

Hear Here

May 2014

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- ❖ Five Love Languages
- ❖ How To: Glitter Peace Bottle
- ❖ 2013 Community Benefit
- ❖ Get Your Family Moving for Better Learning



Common Questions Asked in an IEP Team Meeting

Individualized Education Program (IEP) team meetings can be very stressful for parents, but they do not have to be. Here are common questions and answers, along with a few tips and tricks to help get the most out of your child's team meeting.

Will the label 'special education' follow my child for the rest of his education, even if he only needs help with his speech or fine motor skills? Is that bad? The label special education gets a bad wrap, causing many parents to hesitate. But you should not. Your child has to qualify under that label for the school to legally provide services. No IEP = no therapy. And it does not automatically follow your child for the rest of his or her life. Once every three years, your child's needs are reevaluated.

How often will my child be seen for services? There is no average. It is based on your child's needs.

Does this IEP go with my child if we switch schools? Not automatically. If you are in Kent County, all IEPs are stored online in a system accessible to all schools, but you should tell your child's new teacher to look for it. If you live in other counties check with both your old and new schools before you move. To be sure the transition is smooth, take a paper copy of your child's IEP to the new school with you.

Is there anything else I should know? The IEP team is there to help your child succeed, but no one is a better advocate for his or her education than you. Make sure you get e-mail addresses so you know how to reach team members if you have questions or want to check in on your child's progress. Ask the speech-pathologist how you can reinforce therapy goals at home. If your child has trouble focusing during homework time, take a quick snapshot of your child's desk and e-mail it to your occupational therapist, asking if she has any recommendations on how to help. Together, you are a powerful force to help your child succeed in school, at home, and in the future.



Established in 1982, Comprehensive Therapy Center's mission is to meet the therapeutic and educational needs of children with disabilities who are at-risk or disadvantaged, through skill building, academic enhancement and social emotional support. We help children to walk, talk, learn and play so they can read and write.



Three of our Therapists' Favorite iPad Apps

Auditory Workout (\$19.99): This is a wonderful program for working with children on following directions.

Making Sequences (\$4.99): This program helps children learn sequencing for tasks or story order.

Toy Balls HD (Free): Though it seems like just a game, this app is great for helping children develop visual perceptual skills.

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Technology Adds Exciting Aspect to Therapy

Here is just one story. Darren is one of the sweetest and most adorable kindergarten students. He is also an easily distracted and hyperactive child. In therapy Darren requires highly structured but spontaneous activities. Through the use of an iPad, he is more

engaged with purposeful applications designed to improve his communication skills. One app plays a short video where he works on retelling the story. Another helps Darren learn to follow directions. Darren is making progress using this technology.

Young children are easily drawn to the activities on a tablet. Darren's focus and concentration are greatly improved, making therapy fun. He is accomplishing his goals using the colorful apps that appear on the iPad's screen, all under the watchful eye of a professional. It is just one way technology is helping students learn. To see a list of our favorite apps go to <http://therapycenter.org/forms-resources/apps-for-children/>.

Five Love Languages for Children

Do you sometimes feel frustrated that there is a disconnect between what you are trying to say and what your child understands? Gary Chapman, author of **Five Love Languages for Children**, has some ideas. "Every child has a primary language of love," Chapman says, "a way in which he or she understands a parent's love best." Here are the languages, and how to spot them:

Physical Touch: Does your child constantly climb into your lap? Does he always want hugs, kisses, high fives, and cuddles? If he could choose how to spend his time with you, would he prefer to wrestle, play tag, or race? His primary love language might be touch. Snuggling on the couch, singing action songs, and playing games like Twister can be great ways to meet your child's need.

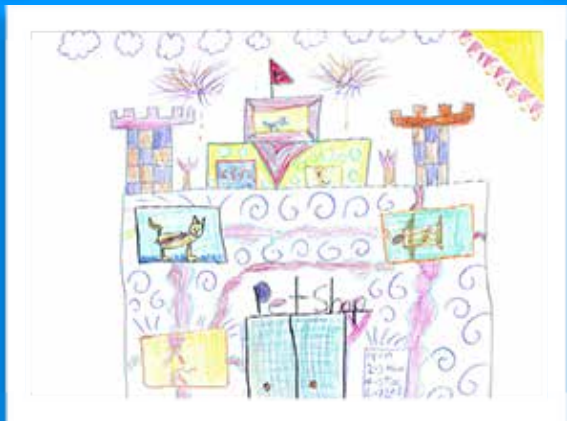
Words of Affirmation: Is your child happiest when you are telling her what a good job she did? Are her favorite phrases "Awesome job," and "That looks wonderful, great work," and "You did it"? Her primary love language might be words of affirmation. If your child is old enough to read, she will probably adore notes - in her lunch box, on the mirror, in the pockets of her jacket. Say "I love you" often. Praise her in front of other people, with specific reasons for why she does well.

