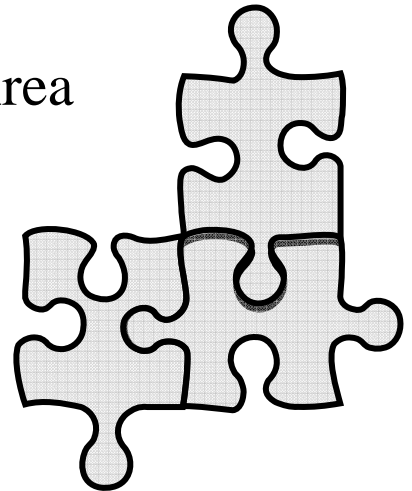




Resource Directory for Families of Children with Autism Spectrum Disorders

Focusing on Minneapolis and
the Twin Cities Metropolitan Area
9th Edition



Prepared by **Fraser Child & Family Center[®]**
www.fraser.org

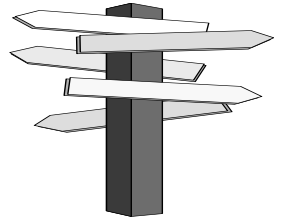


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Introduction



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

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 stepping off 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.

Although the focus here is on young children with autism spectrum disorders (ASD) 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

Below is a summary of the general aspects of autism as well as the basic treatments and therapies available. This is NOT a comprehensive list, but rather a general resource.

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 150 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 or ASD.

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, this statistic was 1 in 500 according to the CDC in 1997.

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. Depending on an individual's needs, speech therapy may focus on acquiring language skills, teaching sign language or a combination of methods. Communication aids such as electronic communication devices or picture communication boards 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).

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.

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.

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.

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.

Evaluating Treatment Options

Below is a list of guidelines to assist you in evaluating different treatments.

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 there 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*.

Stepping Your Way Through 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

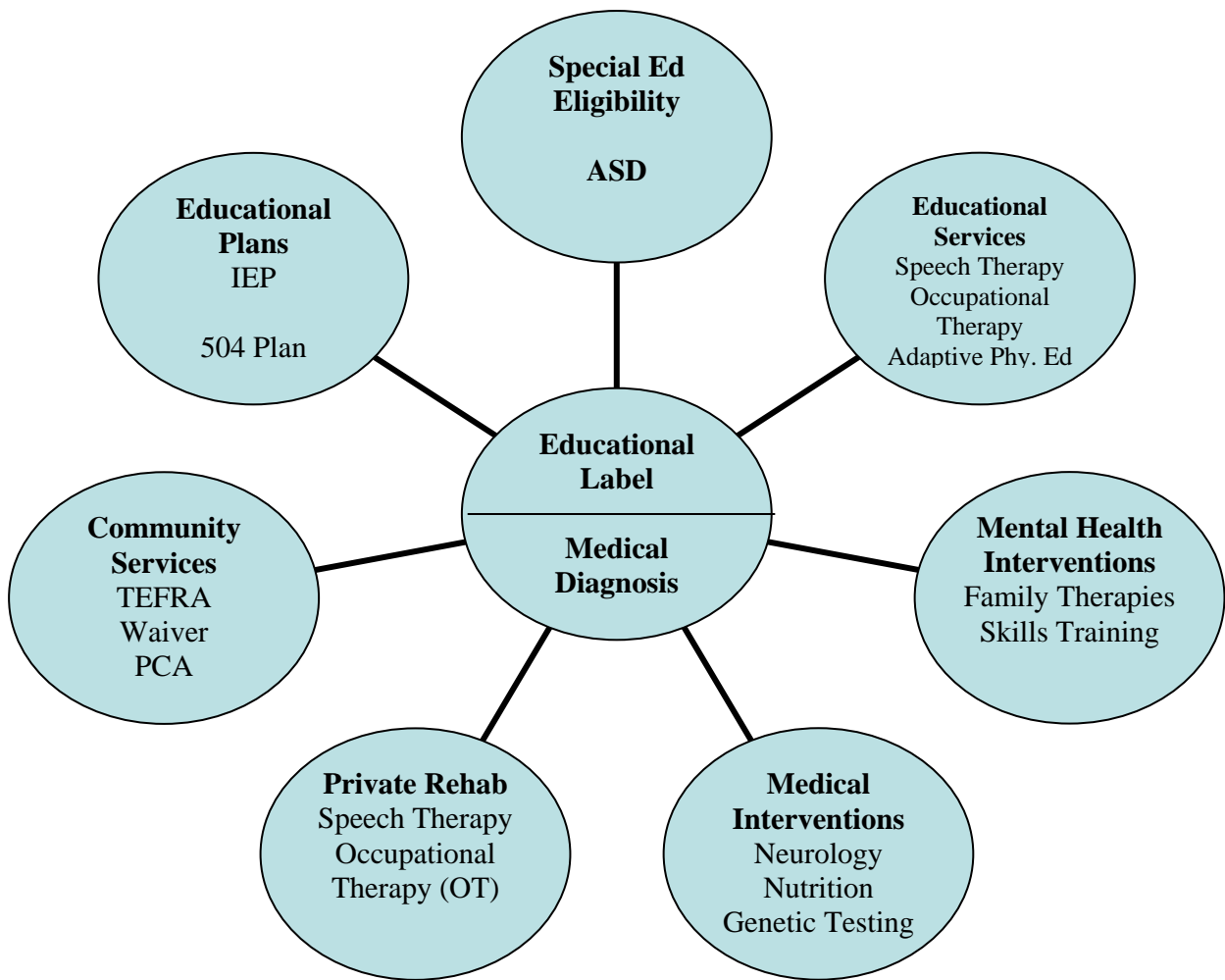
the assessment procedures are similar, they are not exactly the same. Many parents report feeling like everyone wants the same information and that they must answer the same questions repeatedly. They also question why their child has to take a test similar to one already taken. It may help to know that 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® 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.

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"> 1. 612-348-TOTS makes a referral to Minneapolis Schools for assessment. 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. 3. Assessment team determines the child's eligibility for ESCE services. 4. A team meeting is held with family and a written plan (IFSP) is developed.
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"> 1. 612-348-TOTS makes a referral to Minneapolis Schools for assessment. 2. Assessment team observes child in natural environment (home, preschool) 3. Child is scheduled to attend five sessions of Early Childhood Special Education. 4. Assessment team determines eligibility for services and placement options. 5. Team meeting is held with the family and a written plan (IFSP or IEP) is developed.

