – pertaining to the sense of hearing.

**AuSM** – Autism Society of Minnesota.

**Best Practices** – Strategies, activities or approaches which have been shown through experience, research and evaluation (proven) to reliably lead to a desired result or outcome. A commitment to using the best practices in any field is a commitment to using all the knowledge and technology at one’s disposal to ensure success.

**BIP** – Behavior Intervention Plan. A plan developed by the student’s IEP Team, which outlines a systematic approach for addressing challenging behaviors. If conditional procedures are to be used (restraint, seclusionary time out, temporary delay or withdrawal of water or regularly scheduled meals, and/or mechanical or locked restraint) a BIP must be developed (Minnesota Rule 3525.2925).

**Brushing Therapy** – therapy designed for reducing tactile defensiveness by using a soft surgical brush to brush the arms, back and legs of individuals who exhibit tactile defensiveness. (The stomach should never be brushed and this therapy should always be supervised by an occupational therapist trained in sensory integration.)

**CARS** – Childhood Autism Rating Scale sometimes used to help identify children with autism.

**CDD** – Childhood Disintegrative Disorder. When children develop a condition which resembles autism, but only after a relatively prolonged period (2-4 years) of clearly normal development. This condition differs from autism in the pattern of onset, course, language, interest in the social environment. Often toileting and self-care abilities are lost and there may be a general loss of interest in the environment.

**CHAT** – CHecklist for Autism in Toddlers. A checklist used by General Practitioners for children who are 18 months old to help in the identification of children with autism.

**CID** – Communicative Interactional Disorders Programs (used by several districts). CID programs are designed to meet the unique educational, behavioral and environmental needs of students with multiple neurological handicaps.

**Cognitive** – the process people use for remembering, reasoning and/or understanding.

**Comic Strip Conversations** – This strategy helps illustrate interactions between people and incorporates symbols, stick figures drawings and color. The drawings illustrate ongoing communication and provide support to those who struggle to comprehend conversations. The illustrations are visual representations, which can be used to teach social interaction and perspective taking.

**DAN** – Defeat Autism Now. An organization dedicated to finding the cause of autism, especially focused on genetic links in families with more than one child with autism.

**DD** – Developmental Delay. The development of children who are not able to perform the skills other children of the same age are usually able to perform

**DD** – Developmental Disability.

**DHS** – Minnesota Department of Human Services.

**Direct Teaching** – Students are directly taught through repetitive and visual means.

**Discrete Trial Training** – Systematic approach to teaching skills by breaking skills into small steps and using positive reinforcement procedures to facilitate error free learning, sometimes applied to the ABA method of teaching.

**DSM-IV** – Diagnostic and Statistical Manual 4<sup>th</sup> Edition. Used for diagnosis of all mental health diagnoses including the Pervasive Developmental disorders (Autism, Asperger's, Rett's, PDD-NOS, CDD)

**Due Process** – Actions that protect a person's rights.

**EA** – Educational Assistant. Assistant in the classroom setting

**ECFE** – Early Childhood Family Education.

**ECSE** – Early Childhood Special Education.

**Echolalia** – the repetition or parroting of words or phrases.

**Expressive Language** – refers to the language that the individual uses to communicate with others. Oral expressive language refers to a child's ability to express thoughts, feelings, wants and desires through oral speech. Expressive language may also refer to gestures, signing, communication through pictures and objects and writing.

**FAPE** – Free Appropriate Public Education.

**Fast ForWord** – Therapy using a computer program for those with language-based learning problems. A systematic training program designed to teach auditory discrimination and processing.

**Fine Motor Skills** – Activities that require the coordination of the small muscles of the body, especially those of the hand.

**Floortime** – A method of interacting with children that clarifies meaningful adult/child interactions as both a philosophy and a technique, developed by Stanley Greenspan.

**Fragile X** – A genetic condition caused by spontaneous breaks in the long arm of the X chromosome. Fragile X is the most common cause of inherited mental retardation, with an incidence of about 1 in 1,500 males and in 1 in 2,500 females. It is often associated with autism.

**GARS** – Gilliam Autism Rating Scale. A behavioral checklist that helps identify persons who have autism. It can be used for the assessment of individuals aged 3 through 22 who have severe behavior problems.

**Generalization** – the ability to learn a skill in one situation and apply it flexibly to other similar but different situations. The term “over generalize” refers to the tendency of those with autism to use a skill in a setting just as it was taught, without modifications that reflect the differences in a situation.

