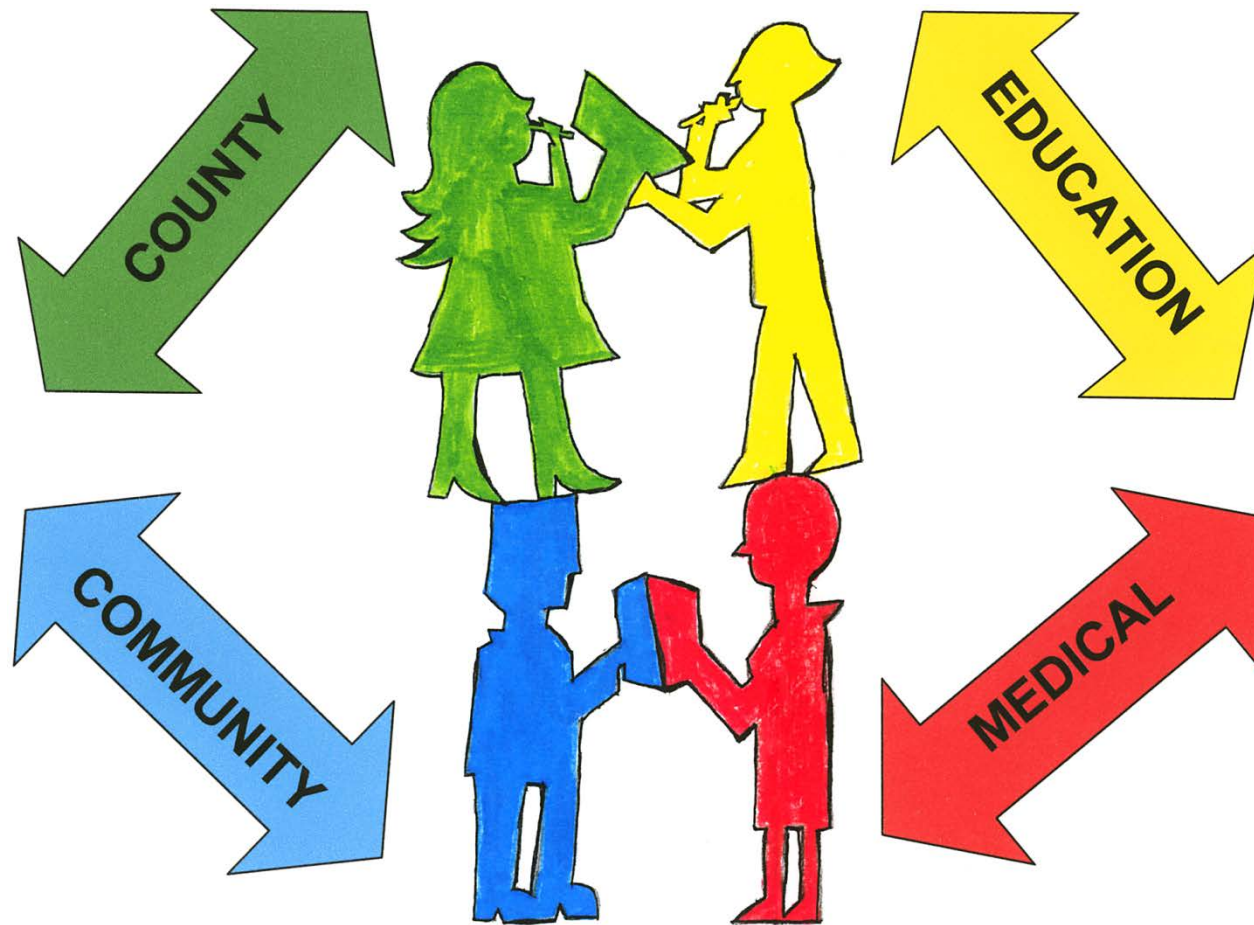


AUTISM RESOURCE GUIDE

For Families in Anoka and Northern Hennepin Counties



www.AnokaCounty.us/autismguide

Updated June 2013

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3. PREFACE: PARENT PERSPECTIVES

Dear Friend,

If you are holding this guide in your hands, you are likely beginning to walk down a path you never imagined you'd walk. You may be afraid, confused, angry, and filled with grief. Other people in your world, even your family, may not fully understand the pain you are experiencing, unless they, too, have a child with autism. As the parent of a child with autism, I've been through all these emotions, and I will not lie, you will continue to go through them over and over again at varying degrees, and that is okay, it is normal. What is not okay is for you to feel alone or to need help and not receive it.