Diagnosis/Criteria	Type of Agency	Assessment Team	Contact Person	Assessment Process
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"> • developmental and health history • motor • sensory • hearing social/interaction • language/communication • cognition/academic • functional/adaptive • assistive technology 	Anoka Area Interagency Early Intervention Call 763-323-KIDS	<ol style="list-style-type: none"> 1. 763-323-KIDS makes referral to Anoka-Hennepin school district for assessment. 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. 3. Assessment team determines the child's eligibility for ESCE services. 4. A team meeting is held with family and a written plan (IFSP) is developed.
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"> • developmental and health history • motor • sensory • hearing social/interaction • language/communication • cognition/academic • functional/adaptive • assistive technology 	Contact your local school district	<ol style="list-style-type: none"> 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. 2. Assessment team determines the child's eligibility for ESCE services. 3. A team meeting is held with family and a written plan (IFSP) is developed.
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: 1-800-728-5420 Ramsey County: 651-604-3700 Northwest Hennepin: Osseo 763-315-7440 Robbinsdale: 763-504-4160 South Suburban: (SHIELD) 952-563-8900 West Suburban: 952-933-4769	<ol style="list-style-type: none"> 1. Referral is made to the school district for assessment. 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. 3. The assessment team determines the child's eligibility for ESCE services. 4. A team meeting is held with family and a written plan (IFSP) is developed.

Diagnosis/Criteria	Agency	Assessment Team	Contact Person	Assessment Process
Medical Diagnosis	Fraser Child & Family Center www.fraser.org	Team of mental health professionals and autism specialists	Intake coordinator 612-331-9413 visit www.fraser.org for information 3333 University SE Minneapolis	<ol style="list-style-type: none"> 1. Parents and child attend three-hour assessment at the center. 2. First hour is spent interviewing family. 3. Second hour, testing/observation/interview 4. Last hour, findings and recommendations are shared with the family.
Medical Diagnosis	The Alexander Center – Park Nicollet www.parknicollett.com/Alexandercenter/	Psychologist, M.D., therapists	952-993-2498	<ol style="list-style-type: none"> 1. Assessment of children with developmental and behavioral disorders. 2. Consultation with schools, individual family counseling and education.
Medical Diagnosis	University of Minnesota www.med.umn.edu/peds/clinneuro/home.html	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 www.gillettechildrens.org	Developmental Pediatrician	651-299-3818 Gillette Children's 200 E. University Ave. St. Paul, MN 55101	Provide assessment and diagnosis.

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"> • Disability must be medically verified and result in major limitations in two broad areas of functioning or extreme limitations in one area of functioning. • Condition must last or be expected to last at least 12 months or be expected to result in death. • Family income guidelines must be met. • Family assets are considered • 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. 	<ul style="list-style-type: none"> • Call the Social Security Administration at 1-800-772-1213 (voice) or 1-800-325-0778 (TDD) • Process may take 3-4 months but eligibility goes back to the date of application. • Families should start the application process even if all the information is not available (e.g. doctor reports) • For help with application, Hennepin County, 612-348- 6675 Anoka County, 763-422-6941 Statewide, 1-800-772-1213 Web site: www.ssa.gov/notices/supplemental-security-income
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"> • inpatient/outpatient care • medical transportation • prescribed drugs • therapies • prosthetic devices • eyeglasses • audiology • dental care • laboratory and X-ray • health insurance premiums • home health ordered by physician: private nursing, PCA, medical supplies and equipment, diapers for children over 4. • hospice care 	Eligibility criteria used is the same as SSI. <ul style="list-style-type: none"> • The level of care needed must be similar but cannot exceed what would be provided in a medical facility. • 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. • If fees go over the actual cost of services, they are applied toward the next year’s parent fee. 	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: www.dhs.state.mn.us/healthcare/programs/TEFRA.htm

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"> • inpatient/outpatient care • medical transportation • prescribed drugs • therapies • prosthetic devices • eyeglasses • audiology • dental care • laboratory and X-ray • health insurance premiums • home health ordered by physician such as private nursing, PCA, medical supplies and equipment, diapers for children over 4. • hospice care 	<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: www.dhs.state.mn.us/healthcare/programs/medicalassistance.htm</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.	<p>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.</p>	<p>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</p>	<p>651-215-8956 or 1-800-728-5420 TTY: 1-800-627-3529 Fax: 651-281-9988 mcsnweb@health.state.mn.us</p> <p>Or write: Minnesota Children with Special Health Needs MN Department of Health 85 E. 7th Place P.O. Box 64882 St. Paul, MN 55164-0882</p> <p>Web site: www.health.state.mn.us/divs/fh/mcshn/mcshn.html</p>

Source	Description	Benefit	Eligibility	Contact/application process
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"> • Permanent resident of Minnesota. • Not eligible for MA • Not covered by any other health insurance for the last four months. • Unable to get health insurance that is at least half paid for by your employer for the last 18 months. • Meet the MN Care income guidelines 	651-297-3862 or 1-800-657-3672 Or write: MinnesotaCare 444 Lafayette Rd. N. St. Paul, MN 55164-0838 Web: www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNA_MIC_CONVERSION&RevisionS electionMethod=LatestReleased&dDocName=id_006255
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"> • case management • respite care • homemaker services • in-home family support • assistive technology • day habilitation • supported living services (SLS) • environmental modifications and others 	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 612-348-4111. For children 3-18, contact the Hennepin County Developmental Disabilities Division Intake 612-348-4111. Web: www.co.hennepin.mn.us
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"> • Annual adjusted gross income not to exceed \$70,500. • Child must be determined by a case manager to be at risk for out-of-home placement to a licensed residential program. • Average limit for a monthly payment is \$250. 	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 612-348-4111. For children 3-18, contact Hennepin County Developmental Disabilities Division Intake at 612-348-4111. Web: www.co.hennepin.mn.us
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: hsph.ads.icteam@co.hennepin.mn.us www.co.hennepin.mn.us
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 Karen.Adamson@co.hennepin.mn.us
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"> • preschool day treatment • family-focused therapy • respite care • subsidized day care 	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: 612-348-3220
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 Anne Harrington, ECSE Autism Specialist 612-668-5106 http://speced.mpls.k12.mn.us/ECSE.html