**Gluten/Casein Free Diet (GFCF)** – Glutens are proteins found in plants which are members of the grass family including wheat, oats, rye and triticale and their derivatives. Derivatives include malt, grain alcohol, flavorings and the binders and fillers found in vitamins and medications. Casein is a phosphoprotein of milk, which has a molecular structure that is similar to that of gluten.

**Gross Motor Skills** – Activities using larger muscle groups like sitting, walking and jumping.

**Hyperlexia** – An ability to read at an early age at an advanced level without instruction.

**Hypersensitivity** – acute, often painful, reaction to sensory input.

**Hyposensitivity** – little or no reaction to sensory input.

**IEP** – Individual Education Plan. An education plan for school-aged children, similar to the IFSP, but more focused on the child’s goals rather than the family goals.

**IFSP** – Individual Family Service Plan. An interagency document written by all team members who work with the child and family including needs, strengths, goals and services.

**IIP** – Individual Interagency Intervention Plan (Triple IP). An option for children and families to create a coordination plan when working with two or more agencies. Very similar to the IFSP for birth to 3 children.

**Intake** – The first step toward getting a child seen by an educational or medical team. A process of gathering information that lets the team know that the parent has a concern about a child’s development.

**Interagency** – The utilization of multiple community agencies to provide children and their families with a wide range of resources.

**Joint Attention** – when infant and caregiver coordinate their attention about an object or mutual interest. This involves shifting their attention from each other to an object and back.

**Kinesthesia** – Sensory information from the tendons and muscles that provides information about direction and distance of movement. (We can look at an object, close our eyes and reach directly to pick the object up because of kinesthesia.)

**LOVAAS** – Commonly known as discrete trial training. An early intervention strategy based on clinical experience. One-on-one teaching situations made to maximize the child’s success and minimize failure. This is done by simplifying requests, prompting the child to make the correct responses and providing abundant reinforcement for socially appropriate behaviors. A discrete trial format is used to teach skills.

**LRE** – Least Restrictive Environment. An educational setting that provides children with disabilities as much contact as possible with children who are developing typically.

**MA** – Medical Assistance.

**Mainstreaming** – Placement of a child in a classroom with non-disabled peers (versus a separate classroom).

**MDE** – Minnesota Department of Education. Works to help communities to measurably improve the well-being of children through programs that focus on education, community services, prevention and the preparation of young people for the world of work. All department efforts emphasize the achievement of positive results for children and their families.

**Motor Planning/Praxis** – The ability to gather information from the environment and then plan and execute a response. Difficulties with praxis or motor planning can impact speech, motor skills and the ability to organize motor responses to participate in group activities.

**MRI** – Magnetic Resonance Imaging. A diagnostic tool in the sense of an X-ray machine or CAT scanner, which creates internal images of the selected parts of the body. Rather than sending X-rays through the body, it builds its image data by testing the magnetism of the body tissue.

**Neurobiological Disorder** – Disorder which has its origin in the body’s neurological and biological functioning.

**Neurologist** – A special physician who diagnoses and treats disorders of the nervous system, including diseases of the brain, spinal cord, nerves and muscles.

**OCD** – Obsessive Compulsive Disorder. An anxiety disorder characterized by an inability to resist or stop continuous, abnormal thoughts or fears combined with ritualistic, repetitive, and involuntary defense behavior. Obsession is recurrent and persistent thoughts, ideas or images that involuntarily invade the conscious awareness. Compulsion is an act the individual feels compelled to take in response to the obsession, even though it is senseless and tends to be repetitive.

**ODD** – Oppositional Defiant Disorder. The essential feature is a recurrent pattern of negativistic, defiant, disobedient and hostile behavior toward authority figures that persists for at least six months. These behaviors must occur more frequently than is typically observed in individuals of comparable age and developmental level.

**OT** – Occupational Therapy. The art and science of using “occupation” to enhance an individual’s ability to function independently in daily life. For children, using play to support the development of sensory-motor, play, self-help, learning and fine-motor skills.

**PARA** – A term for a paraprofessional or assistant in the classroom setting.

**PCA** – Personal Care Assistant. Trained personnel that help with the care of people with disabilities, typically in the client’s home.

**PDD** – Pervasive Developmental Disorder. Broad term for a variety of pervasive developmental disorders (autism, Rett’s Syndrome, Childhood Disintegrative Disorder, Asperger’s) and as a specific diagnosis.

**PDD-NOS** – Pervasive Developmental Disorder-Not Otherwise Specified. A diagnosis that does not quite meet criteria for another pervasive developmental disorder.

**PECS** – Picture Exchange Communication System. A unique augmentative/alternative communication system developed for use with young children with autism and other social-communication deficits. Uses picture symbols to facilitate communication by individuals in a variety of settings including the home, classroom and the community.