Quality Time: Does your child prefer your undivided attention? His primary love language might be quality time. For your child, it does not matter what you do, as long as you do it together. Trade paragraphs during story time, and praise his choices when you are making a meal together. Keep a running conversation when you are running errands with just the two of you.

Gifts: Does your child feel best when she is surprised with a gift? Her primary love language might be gifts. This does not mean that you have to buy presents. Make a favorite meal. Pick a flower. These tokens of affection are not about the gift itself, but that you thought enough about her to leave her something special.

Service: Does your child love to help people whenever given the opportunity? His primary love language might be service. He will feel best when you offer to help him achieve his goals or work on things. Help him with homework, neighborhood projects, and chores. Do not forget to show him how to help others through volunteer and service projects.

9th Annual Coloring Contest: Pets and Pet Shops



Jottings from Jean

What a year. Celebrating our 30th Anniversary was so much fun. Thank you to all of our community partners for making this such a special year.

Celebrations take many forms and this last year we also had the good fortune to receive another visit from our accreditation agency, CARF, which ended with a three year reaccreditation for the agency.

We celebrated with parents as our therapists presented at several early childhood and literacy conferences. We celebrate with each of the 325 students we serve in schools as they meet their therapy goals. Of course during the summer we are always celebrating our terrific volunteers at our Therapy and Fun clinic.

Expect a greater presence from us on social media, regular media and some new and exciting programs and funding opportunities. We head to 35 years with many more families to reach as we help their children walk, talk, learn and play. Thank you for the opportunity to help our community.

Jean Sibbal

Sensory Activity: Glitter Peace Bottle

One of our occupational therapists, Rhonda Hines, often makes these. They are a great visual timer for an adult and are both soothing and mesmerizing for a child who needs to calm down. You will need:

- Plastic bottle (at least 16 oz)
- .12 oz vial of fine glitter
- 1 bottle of gel glitter glue
- Very hot tap water
- Hot glue or strong tape to seal the lid

Instructions:

1. Pour the bottle of glitter glue into bottle.
2. Add the vial of fine glitter.
3. Fill the rest of the way with the hottest water you can stand. Near-boiling will ensure the glue does not clump.
4. Put the cap on and shake it up to mix the water, glue, and glitter. Let it settle. Does it take too long? Pour out some of the glitter water and add more hot water. Does it settle too quickly? Add more glitter.
5. Seal the lid by either hot gluing the lid or by wrapping it with duct tape.



9th Annual Coloring Contest

March is **Social Worker Month**, April is **Occupational Therapy Month**, and May is **Better Hearing and Speech Month**. To celebrate, we hold a coloring contest. The winners are students who receive **social work**, **occupational therapy**, and **speech therapy** in the sixteen area schools where we provide ancillary special education services.

It is a way for our students to win. We celebrate at the **Read to Me Tea**, where principals and other guests read stories to our winners.

“One of my students was so excited,” explains Jessica Brink, one of our speech-language pathologists. “He said ‘I have never won anything before. I am going to use all the colors!’ I love the willingness and enthusiasm the students have to participate. It is wonderful to watch them get so excited. The language they use to describe their work is heart warming.”

Donations and Gifts April 2013 to March 2014

In Kind Gifts

Alpha Sigma Alpha Sorority
at GVSU
Applied Imaging
Mary Jaskowski
Deborah and Daniel Mankoff
Karl Osborn
Terese and Albert Smith
Noah Spungen
Brad Tindall

Foundations and Organizations

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Lena and Frank Abissi
Celia and Larry Andrus
Rebecca and James Beebe
Colleen and Thomas Boland
Thomas Brodasky