Resource Sheet D – Treatment and Intervention Agencies

Early Childhood Special Education

Agency	Services/Programs	Contact Information
Fraser School®	<ul style="list-style-type: none"> • Center-based ECSE services • Speech, occupational, music and physical therapies • Health services, respite care and home services • Integrated preschool for children with disabilities 	2400 W. 64 th St. Minneapolis, MN 55423 612-861-1688 www.fraser.org
Minneapolis Public Schools	<ul style="list-style-type: none"> • Home-based intervention • Center-based ECSE classroom • Toddler and preschool center-based classroom for children who demonstrate autism spectrum behaviors • Community preschool in a typical preschool setting • Other services may include speech and occupational therapy, depending on the needs of the child 	To begin intake process, contact 612-348-TOTS. For program questions, contact the Director of Special Education, Ann Fox, 612-668-5402 OR the ECSE Autism Specialist, Anne Harrington, 612-668-5106 www.mpls.k12.mn.us

Day Treatment

Agency	Services/Programs	Contact Information
Fraser Child & Family Center® Fraser Autism Program	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 www.fraser.org Fraser Anoka 2829 Verdale Avenue, Suite 3 Anoka, MN 55303 763-231-2590; fax 612-861-6050
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 www.stdavids.net

Integrated 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 th St. Minneapolis, MN 55423 612-861-1688 www.fraser.org
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 www.stdavids.net

Behavioral Training

Agency	Services/Programs	Contact Information
Behavioral Dimensions Inc.	Provides short and long-term consultation, counseling and therapy, IBI- intense behavioral intervention.	415 Blake Rd. N., Suite 240 Hopkins, MN 55343 952-814-0207 www.behavioraldimensions.com
Brih Design, LLC	Brih Design is a small, private consulting firm. They provide support and services to people who exhibit difficult (to manage) behaviors.	4535 Washburn Ave. N. Minneapolis, MN 55412 612-552-3945 www.brihdesign.com
Fraser Child & Family Center®	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.	3333 University Ave. S.E. Minneapolis, MN 55414 612- 331-9413 www.fraser.org
Holland Center	Center-base verbal behavioral intervention program. Also has a focus on gluten-free/casein-free diet.	810 Excelsior Blvd. Excelsior, MN 55331-1900 952-401-9359 www.hollandcenter.com
The Lazarus Project	Center-based cooperative serving children 2-9 years old with intensive early intervention, applied behavior therapy.	1200 Ford Rd., Suite 2 Minnetonka, MN 55305 763-519-1197 www.lazarusprojectmn.org
Lovaas Institute for Early Intervention (LIFE) Midwest, Inc.	Home-based ABA intervention program. Clinical Director: Eric Larsson, PhD	LIFE Midwest Treatment Headquarters 2925 Dean Pkwy., Suite 300 Minneapolis, MN 55416 612- 925-8365 www.lovaas.com
Minnesota Autism Center (MAC)	Services include behavioral therapy, home-based early intervention, center based intervention and consultation with schools and other agencies.	5710 Baker Road Minnetonka, MN 55345 952-767-4200 www.mnautism.org
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.	7236 Forestview Lane North Maple Grove, MN 55369 763-493-7935 www.meapkids.org
Partners in Excellence (PIE) (Burnsville and North St Paul 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.	14301 Ewing Avenue Burnsville, MN 55306, 952-746-5350 www.pieofmn.com
		2344 Helen Street N North St. Paul, MN 55109 651-773-5988 www.pieofmn.com
REM Health, Inc.	A division of REM focusing on the treatment of autism. Services include behavioral therapy, home-based intensive early intervention and consultation with schools and other agencies. REM is a replication site for Lovaas research.	3101 W. 69th St. Edina, MN 55435 952-926-9808 www.remhealth.com (Additional locations listed on the website in WI, IA, MN)

Agency	Services/Programs	Contact Information
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 www.rcautism.com
University of Wisconsin- Eau Claire Campus Autism Program	Provides center-based behavioral intervention. Focus of the program is Applied Behavior Analysis	Dr. Kevin Klatt 275 Hibbard Hall Psychology Department University of Wisconsin- Eau Claire Eau Claire, WI 54702 Email: klattkp@uwec.edu 715-836-3995 www.uwec.edu/psyc/CAP%20broch.indd.pdf
Wisconsin Early Autism Project (WEAP) Eau Claire Clinic	Provides in-home early intensive behavioral intervention for young children with autism in the Eau Claire/La Crosse area	715-832-2233 www.wiautism.com (Additional locations listed on the website in WI)

Resource Sheet D (Continued) – Intervention/Methodology Descriptions

Intervention/Methodology	Definition	Founding Organization Contact Information
Applied Behavioral Analysis (ABA)	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 www.iaba.com
Auditory Integration Training	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, www.autism.com/ari/ Society for Auditory Integration Training www.sait.org www.ideatrainingcenter.com
Bio Chemical Treatment	Treatment in bio-chemical imbalances	Pfeiffer Treatment Center www.hriptc.org Autism Research Institute 4182 Adams Ave., San Diego, CA 92116 619-281-7165, www.autism.com/ari/ Thoughtful House 3001 Bee Caves Road Austin, TX 78746, www.thoughtfulhouse.org
Developmental Therapy	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 www.mindspring.com/~dgn/index.htm
Discrete Trial Training	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.	www.iidc.indiana.edu/irca/behavior/discretetrl.html
Fast ForWord	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.	www.scilearn.com

Intervention/Methodology	Definition	Founding Organization Contact Information
Floor Time	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: www.icdl.com/dirFloortime/overview/documents/WhatisDIR.pdf	www.stanleygreenspan.com www.mindspring.com/~dgn/davefaq.htm
Lovaas Therapy	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.	Dr. Ivan Lovaas, UCLA – Department of Psychology 1285 Franz Hall, Box 951563 Los Angeles, CA 90095-1563 E-mail: lovaas@psych.ucla.edu www.lovaas.com
Music Therapy	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.	National Association of Music Therapy 8455 Colesville Rd., Suite 1000 Silver Spring, MD 20910 301-589-3300 www.autism.org//music.html
Relational Developmental Intervention	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 www.rdiconnect.com
Sensory Integration Training	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 International (SII) 1402 Cravens Ave. Torrance, CA 90501 310-533-8338 www.sierf.org
TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children)	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.	Division TEACCH The University of North Carolina 310 Medical School – Wing E Chapel Hill, NC 27599-7180 919-966-2177 www.teacch.com
Social Stories	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.	www.thegraycenter.org
S.O.S. (Sequential Oral Sensory) Feeding Therapy	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.	Developed by Dr. Kay Toomey & Associates Denver, CO 303-759-5316