You will always need assistance for one thing or another. You are going to have questions about education, medical issues, about various treatment strategies. In addition, you will have questions about how 'the system' works in terms of assisting with your child's disability. Your questions will change, but you will always have questions. This, too, is okay. My advice to you is to prioritize your questions in the way that is in the best interest of your family right now. Your priorities may be different than another parent's, and your priorities will change and evolve. Even though you and I are both walking the path of autism, because our kids are unique, our situations are unique, and therefore, each of our needs will differ.

This guide is a resource that can help you make steps toward getting the assistance you need. There is a lot of information in here, and yet it is not all-inclusive, but it is a good place to start. You will always be learning, and things will always be changing, so this, too, is a place to come back to when you have new questions or new priorities.

This journey can easily be overwhelming. Don't let it swallow you up. Take things one step at a time, and always look for someone to help you when you do feel overwhelmed.

*Kimberly Fritz, September 2008
Parent of a 10-year-old child with autism*



Dear Friend,

Whether you are new to the world of autism or have been battling its affects for years, you have come to the right place to get the scoop on where to go for just about anything you and your child will need. The Autism Resource Guide, now over 100 pages long, was compiled, verified and updated by a substantial group of professionals and parents. It continues to evolve and grow, just as your child's needs continue to evolve. My suggestion is to print a copy and bookmark it; the listings are updated as new information becomes available. Take a comprehensive look at the breadth of the resources offered in the community. Take the guide with you to your doctor's office and your parent meetings. Use it as a reference tool whenever you are seeking answers to the question "what's next?"

Of course, the Autism Resource Guide does not come with ratings or guarantees or even recommendations; you will still have to do the research involved in making the right choices for your unique situation. You can save time, money and a lot of frustration by asking a lot of questions, and screening your options through other "consumers". Be sure you have other "moms and dads" on your autism treatment team. You will find that many providers are a wonderful fit of product, quality, and attitude, and other providers will not meet your needs. Almost always my assessment of a provider reflects those of other parents who have tried that provider. Sometimes what works for one child may be a complete dud for another. With each "mistake" you will learn more about your child and the process involved in making better choices. There are a lot of opportunities to pursue.

In whatever you do, whatever direction you choose to go in tackling your current and ongoing needs, I suggest you always have people on your team who believe in your child's successful future. Remember, everyone is entitled to their opinion about what your child will be when they "grow up". If things look bleak now, think about how far attitudes have changed in the last fifty years. Now your child has the opportunity to be the next success story. If you are anxious about what to do next, know that it's time to get to work. The anxiety will come and go; having a team you can rely on will help. Look in your Autism Resource Guide, ask around, make some phone calls and never, never, never give up hope for a brighter tomorrow!

**Good luck!
Brenda Bugbee, August 2010
Parent of a 10-year-old-child with autism**



Dear Friend,

We have a 3 year old son who has autism. I knew when he was around 12 months old that something had changed for him. His language and social skill development just seemed to stop and in some areas regress. It took until he was about 18 months to get people to stop telling me that I was "overreacting", "comparing him to other children" or that he was "just fine." We have come to learn in the past two years to first of all, trust your gut. If you think something is wrong, have it checked out.

Although professionally I had worked in the mental health field for several years and hold multiple degrees in social work, psychology and counseling, when it is your child and you first receive the diagnosis, you can often feel very overwhelmed. There seems to be SO MUCH to do and it all seems to need to be done RIGHT NOW. Let me encourage you that this is a marathon and not a sprint. But, you are smart to act quickly because early intervention is critical.

So here are some **opinions about where and how to get started:**

1. **Hook up with your school system.** *Whether it is the Help Me Grow/Early Intervention team (birth-3 years) or the district Special Education team (ages 3-21), your educators and team of educational professionals are great resources and will be a long-time contributors to your child's educational and developmental plans.*
2. **Get a case manager.** *Contact your county and ask for a developmental disabilities case manager. Depending on the age of your child, you will be assigned to different departments. This is so helpful. Our case manager has been an absolute GODSEND. I cannot imagine walking this path without her assistance and that of our county. (Talk to your case manager about applying for financial assistance, Medical Assistance/TEFRA, grants and other supports. I came to learn quickly, that even with good income and private health insurance, you DO still need this. This is one of the most important first steps because obtaining other services, supports, therapies, etc. will hinge on financial support. We found this process to go quickly if you have all your paperwork and information included on the initial applications.)*
3. **Obtain a medical diagnosis.** *Educational diagnoses are different than a medical diagnosis. This will be important when you are dealing with insurance companies, applying for Medical Assistance/TEFRA or other financial assistance programs or services.*
4. **Get involved with good medical specialists,** *such as a developmental pediatrician. Gillette Children's Specialty Clinic is where our son sees his specialists and they have been incredible. Many families often like and use the University of Minnesota or Children's Hospitals in Minneapolis or St. Paul. But a smart start is to just see your pediatrician and ask for referrals from there.*