Chaneice Brown
Marilyn Brune
Bette and James Buffington
Marie Buffington
Barbara and Donald Bultman
Barbara Casey
William Casey
Jessica, Natalie,
and Tom Chase
Chihsing Chen
Margaret Childs
Denise Chrysler and
Paul Pratt
Nancy Collins
Sharon and Todd Colon
Janice and David Cornelius
Cheryl Currier
Mary Davis
Linda DeJong
Alice and James Donahue
Deborah and Patrick Droste
Cynthia and Kevin Fitzgerald
Sheila and Jeffery Frank
Amy Goethal
Ellen and Clark Grant
Alan Henry
Carolyn and Tom Hicks
Summer Hodgman
Carol and Ed Hordyk
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Mary and Craig Hunt
Sandra Hyde-Swanson
Colleen Jacobs
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Cathy Kaiser
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Jen and David Khorey
Carol Klinger
Carol Leeson
Jan and Bill Lewis
Lorriane and Ernie Malkewitz
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Cina Young
Linda and Gregg Zizos

Memorial Donations

Bette and James Buffington
in memory of
Michael Sinke
Cheryl Currier
in memory of
Franklin Wegal

Memorials made by the Jean Silbar and Dan Voorhees Family

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Moments from Therapy & Fun 2013



2013 COMMUNITY BENEFIT

Community Health Education	\$6,895
Health Professionals Education	\$53,938
Community Building	\$26,979
Charity Care	\$107,200
Community Benefit Operations	\$79,610
Total Community Benefit	\$274,622

2013 AGENCY INCOME

Program Service	\$728,877
Contributions and Fund Raising	\$105,623
Interest	\$207
Total	\$834,707

2013 AGENCY EXPENSES

Program Service	\$660,324
Management and General	\$122,678
Fund Raising	\$21,811
Total	\$804,813

Community Benefit

Each year, our staff serves 300 children but we also work for the good of our community. Our Community Benefit activities include educating the parents about how children develop and how they learn. We hold parent workshops and attend community events where we meet families. We help train and coach the next generation of professionals who are students from several local universities. We also provide a service learning opportunity to teenagers, teaching them about therapy and disability awareness.

Perhaps our favorite community benefit activity is community building. We are always looking toward the future to figure out ways we can continue to improve health care delivery for everyone and specifically improve access to therapeutic health care for at-risk children. By collaborating with other organizations we reduce duplication of services, refer clients to each other, and work together to improve health care and education.

Of course, we do provide over \$100,000 in direct charity care during our summer clinic, Therapy and Fun. We raise funds all year long to support our young clients. We are thankful to a generous community that supports our work.

Visit us on the web at <http://therapycenter.org> to learn more.

“Think for a minute, darling: in fairy tales it's always the children who have the fine adventures.”

— Audrey Niffenegger



Therapy and Fun Now Enrolling!

As the long summer days unfold, many children will continue therapy at our award-winning summer clinic, Therapy and Fun. The children work on speech-language, motor, and sensory goals in therapy. Then, they practice with friends in structured reinforcement activities. Goals are worked on for the entire morning, three days a week, all summer long. Progress is made. No skills are lost over the summer for our young clients. These children will return to their school-year programs ready to learn new skills!

Just the Stats from 2013:

- 30 children participated.
- 85% of speech-language goals were met.
- 92% of motor and sensory goals were met.
- Parents rate the program: excellent.

Spaces are still available. Hurry and call (616) 559-1054 to enroll.

Example Social Stories Developed by CTC Staff:

People Talk With Me

When People Talk With Me They Usually Say Nice Things
But sometimes, they might say things that make me mad.

When I get mad I must

1. Keep my hands and my feet to myself.
2. Stand still...DON'T MOVE.
3. Ask an adult for help by raising my hand quietly.
4. Tell the adult what is wrong.

I need help, please.

Sometimes I Need Help

I can ask Mr. Mol for help.

Sometimes, Mr. Mol is busy.....

at his desk helping someone teaching on the phone talking with adults

or

When I need help I will.....

Look at Mr. Mol Raise my hand Wait Patiently Sing songs in my head

Homework Helps : Social Stories

Have you often wondered, “How can I help my child react to difficult situations using their appropriate social skills?” or “How can I reinforce my child’s good behaviors?”

The use of social stories may be the answer. Developed in 1991 by Carol Gray, Social Stories™ serves as a positive, affirming tool for children with Autism Spectrum Disorders, but also for those with other social language disorders.