Intervention/Methodology	Definition	Founding Organization Contact Information
Social Skills Training	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.	http://www.iidc.indiana.edu/irca/SocialLeisure/socialskillstraining.html
Medications	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.	www.patientcenters.com/autism/news/med_reference
Dietary Interventions	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 <u>gluten/casein (wheat/dairy) free diet</u> .	Autism Network for Dietary Intervention www.autismndi.com
Picture Exchange Communication System	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.	www.pecs.com

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; H₂O = Water Therapy; Tech = Assistive Technology Assessments; Sib = Sibling Workshops

Agency	Speech	PT	OT	Sensory	Listening	Music	SS	Dance	Writing	Feeding	Yoga	FF	H ₂ O	Tech	Sib	Address	Telephone and Website	Ages Served
A Chance to Grow	X	X	X	X										X		1800 2 nd Street NE Minneapolis, MN 55418	612-789-1236 www.actg.org	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 www.advancetherapy.org	Up to 12
Alexander Center	X															Park Nicollet Clinic 11455 Viking Drive Suite 300 Eden Prairie, MN 55344	952-993-2498 www.parknicollet.com	3 and up
Arc Greater Twin Cities															X	2446 University Avenue W Suite 110 St. Paul, MN 55114	952-920-0855 www.arcgreatertwincities.org	5 to 18
Associated Speech & Language Specialists	X						X			X						561 W 7 th Street St. Paul, MN 55102	651-225-4558 www.associatedspeech.com	Up to 18
																1260 W County Road E Arden Hills, MN 55112	651-639-0942 www.associatedspeech.com	Up to 18
																1707 Cope Avenue E Suite C – D Maplewood, MN 55109	651-773-3208 www.associatedspeech.com	Up to 18
																3001 Harbor Lane N Suite 120 Plymouth, MN 55447	763-551-3652 www.associatedspeech.com	Up to 18
Autism Matters	X															1901 Main Street Suite A Hopkins, MN 55343	952-935-6044 www.autismmatters.net (ABA/VB programming)	
Capernaum Place	X	X	X	X	X		X	X	X	X						9220 Bass Lake Road Suite 260 New Hope, MN 55428	763-533-0363 www.capernaumpeds.com	Up to 18
																4010 W 65 th Street Suite 105 Edina, MN 55435	952-285-2840 www.capernaumpeds.com	Up to 18
Children's HealthCare West	X	X	X													5950 Clearwater Drive Minnetonka, MN 55343	952-930-8630 www.childrensmn.org	Up to 18

Agency	Speech	PT	OT	Sensory	Listening	Music	SS	Dance	Writing	Feeding	Yoga	FF	H ₂ O	Tech	Sib	Address	Telephone and Website	Ages Served
Children's HealthCare Maple Grove	X	X	X													7767 Elm Creek Boulevard Suite 300 Maple Grove, MN 55369	763-416-8700 www.childrensmn.org	Up to 18
Children's HealthCare Roseville	X	X	X													1835 W County Road C Roseville, MN 55113	651-638-1670 www.childrensmn.org	Up to 18
Children's HealthCare Woodbury	X	X	X													1825 Woodwinds Drive Suite 100 Woodbury, MN 55125	651-232-6860 www.childrensmn.org	Up to 18
Children's Hospital	X	X	X							X						2525 Chicago Avenue S Minneapolis, MN 55404	612-813-6709 www.childrensmn.org	
																345 N Smith Avenue St. Paul, MN 55102	651-220-6880 www.childrensmn.org	
Children's Theraplay			X	X			X									1705 Cope Avenue E Suite G Maplewood, MN 55109	651-773-0354 www.childrenstherapyctr.com	Up to 18
																3001 Harbor Lane N Suite 120 Plymouth, MN 55447	763-559-9077 www.childrenstherapyctr.com	Up to 18
Children's Therapy Center	X	X	X	X	X											2795 Pilot Knob Road Suite 100 Eagan, MN 55121	651-994-9644 www.childrenstherapyctr.com	Up to 18
																14635 Pennock Avenue Suite 300 Apple Valley, MN 55124	952-997-2823 www.childrenstherapyctr.com	Up to 18
Courage Center	X	X	X	X												3915 Golden Valley Road Golden Valley, MN 55422	763-520-0520 www.courage.org	All ages
																100 Cobblestone Lane Burnsville, MN	952-898-5700 www.courage.org	All ages
																1460 Curve Crest Blvd Stillwater, MN 55082	651-439-8283 www.courage.org	All ages
																146 N Lake Street Forest Lake, MN 55025	651-464-5235 www.courage.org	All ages
Expressions In Motion	X														2052 13 th Avenue W Shakopee, MN 55379 (Services provided in the home – serving SW Metro)	952-212-0385 www.expressionsinmotion.com		

Agency	Speech	PT	OT	Sensory	Listening	Music	SS	Dance	Writing	Feeding	Yoga	FF	H ₂ O	Tech	Sib	Address	Telephone and Website	Ages Served
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 www.fairview.org	
																Lakes Medical Center 5200 Fairview Boulevard Wyoming, MN 55092	651-982-7825 www.fairview.org	
																Northland Medical Center 911 Northland Drive Princeton, MN 55371	763-389-6420 www.fairview.org	
Family Achievement Difference	X	X	X	X	X		X		X	X		X	X	X		8320 City Centre Drive Suite G Woodbury, MN 55125	651-738-9888 www.familyachievement.com	All ages
Family Speech & Therapy Services	X									X						1891 Station Parkway Andover, MN 55304	763-755-4275 www.familyspeech.com	All ages
Functional Kids Clinic	X		X	X			X			X						3000 White Bear Avenue N Suite 28 St. Paul, MN 55109	651-770-8884 www.functionalkids.com	Up to 18 SS = for elementary and middle school age
Fraser Child & Family Center®	X		X	X	X	X	X			X		X			X	3333 University Ave SE Minneapolis, MN 55114	612-331-9413 www.fraser.org	Up to 7 SS = for 7 to 24
Fraser Anoka				X			X								X	2829 Verdale Avenue, Suite 3 Anoka, MN 55303	763-231-2590; www.fraser.org	
Fraser School®	X	X	X	X		X					X					2400 W 64 th Street Minneapolis, MN 55423	612-861-1688 www.fraser.org	Up to 7
Gillette Children's Specialty Healthcare	X	X	X	X						X			X	X		200 E University Avenue St. Paul, MN 55101	651-291-2848 800-719-4040 (toll-free) www.gillettechildrens.org	All ages
Gillette Children's Specialty Healthcare Burnsville	X	X	X	X						X			X	X		305 E Nicollet Boulevard Burnsville, MN 55337	952-223-3400 866-881-7386 (toll-free) www.gillettechildrens.org	All ages
Gillette Children's Specialty Healthcare Minnetonka	X	X	X	X						X			X	X		6060 Clearwater Drive Minnetonka, MN 55343	952-936-0977 800-277-1250 (toll-free) www.gillettechildrens.org	All ages