5. **Prioritize your list of therapies and services**, such as occupational, speech, physical, music therapies. While it will vary from child to child, occupational therapy, speech therapy and in-home Applied Behavioral Therapy (ABA) have been the most beneficial for us.

Tips to manage/organize:

- Get a notebook, binder or file cabinet and keep every assessment, evaluation, report. (Make copies of anything you send out or fill out for your records.)
- Develop your team and keep their contact numbers together (our team consists of our case manager, neuro-developmental pediatrician, pediatrician, speech therapist, occupational therapist, Defeat Autism Now (DAN) doctors, ABA specialist/team, Ear, Nose & Throat (ENT) doctor, school district contacts, Personal Care Assistants (PCA) and financial/fiscal county contact person.)
- Keep an up-to-date and accessible calendar with you. There will be many appointments – it will get more manageable over time.

Tips for Family/Personal Care:

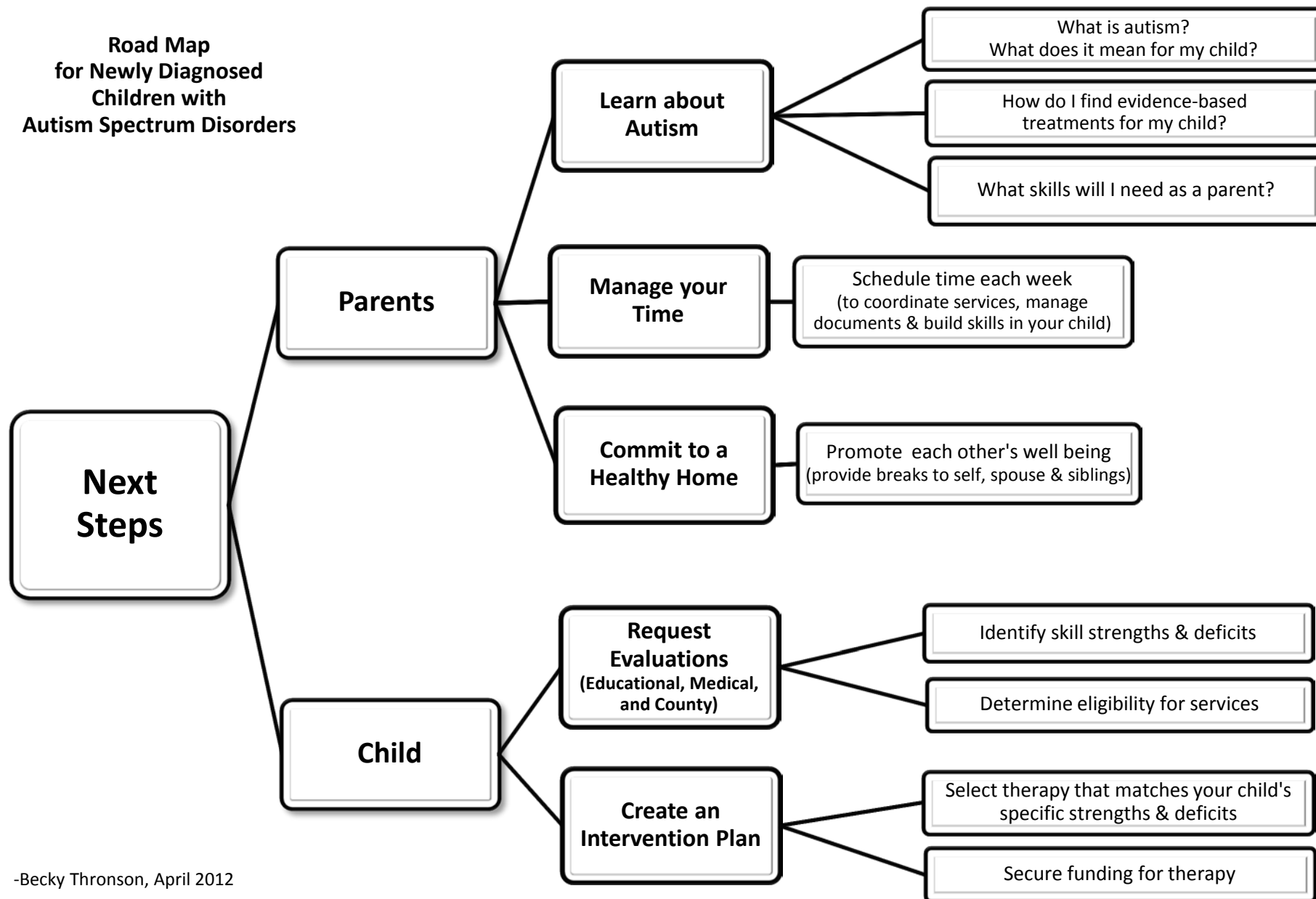
- Just some encouragement: Take good care of yourself and the other members of your family!! For example, my husband and I each have one night out each week to relax, run errands, see friends, and catch up. We rotate "Saturday mornings off". We take one night a week for a date. We plan an outing with our other son who is not on the spectrum. We try to give each other 2-3 weekend trips away each year.
- These ideas have helped us to deal with the stress, to spend time with our other child, and to take better care of ourselves. It isn't always easy to do this (in fact, it is RARELY easy to do this!), but we do work hard to stick to these times of recuperation. Again, it's a marathon and you need to attend to these needs as well.
- Lastly, find a friend or family who has a child with autism or find an autism support group. This is helpful for many reasons. It gives you hope, strength, wisdom and encouragement. Other parents usually know the scoop on the better providers and resources, things that are a waste of time and money, and how better to focus your team.