As explained by Carol Gray, the goal of a Social Story™ “is to share accurate social information in a patient and reassuring manner that is easily understood... Although the goal of a Story™ should never be to change the individual’s behavior, that individual’s improved understanding of events and expectations may lead to more effective responses.”

Speech-language pathologists often create these stories for children with social language disorders. The creation of the story itself can be very therapeutic for the student. During the process, the child engages in critical thinking. Together, they identify: the child’s strengths, difficult social situations, and how good communicators can initiate or react. Then, together, the child and professional make accurate observations to determine what is really happening and better ways to deal with the situation. The choice of text and associated graphics are vital as to how the child is going to accept and apply the story.

Parents and educators, you too can develop the necessary skills to provide this strategy for a child. Parents, check in with your speech-language pathologist during your child’s annual IEP meeting or conferences, or just make a phone call.

Backyard Obstacle Course Ideas

Check out these links for some great ideas to get you started!

<http://simplekids.net/make-your-own-backyard-obstacle-course/>

<http://entertainment.howstuffworks.com/backyard-fun-games/make-backyard-obstacle-course-kids.htm>

<http://beafunmum.com/2012/05/backyard-obstacle-course/>

<http://www.pinterest.com/jkuglin/obstacle-course/>

<http://babyparenting.about.com/od/toddleractivity/ss/backyard-obstacles.htm>



Accent Modification: Easier to Understand

Accent modification is a special speech approach for improving non-native English speakers' pronunciation. The goal is to make it easier to be understood in the work place.

At Comprehensive Therapy Center, accent modification is facilitated by a speech-language pathologist who analyzes a client's speech patterns and works to improve clarity.

Most clients achieve at least a 50-60% improvement in their English pronunciation skills. This improves communication with co-workers and friends. Call us for details on a package of five sessions. 616-559-1054.

Get Your Family Moving for Better Learning



Though most people think of "sit still and stay quiet" as the best way to learn in school, the evidence points to the contrary. Movement is important for learning for a variety of reasons. Movement helps get blood flowing, gets the brain active and ready to learn, and alerts the senses that it is time to pay attention.

As parents, you can help send your children off to school prepared by doing some kind of exercise in the morning. Here are some ideas to get you started:

Don't Fall in the Lava: Children love to pretend that the floor is lava. Encourage this by putting pillows on the floor and have the child hop from "rock" to "rock" and go from bedroom to bathroom to breakfast table to the front door.

Indoor Skiing: Do you have carpet and a nice stretch of space in the room? Put some tape on the floor as a "trail guide" and give your children a pair of paper plates. Let them ski away. You could push/pull each other in a cardboard box or with a blanket. Add an obstacle course element by going over/under chairs or around furniture.

Outdoor Obstacle Course: Not only does an obstacle course challenge the body, it challenges the mind. If you have room, and the weather is cooperating, make an obstacle course in the yard. Small plastic cones, hula hoops, pool noodles, and fabric tunnels are inexpensive, but perfect tools to get started. Even better than setting it up yourself is allowing your children to create the course themselves.

Animal Walks: Remember imitating a crab or an elephant as a child? As it turns out, all that fun movement is not just all in good fun. It also helps to improve balance, endurance, flexibility, strength, and speed. Try these:

- Bear Walk - Bend over from the waist and touch the floor with the hands. Keep the legs stiff. Move forward walking the hands and plod the feet behind. Keep the head raised.
- Kangaroo - Stand with the feet together. Bend the elbows out from the body. Let the hands dangle limply. Do a deep bend with the knees and jump forward.
- Frog - Do a deep knee bend with hands on hips. Extend one leg to the side and return. Extend the other leg to the side and return.
- Walrus Walk - Lay flat on the floor. Push up the entire body with the arms keeping the knees straight. Walk forward with the arms while the feet drag behind.

For more ideas, visit <http://therapycenter.org/forms-resources/animal-walks>



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What is happening at Comprehensive Therapy Center?

- During the 2013-14 school year we have helped more than 300 students who need special education services.
- We worked with 30 young children over the summer and mentored 44 teen volunteers.
- Six staff members presented information and workshops for parents at Community Conferences.
- We provide tutoring for success, individual therapy, and accent modification therapy in our office year round.

Find out more by following us on Facebook, Twitter, and our blog. Details at <http://therapycenter.org/social>.

There is still time to enroll in Therapy and Fun 2014. Call (616) 559-1054 to get started.