Agency	Speech	PT	OT	Sensory	Listening	Music	SS	Dance	Writing	Feeding	Yoga	FF	H ₂ O	Tech	Sib	Address	Telephone and Website	Ages Served
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) www.gilletechildrens.org	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) www.gilletechildrens.org	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) www.gilltechchildrens.org	Older teens and adults
Kenny Kids Allina Hospital/Clinics	X	X	X	X			X		X	X			X			3111 124 th Avenue NW Coon Rapids, MN 55433	763-236-7337 www.sisterkennyinstitute.com	Up to 18
Kids Abilities Pediatric Therapy	X	X	X	X			X		X	X			X	X		490 W Highway 96 Suite 300 Shoreview, MN 55126	651-451-3016 www.kidsabilities.com	All ages
Kid Talk	X	X	X							X						1772 Steiger Lake Lane PO Box 34 Victoria, MN 55386	952-443-9888 www.kid-talk.com	Up to 18
Kidspeak, Ltd.	X									X						9611 Polaris Lane N Maple Grove, MN 55369 (Services provided in the home – serving the Metro, St. Cloud, and Red Wing)	763-416-9313 www.kidspeakltd.com	Early Childhood
MacPhail Center For Music						X										501 South 2 nd Street Minneapolis, MN 55401	612-321-0100 www.macphail.org	
Methodist Hospital	X	X	X							X						6500 Excelsior Boulevard St. Louis Park, MN 55426	952-993-5900 www.parknicollet.com/methodist	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 www.metrotherapyscc.com	All ages
Multicenter Physical Therapy																7700 Highway 65 NE Spring Lake Pk, MN 55432	763-784-3155 www.multicenterpt.com	All ages
		X														11855 Ulysses Street NE Suite 20 Blaine, MN 55434	763-767-3140 www.multicenterpt.com	All ages
																1835 W County Road C Roseville, MN 55113	651-638-0080 www.multicenterpt.com	All ages
Nature's Edge Therapy Center	X	X	X													2523 14 ¾ Avenue Rice Lake, WI 54868	715-859-6670 www.naturesedgetherapycenter.org	

Agency	Speech	PT	OT	Sensory	Listening	Music	SS	Dance	Writing	Feeding	Yoga	FF	H ₂ O	Tech	Sib	Address	Telephone and Website	Ages Served
North Memorial	X	X	X				X			X						3300 Oakdale Avenue N Robbinsdale, MN 55422	763-520-5200 www.northmemorial.com	All ages
																Arbor Lakes Medical Bldg 12000 Elm Creek Blvd Suite 210 Maple Grove, MN 55369	(763) 420-7002 www.northmemorial.com	All ages
																800 Freeport Avenue N Elk River, MN 55330	763-420-7002 www.northmemorial.com	All ages
PACT Institute (Pediatric autism & communication therapy)	X		X				X					X			X	908 Mainsteet Hopkins, MN 55343	952-224-0707 www.pactinstitute.com	Up to 7
St. Cloud Hospital	X	X	X							X						1900 Centracare Circle St. Cloud, MN 56303	320-229-497 www.centracare.com	All ages
St. Cloud Orthopedic Associates, Inc.		X	X													1555 Northway Drive St. Cloud, MN 56303	320-259-4100 www.stcloudorthopedics.com	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 www.stdavids.net	Up to 9
																Thorson Family Resource Center 7323 58 th Street Crystal, MN 55428	763-531-8483 www.stdavids.net	Up to 9
St. Francis Capable Kids	X	X	X										X			Chaska Community Center 1661 Park Ridge Suite 100 Chaska, MN 55318	952-403-3980 www.chaska.com/communitycenter/stfran.htm	Up to 7
South Metro Theraplay	X		X													314 Main Street E Suite 3 Howard Lake, MN 55349	952-758-5775 www.southmetrotheraplay.com	
Special Children Center	X	X	X	X	X		X		X	X		X	X		X	2705 Enloe Street Hudson, WI 54016	715-386-2128 www.specialchildrencenter.com	All ages
Sunny Days Therapy			X	X												810 Excelsior Boulevard Excelsior, MN 55331	952-223-2506 www.sunnydaystherapy.com	Up to 8
Therapy Connections For Kids	X	X	X	X	X					X			X			300 Coon Rapids Blvd NW Suite 200 Coon Rapids, MN 55433	763-767-0854 www.therapyconnectionkids.com	Up to 18

Agency	Speech	PT	OT	Sensory	Listening	Music	SS	Dance	Writing	Feeding	Yoga	FF	H ₂ O	Tech	Sib	Address	Telephone and Website	Ages Served
The Therapy Place	X	X	X	X	X	X	X		X	X	X	X			X	900 W 94 th Street Bloomington, MN 55420	952-885-0418 www.thetherapyplace.net	
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 www.therapyforme.net	Up to 15
University of Minnesota Children's Hospital	X	X	X	X									X	X		Mayo Building 420 Delaware Street SE 4 th Floor, Room B417 Minneapolis, MN 55455	To schedule an appointment at any metro area clinic 612-273-2897 www.fairview.org	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 nd Street Excelsior, MN 55331	952-474-0227 www.wmlearningconnections.com	4 to 30
																220 W 98 th Street Suite 1 Bloomington, MN 55420	952-888-9652 www.wmlearningconnections.com	4 to 30