Good luck! Remember you are not alone. I hope you will find as we have, that your county, school and community resources are very committed to helping your child and your family.

Rhonda and Jon Poepke, August, 2010
Parents of a 3-year-old child with autism



**Road Map
for Newly Diagnosed
Children with
Autism Spectrum Disorders**



-Becky Thronson, April 2012



Dear Loved One,

This Autism Resource Guide is packed with resources that can empower families of newly diagnosed children with autism to quickly access services for our children. Individuals with autism are found to reach best outcomes when treatment is started early. That said, it is never too late to begin. The road map above offers parents ideas about how we can make the most of the wealth of information in the Autism Resource Guide to start our children on their path to success.

Treatment Options

- *The National Research Council recommends intensive therapy to help children with autism reach best outcomes. So, we rely on Behavioral Dimensions Inc. (BDI), an Early Intensive Behavior Intervention provider, because they are prepared to make that level of commitment to our sons using evidence-based practices. Other providers are also available in the Twin Cities ([Table 21](#)). Our insurance company doesn't cover autism therapy, so we contribute a parental fee to TEFRA ([Table 44](#)) in order to gain access to these important services.*
- *Treatment options are listed in the Autism Speaks 100-day-kit <http://www.autismspeaks.org/family-services/tool-kits/100-day-kit> and elements of effective early intervention programs can be found at <http://www.nectac.org/topics/autism/effecprog.asp>*
- *Intervention programming is based on our sons' strengths and deficits. We only hire providers with extensive experience serving children with autism and only if their approach is aligned with evidence-based practices recommended by sources such as these:*
 - *Autism Society <http://www.autism-society.org/living-with-autism/lifespan/infants-toddlers/early-intervention.html>*
 - *National Research Council <http://www.nap.edu/openbook.php?isbn=0309072697>*
 - *National Autism Center (National Standards Project) <http://www.nationalautismcenter.org/nsp>*
 - *National Professional Development Center on Autism Spectrum Disorders <http://autismpdc.fpg.unc.edu/content/briefs>*

Parenting Resources

- *Networking in Family Support Groups ([Table 28](#)) and Classes, Workshops & Conferences ([Table 32](#))*
- *Ohio Parent's Guide to Autism Spectrum Disorders http://www.ocali.org/project/ohio_parent_guide_to_ASD*
- *Indiana Resource Center for Autism (introduction to autism training modules) <http://www.iidc.indiana.edu/index.php?pageId=276>*
- *Autism Internet Modules (technique and strategy training modules) <http://www.autisminternetmodules.org/>*
- *Technical Assistance Center on Social Emotional Intervention (TACSEI) or Positive Behavior Interventions & Supports <http://challengingbehavior.org/communities/teachers.htm> or <http://www.pbis.org/>*
- *In-home Family Skills Training for behavior management and skill acquisition www.behavioraldimensions.com*

Take it one step at a time, one day at a time.