**PHN** – Public Health Nurse.

**Picture Schedule** – A schedule that incorporates picture to help the child transition from activity to activity within the classroom or other environments such as home, work or school.

**PIC SYMS (or PCS)** – Picture communication symbols. Slang term for the picture symbols that are used either in the Picture Exchange Communication System or any other pictures used to help a student.

**Pragmatics** – The content that makes communication effective, such as attention, responding, eye contact, staying on topic and turn-taking.

**Perseveration** – the practice of repeating something over and over or the habit of pursuing a topic relentlessly.

**Proactive Behavior Management Plan** – Behavior management plan listing individual strategies and programs that have been successful. May be attached to the IEP to help manage and reduce challenging behaviors.

**Proprioception** – Sensory feedback from the joints in the body that provides information about position and alignment. (We know without looking if the elbow is straight or bent and proprioception provides part of that information.) Also contributes to balance.

**PT** – Physical Therapy. Used to improve the use of bones, muscles, joints and nerves. Mostly large motor skills.

**Receptive Language** – The ability to understand what is being said, signed or read.

**Respite** – Short-term care provided in a family home or other location that allows families a break from direct care of their child who has a disability.

**Rett's Syndrome** – A rare complex neurological disorder which occurs almost exclusively in females and affects them throughout their lives. Early development follows a pattern of autism. Individuals are profoundly physically and learning disabled and significantly dependent on others for all their needs.

**SED** – Severe Emotional Disturbance.

**Sensorimotor** – Pertaining to brain activity other than automatic functions (respiration, circulation, sleep) or cognition. Includes voluntary movement and senses like sight, touch and hearing.

**Sensory Defensiveness** – A group of symptoms that indicate over reactions of the senses. Individual may exhibit patterns of avoidance, sensory seeking, fear, anxiety and even aggression in reaction to certain sensory stimuli.

**S/L** – Speech Language Therapy. To improve and correct speech and/or language or communication problems.

**SLP** – Speech/Language Pathologist. Person that provides direct speech language therapy.

**SIB** – Self-Injurious Behavior.

**Social Stories** – A story defined by a specific format and guidelines that objectively describes a person, skill, event, concept or social situation, requires consideration of the perspective of the person with a pervasive developmental disorder.

**Social Skills** – positive, appropriate, social behaviors generally considered necessary to communicate and interact with others.

**SSI** – Supplemental Security Income. Administered by Social Security Administration.

**Stimming** – Informal term for self-stimulation.

**Structured Teaching** – A system for visually structuring environments and work systems.

**Tactile** – pertaining to the sense of touch on the skin.

**TEACCH** – Treatment and Education of Autistic and Other Communication-Handicapped Children. Training program developed in the 70s in North Carolina for teachers of students with autism.

**TEFRA** – Tax Equity Fiscal Responsibility Act. Medical assistance for disabled children.

**Theory of Mind** – The ability of normal children to attribute mental states (such as beliefs, desires, intentions, etc.) to themselves and other people, as a way of making sense of and predicting behavior. The theory of mind hypothesis of autism holds that in children with autism, this ability fails to develop in the normal way.

**Transitions** – Changes from one environment to another, such as from an early childhood program to school. May also refer to changes from one activity to another. Transitions are typically difficult for children with ASD.

**Verbal Apraxia** – A speech disorder that interferes with the child's ability to correctly pronounce sounds, syllables and/or words. There is nothing wrong with the musculature of the articulators, however, the area of the brain that tells the articulators (tongue, lip, jaw, etc.) how to make a particular sound is damaged or not fully developed. The movements required to make speech sounds are not under voluntary control.

**Vestibular** – Sensory information from the inner ear that provides information about acceleration, deceleration and rotation. This is the primary sense for balance, especially for balance on unstable surfaces.

**Visual Supports** – Visual cues for those who have trouble processing or remembering auditory information. Examples include picture schedules, picture symbols, written and clear environmental boundaries and lists.

\*Definitions taken from <http://eiiswest.nsnnet.org/whatis.html> and [www.anokaearlyintervention.com](http://www.anokaearlyintervention.com)

## Tell Us What You Think



What did you think of the *Fraser Autism Resource Directory*?

1. Did you get the information that you were looking for?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

2. How did you hear about this guide?

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4. Other comments

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Attn: Resource Directory  
2400 West 64<sup>th</sup> Street  
Minneapolis, MN 55423  
or e-mail [directory@fraser.org](mailto:directory@fraser.org)