Resource Sheet F – Healthcare Providers

Developmental Pediatricians

Clinic/Hospital	Physician	Address	Telephone/Web
Children’s Healthcare – Minneapolis	Dr. Dan McLellan	2525 Chicago Ave. S. Minneapolis, MN 55404	612-813-6777
Fairview University Medical Center	Dr. Michael Reiff	420 Delaware St. SE Minneapolis, MN 554555	612-624-3113
Gillette Children’s	Dr. Raymond C. Tervo	200 E. University Ave. St. Paul, MN 55101	651-291-2848 www.gillettechildrens.org
Gillette West Clinic	Dr. Kim McConnell	6060 Clearwater Drive Minnetonka, MN 55343	952-936-0977 www.gillettechildrens.org
HealthEast Maplewood Clinic Pediatricians for Health	Dr. Sarah O. Colwell Janet Mims M.S., CNP	3100 Kennard St. Suite 100 Maplewood, MN 55109	651-232-7800 www.healtheast.org
Mayo Clinic	Dr. Robert G. Voigt Dr. William J. Barbaresi Dr. Virginia V. Michels	200 – 1 st St. S.W. Rochester, MN 55905	507-266-5800 www.mayoclinic.org/rochester
Park Nicollet Medical Center – Bloomington (Alexander Center)	Dr. Jennifer Lessin Dr. Tom Scott	11455 Viking Dr., Suite 300 Eden Prairie, MN 55344	952-993-2498 www.parknicollet.com/Clinic/specialties/Alexander_center
Health Partners – Riverside	Dr. W. Brooks Donald	2220 Riverside Ave. South Minneapolis, MN 55454	952-967-7175

General Pediatricians

Clinic/Hospital	Physician	Address	Telephone/Web
Children’s Health Care St. Paul Clinic	Dr. James McCord	345 Smith Ave. N. St. Paul, MN 55102	651-220-6700
Gillette Children’s	Dr. Julie Hauer Dr. Nancy Kammer	200 University Ave. E. St. Paul, MN 55101	651-229-3818 www.gillettechildrens.org
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. Margaret 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	Dr. William Barbaresi	200 – 1 st St. S.W. Rochester, MN 55905	507-284-5243 www.mayoclinic.org/rochester
Oakdale Pediatrics	Dr. Allen Kuperman	12720 Bass Lake Rd. Maple Grove, MN 55369	763-559-2861
University of Minnesota Children’s Hospital, Fairview	Dr. Pamela Heggie	2414 7 th St S. Minneapolis, Mn 55454	612-672-2350
Health Partners Riverside Clinic	Dr. Vivian Orey	2220 Riverside Ave S. Minneapolis, MN 55454	952-967-7175

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 www.minneapolisclinic.com
	Dr. John MacDonald	4225 Golden Valley Rd. Golden Valley, MN 55422	763-588-0661
The Minnesota Epilepsy Group	Dr. Michael Frost Dr. Frank Ritter	225 N. Smith Ave., Suite 201 St. Paul, MN 55102	651-241-5290 www.mnepilepsy.org
Mercy Hospital	Dr. Allen Ingenito	3833 Coon Rapids Blvd, Suite 100 Coon Rapids, MN 55433	763-427-8320
Noran Neurological Clinic	Dr. Lawrence Burstein	910 E. 26 th St., Suite 210 Minneapolis, MN 55404	612-879-1500 www.noranclinic.com
Pediatric Neurology	Dr. Betty Ong	200 E. University Ave St. Paul, MN 55101	651-229-3870 www.regionshospital.com

Child Psychiatrists

Clinic/Hospital	Physician	Address	Telephone/Web
Central Center for Family Resources	Dr. Jon Glass	1485 81 st Ave. Spring Lake Park, MN 55432	763-783-4944 www.ccffr.org
Fairview Medical Center	Dr. David Opsahl	5346 Lyndale Ave S Minneapolis, MN 55419	612-273-9766
Fairview University	Dr. George Realmuto	420 Delaware St. SE Minneapolis, MN 55455	612-273-9711
Ramsey Clinic	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. Mary Ella Pierpont	345 N. Smith Ave St. Paul, MN 55102	651-220-6884
University of Minnesota Children's Hospital	Dr. Susan A. Berry	516 Delaware Street SE 4-100 Minneapolis, MN 55455	612-625-5115 www.fairviewchildrens.org

Neuropsychologists

Clinic/Hospital	Clinician	Address	Telephone/Web
Children's Hospitals and Clinics	Dr. Johnathon Miller Dr. Cindy Spicuzza	2525 Chicago Ave. S. Minneapolis, MN 55404	612-813-6224 www.childrenshc.org
Fraser Child & Family Center®	Dr. Kimberly Klein Dr. Lisa Leadbetter	3333 University Ave. SE Minneapolis, MN 55114	612-331-9413 www.fraser.org
Hennepin County Medical Center Neuropsychology Clinic	Dr. David Tupper	701 Park Ave. Minneapolis, MN 55415	612-873-3000 www.hcmc.org
Minneapolis Clinic of Neurology	Dr. Stephen Mogan	4225 Golden Valley Rd. Golden Valley, MN 55422	763-588-0661 www.minneapolisclinic.com
University of Minnesota Pediatric Neuropsychology Clinic	Dr. Elsa Shapiro Dr. Richard Ziegler Dr. Cathy Jordan Dr. David Zelinsky Goldman	516 Delaware St. SE Minneapolis, MN 55455	612-625-7466

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 www.acp-mn.com
Fraser Child & Family Center®	Sue Pederson, MA, LP Pat Pulice, MA, LP Sylvia Ashley-Cameron, PhD, LP Brigitte King, PhD, LP Rachel Gardner, MA, LP Andy Paulsen Ph.D., L.P. Karin Hampton PhD, LP Kathryn McGraw-Schuchman MA, LP	3333 University Ave SE Minneapolis, MN 55114	612-331-9413 www.fraser.org
Park Nicollet Clinic - Alexander Center	Dr. Stephen Olson	11455 Viking Dr. Suite 300 Eden Prairie, MN 55344	952-993-2498 (New patients) www.parknicollet.com/Clinic/Specialties/Alexander_center
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. 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 Karin Hampton PhD, LP	229 Jackson St. Suite 136 Anoka, MN 55303	651-442-1714