Becky Thronson, April 2012
Persistent parent of two children with autism



4. INTRODUCTION



The purpose of the Autism Resource Guide is to help families who have a child with an Autism Spectrum Disorder (ASD) understand and access needed services within a very confusing and complex system. It is an effort to identify and organize the most useful information about autism resources/services available primarily to families in Anoka and northern Hennepin County. This Autism Resource Guide was developed by a collaborative work group that included parents, advocates, and professionals from Education as well as County Social Services and Public Health. It can be accessed on-line at www.AnokaCounty.us/autismguide. Suggestions for changes or additions to this Autism Resource Guide can be sent to AutismResourceGuide@co.anoka.mn.us. Questions about resources should be directed to the agencies identified in the Autism Resource Guide. The resources listed in the Autism Resource Guide are informational and as such, do not constitute a recommendation. Please note that “autism” will be used throughout this Guide to refer to Autism Spectrum Disorder – ASD. Also note that “parent” refers to parent/guardian.

There are many ways the Autism Resource Guide can be helpful. Here are some suggestions you may want to keep in mind:

- If you encounter an unfamiliar term or acronym, you can find a brief explanation in Acronyms and Definitions ([Page 139](#)).
- If you are interested in one specific topic (such as Personal Care Assistance – PCA), you can go to the Index ([Page 196](#)) at the back of the Resource Guide to find the page(s) where that topic is addressed.
- If you are exploring a more general topic area (such as County Services), you can find that section in the Table of Contents ([Page 2](#)) at the beginning of the Resource Guide.
- If you are new to the “system” or have a child recently identified or diagnosed with autism, you may want to initially read over the four pathway sections fairly quickly to get the big picture. After this, you will be better able to focus your efforts on a particular pathway or topic area.
- Some of the questions parents often ask are addressed in Parents’ Frequently Asked Questions ([Page137](#)).



The system of services for children with autism can best be understood as four separate, but interrelated pathways:

- [Educational Services](#)
- [Health/Medical Services](#)
- [County Services](#)
- [Community Resources and Supports](#)

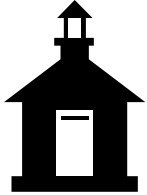
The next four sections of the Autism Resource Guide provide a detailed summary of each pathway. These sections provide specific information regarding how to access services, funding mechanisms, and the type of help provided. Depending on your child and your family's unique circumstances, there may be times when services from all four pathways are used and other times when only one or two pathways are being actively engaged. There is no "right" way to proceed, only your way. Additional sections in the Guide provide information about paying for services, transition and frequently used terms.

There is a great deal of information about autism – facts, figures, causes, research, etc. – that has become available in the last few years. Since the focus of the Autism Resource Guide is services and supports for families, we will not repeat general information about autism. Please see [Table 43](#) in the Community Resources and Support section for a list of websites that provide general information about autism.

Remember that this journey can be very daunting. As the parent in our prologue reminds us: "Don't let it swallow you up. Take things one step at a time, and always look for someone to help you when you do feel overwhelmed."



5. FIRST PATHWAY: EDUCATIONAL SERVICES



If you know or suspect that your child has autism, learning about educational services may be one of the first steps for your child and family. Education programs will provide screening and/or evaluation to determine or rule out educational eligibility under Autism Spectrum Disorders (ASD). In addition, education agencies provide intervention services for children who meet educational criteria for autism. The Educational Services section answers common questions and provides information about educational services.

- **Educational Referral** [Page 13](#)
Early Childhood Special Education [Table 1](#)
Preschool Screening [Table 2](#)
School District Special Education [Table 3](#)
- **Evaluation** [Table 4](#)
- **Special Education Services** [Page 17](#)
- **The Educational Plan** [Page 20](#)
- **Education Placement Options** [Page 21](#)
- **Educational Resources and Websites** [Page 24](#)

Should my family seek an educational or medical evaluation, or both?

An educational evaluation is required to determine eligibility for school district special education and related services. The evaluation is completed by a team of professionals and helps to identify your child's strengths, learning style, and areas of need. If your child meets criteria for school district services, the educational team will meet with you to develop an educational plan for your child.