Pediatric Dentists

Clinic/Hospital	Dentist	Address	Telephone/Web
Centennial Lakes Medical Center	Dr. David S. Elgethun Dr. Mark E. Greenwood Dr. Kurt J. King Dr. Sally Schuette Dr. Daniel Shaw	7373 France Ave. S., Suite 402 Edina, MN 55435	952-985-8100
Metropolitan Pediatric Dental Association	Dr. Fong Dr. Lipschultz	411 Main St. Suite 307 St. Paul, MN	651-224-4969 www.metropediatricdental.com
	Dr. Rosenblum Dr. Cellitti	500 Osborne Road NE Fridley, MN 55432	763-786-4260 www.metropediatricdental.com
	Dr. Nickman Dr. Richmond	411 Main St., Suite 307 St. Paul, MN 55102	651-224-4969 www.metropediatricdental.com
	Dr. Spiegl	3444 Denmark Avenue Eagan, MN 55123	651-454-0334 www.metropediatricdental.com
West Health Medical Building	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	9220 Bass Lake Rd. Suite 260 New Hope, MN 55428	763-533-0363 www.capernaumpeds.com
Children's Hospital St. Paul	Children's Feeding Clinic	345 N. Smith Ave. St. Paul, MN 55102	651-220-6446 www.childrenshc.org
Fraser Child & Family Center®	Feeding Evaluations and therapy	3333 University Ave SE Minneapolis, MN	612-331-9413 www.fraser.org
Functional Center for Functional Medicine, Inc.	Dr. Richard Mayfield, DC, CCN, DACBN	7901 Xerxes Ave. S Bloomington, MN 55431	952-885-0822
Nutritional Weight & Wellness	Nutritional Counseling	708 South Cleveland Ave St. Paul, MN 55116	651-699-3438 www.weightandwellness.com
		15600 Wayzata Blvd., Suite 209 Wayzata, MN 55391	952-345-0766 www.weightandwellness.com
		3596 Linden Ave SuiteB3 White Bear Lake, MN55110	651-773-0000 www.weightandwellness.com
St. David's	Feeding Evaluations and therapy	3395 Plymouth Ave. Minnetonka, MN 55305	952-939-0396 www.stdavids.net
The Therapy Place	Feeding Evaluations and therapy	900 W 94 th St. Bloomington, MN 55420	952-885-0418 www.thetherapyplace.net

Gluten Free Resources

Resource Type	Name	Address	Telephone/Web
Bakery	Cooqi	2186 Marshall Ave St. Paul, MN 55104	651-645-4433 www.cooqiglutenfree.com
Bakery	Bittersweet Gluten Free Bakery	2105 Cliff Road Eagan, MN 55122	651-686-0112 www.bittersweetgf.com
Grocery Store	Fresh & Natural Foods	Located in Hudson, WI Bloomington, MN Plymouth, MN Shoreview, MN	www.freshandnaturalfoods.com
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 www.sainthonoreglutenfreebakeryltd.com
Bakery/Store	Mad Woman Foods Gluten-Free, Low Glycemic Foods	2900 13th Ave S Minneapolis, MN 55407	(612) 728-2679 www.madwomanfoods.com

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
A+ Home Care	Bloomington	952-854-7760	X	X
A Chance to Grow	Minneapolis	612.789.1236 http://www.actg.org/		
Abbey Care	St. Paul	651-690-5352 www.abbeycareinc.com	X	X
Advanced Care, Inc.	Minneapolis	612-721-1957	X	X
Affordable Professionals, Inc.	Minneapolis	612-874-8266		X
All Home Caring	Minneapolis	612-378-1474 www.allhomecaring.com		X
Alliance Health Care	Eagan	651-895-8030	X	X
Best Care	Minneapolis	612-378-1040	X	X
Choices for Children/Accra, Inc	Hopkins	952-935-3515 www.cfcaccra.org	X	X
Compassionate Home Care	Minneapolis	612-782-9988		X
First Choice Home Care	St. Paul	651-225-4255	X	X
Fraser®	Minneapolis	612-767-5150 www.fraser.org	X	X
Home Free, Inc./Home Health	Bloomington	952-814-7400 www.allhomehealth.org	X	X
Life’s Companion PCA, Inc.	Blaine	763-786-3439	X	X
Lifeworks	Eagan	651-365-3790 www.lifeworks.org	X	
Mains’l Services, Inc.	Maple Grove	763-494-4553 www.mainsl.com	X	X
REM Health, Inc.	Edina	952-926-9808 www.remhealth.com		X

St. David's School	Minnetonka	952-939-0396 www.stdavids.net	X	X
Sincerely, Inc.	Minneapolis	612-824-8505		X
fahrenHeight 360	St. Paul	651-894-6360 www.fahrenheight360.com		X
Superior Home Care	Lakeville	952-898-4911 www.superiorhomecare.org	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 www.ccpdcs.com	X	X	
Companion Housing Programs	3040 Inglewood St. Louis Park, MN 55416	952-285-5950 www.companionhousingprograms.com	X		
Fraser®	2400 W. 64 th St. Minneapolis, MN 55423	612-861-1688 www.fraser.org	X		X
Mains'l Services, Inc.,	6900 Wedgwood Rd., Suite 250 Maple Grove, MN. 55311.	763-416-9176 www.mainsl.com	X	X	
Mount Olivet Rolling Acres (serves children ages 12-16)	Rolling Acres Rd., Box 220 Victoria, MN 55386-0220	952-474-5974 www.MetroCrisis.org		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 www.remhealth.com	X	X	
St. David's Child Dev. & Family Services	3395 Plymouth Rd. Minnetonka, MN 55305	952-939-0396 www.stdavids.net	X	X	X

Resource Sheet H – Advocacy and Support Services

Agency	Description	Service and Programs	Contact Information
Arc Greater Twin Cities	<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 & 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>www.arcgreatertwincities.org</p> <p>Wisconsin: 1-877- 272-8400 Toll Free www.arc-wisconsin.org</p>
Autism Society of Minnesota	<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"> • Information and referral services • Clearinghouse for national research and intervention strategies, including a quarterly review for professionals • Educational services (newsletter, workshops, lending library, etc.) • Discovery Series, classes for parents of children recently diagnosed • Advocacy/assistance to individuals with autism and their families • Camp Hand in Hand, residential camp for children/young adults • Camp Discovery, residential camp for teens with Asperger’s • SIBSHOP for siblings of children with autism • Annual Minnesota Autism Conference • Parent Support 	<p>Autism Society of Minnesota 2380 Wycliff St., Suite 102 St. Paul, MN 55114-1146 651-647-1083 Fax: 651-642-1230 www.ausm.org</p>
Autism Society of Wisconsin	<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 www.asw4autism.org</p>

Autismlink	Networking Web site for families and professionals	Chatroom, mentor program, services search	www.autismlink.com
BEAT MN	Networking link for parents interested in biological treatment options	<ul style="list-style-type: none"> Email 	beatmn@yahoo.com 651-275-1463
Fraser®	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"> Parent Support Group for families of children with ASD. Family Intervention: Parent/child guided interaction providing support for individual families. Family Skills Training: In-home service to provide resources and support within home/community setting. Sibling support: Private sessions for siblings of children with a developmental disorder Trainings for parents and professionals 	Fraser Child & Family Center® 3333 University Ave. S.E. Minneapolis, MN 55414 612-331-9413 Fraser Anoka 2829 Verndale Avenue, Suite 3 Anoka, MN 55303 763-231-2590 www.fraser.org
Parents as Teachers-National Center	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 www.meld.org
Minneapolis Public Schools	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) www.mpls.k12.mn.us
Minnesota Disability Law Center (MDLC)	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 www.mndlc.org
Minnesota Special Education Mediation Service (MNSEMS)	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) www.mnsems.state.mn.us
Mothers United for Moral Support, Inc. (MUMS)	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 www.netnet.net/mums
Mount Olivet Rolling Acres Metro Crisis Coordination Program	Provides trainings for staff and parent support groups	Some common training topics: Why Behaviors Happen, Obstacles to Positive Behaviors, Effects of Grief and Loss in People with Developmental Disabilities, The Impact of Medical Complications on Problematic Behaviors, De-escalating Problem Behaviors	6001 Lyndale Ave S Minneapolis, MN 55419 612-869-6811 www.MetroCrisis.org

Office of the Ombudsman for Mental Health and Mental Retardation	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 www.ombudmhmnr.state.mn.us
PACER Center	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 www.pacer.org
St. David's Child Development & Family Services	A nonprofit organization providing services for families.	<ul style="list-style-type: none"> • Mom's Sharing Group • Resource Library • Trainings for parents and professionals 	Judy Strommen, Family Services Coordinator, 952-939-0396 www.stdavids.net

Resource Sheet I – 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

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 th 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	
Robert Gunderson	7300 Metro Boulevard, Suite 630 Edina, MN 55439 www.lawyers.com/tcglaw/index.jsp	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
Barbara Kleist Kleist Law Office	4309 Blenheim Circle Minnetonka, MN 55345	952-945-0657		X	X	X

Life Planning for Persons with Disabilities	1609 West Wayzata Boulevard Long Lake, MN 55356 www.disabilityplanning.info/SNT.html	952-249-9193 800-487-5310	Metro Area Counties			X
Lutheran Social Services of Minnesota	2485 Como Avenue St. Paul, MN 55108 www.lssmn.org	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 www.lawyers.com/jeffstoreylaw	763-786-7707	Anoka County	X	X	X

Resource Sheet J – Adaptive Equipment Resources

Agency	Description	Services	Contact Information
Medical Assistance/TEFRA	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
Metropolitan Center for Independent Living (MCIL)	Up-to-date information on community resources related to disabilities.	<ul style="list-style-type: none"> Library of material and tapes. Used Equipment Referral Service – a clearinghouse for used adaptive equipment that matches buyers and sellers. 	651-646-8342 www.mcil-mn.org
Simon Technology Center A PACER Project	The Simon Technology Center (STC) is an original charter member of the Alliance for Technology Access (ATA).	<ul style="list-style-type: none"> Free Technology Consultation Preview more than 2,000 pieces of software programs, adaptive equipment and other resources Connects buyers and sellers of assistive technology 	952-838-9000; 1-800-53-PACER pacer@pacer.org www.pacer.org
STAR Program (A System Technology to Achieve Results)	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 www.admin.state.mn.us/assistivetechology
DynaVox	Company provides assistance helping identify which type of assistive technology might be most helpful	<ul style="list-style-type: none"> Answer questions about DynaVox products 	1-866-DYNAVOX www.dynavoxtech.com

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

Resource Sheet K – Special Needs Child Care Agencies

Anew Dimension Child Enrichment

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

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

Family Child Development Center

100 Nathan Ln.
Plymouth, MN 55441
763-545-7271
www.fcdc.org

Fraser School®

2400 W. 64th St.
Minneapolis, MN 55423
612-861-1688
www.fraser.org

Green Central-EEE

324 E. 35th St.
Minneapolis, MN 55408
612-827-7762

Greater Minneapolis Crisis Nursery

Golden Valley Shelter
5400 Glenwood Ave.
Golden Valley, MN 55422
763-591-0400
www.crisisnursery.org

Greater Minneapolis Crisis Nursery

South Minneapolis Shelter
4544 4th Ave. S.
Minneapolis, MN 55419
763-591-0400
www.crisisnursery.org

Hopkins Early Learning Center

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

Jean Lyle Children's Center

130 N. Howell Ave.
St. Paul, MN 55104
651-646-9603
www.jeanlyle.org

Resource Sheet L – Autism Services Provided by Fraser®

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.**

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.

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® 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 sponsor of Fraser Academy® 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 or call 612-465-8600.)

Resource Sheet M – Books, Journals, 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

State Autism Library

Metro ECSU
4001 Stinson Blvd., Suite 210
St. Anthony, MN 55421
612-706-0801
612-706-0811 (fax)

Books, Videotapes and Educational Materials

Autism Resource Network

Books and materials available to browse/purchase.
904 Main St., #100
Hopkins, MN
Phone Orders: 952-988-0088
Fax Orders: 952-988-0099
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. 64th St.
Minneapolis, MN 55423
Phone orders: 612-861-1688
Fax Orders: 612-861-6050
www.fraser.org/products/index.htm
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
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 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
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
The Curious Incident of the Dog in the Night-Time (Fictional Book)	Mark Haddon
Tilt: Every Family Spins on Its Own Axis (Fictional Book)	Elizabeth Burns

Resource Sheet N – 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 4th 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.nsnet.org/whatis.html> and www.anokaearlyintervention.com

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