A medical evaluation may be necessary to receive services through medical insurance or to access other funding resources such as, but not limited to: Medical Assistance (MA/TEFRA), Supplemental Security Income (SSI) or county case management. A medical diagnosis is most often assigned by a psychologist or physician who specializes in children with developmental differences. Most medical providers use the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) to make a diagnosis. (See [Appendix A](#).)



Either a medical diagnosis or educational identification of autism or another disorder within the autism spectrum (e.g. PDD-NOS, Asperger's) may lead to recommendations for a broad range of interventions. For example, a diagnosis/identification may lead to referrals to medical specialists, neurologists, private rehabilitation services, county social services, financial support, family support and family guidance or therapy.

Medical providers and school districts may share the evaluation results with your written permission. However, a *medical diagnosis may not, in itself, qualify your child for educational services*. Your local school district may choose to use part of the medical evaluation and may also want to complete additional testing in order to determine if your child meets Minnesota Educational Criteria for Autism Spectrum Disorders ([Appendix B](#)).

Educational Referral

Every child develops in a unique manner and there is a wide range of typical skill development. Search the websites listed below to learn more about what is typical for your child's age.

Websites for typical skill development.

<http://www.parentsknow.state.mn.us>

<http://www.zerotothree.org/child-development/early-development/>

www.firstsigns.org/healthydev/milestones.htm

www.anokaareahelpmegrow.org/referrals/what-to-expect

www.cdc.gov/ncbddd/autism/actearly/

www.marchofdimes.com/pnhec/298_10203.asp

If you have concerns about your child's development or school performance, it is never too early to have your child evaluated. The following sections and [Table 1](#), [Table 2](#) and [Table 3](#) provide information about where to have your child evaluated, depending on his/her age.

Children ages birth to three. Families in Anoka and Northern Hennepin Counties should contact Anoka Area Help Me Grow at (763) 433-4888. When you call, you will be asked about your concerns and about your child's development. Following the phone call, a home visit will be scheduled with staff members who have specific training in early childhood development. During this visit, you will have an opportunity to talk about your concerns while staff observe and screen your child's development through play. Following the observation, you and staff will decide together what supports and services may be helpful for your child and family. If your decision is to pursue further evaluation, the school district has 45 days from the time of referral or when you make your initial call for services to complete an evaluation.



Children ages three to five. Families should contact their local Early Childhood Special Education (ECSE) program in [Table 1](#) to make a referral. School districts conduct regular developmental/health screenings for children between the ages of three and four. Preschool screening numbers are listed in [Table 2](#). However, you do not need to wait for a regularly scheduled screening if you have concerns. Contact your Early Childhood Special Education (ECSE) program directly if you have concerns and feel an evaluation may be necessary. If your child met criteria under Developmental Disability before age three, it will be necessary to re-qualify for special education and related services once your child reaches age 3.

Table 1. Early Childhood Special Education

Early Childhood Special Education	Telephone Number	Services/Programs
Birth to 3 Years: Call Anoka Area Help Me Grow	(763) 433-4888	<ul style="list-style-type: none"> • Home-based or child care intervention. • Specialized instruction based on the needs of the child. May include speech, occupational therapy or other services to benefit the child and family.
3-5 Years: Call your local district. Anoka-Hennepin # 11 Centennial # 12 Columbia Heights # 13 Elk River # 728 Forest Lake # 831 Fridley # 14 Spring Lake Park # 16 St. Francis # 15 White Bear Lake # 624	(763) 506-1450 (763) 792-6123 (763) 528-4448 (763) 274-3149 (651) 982-8369 (763) 502-5148 (763) 785-5560 (763) 753-7170 (651) 604-3700	<ul style="list-style-type: none"> • Center-based ECSE classroom. • Toddler and preschool center-based classroom for children who have autism. • Community preschool in a typical preschool setting. • Other related services may include speech or occupational therapy, or other specialized instruction depending on the needs of the child.

Table 2. Preschool Screening

Preschool Screening	Contact Information	Services/Programs
Anoka-Hennepin # 11	(763) 433-4602	Regular developmental and health screening for children between the ages of three and four.
Centennial # 12	(763) 792-5719	
Columbia Heights # 13	(763) 528-4517	
Elk River # 728	(763) 241-3520 #2	



Table 2. Preschool Screening

Preschool Screening	Contact Information	Services/Programs
Forest Lake # 831	(651) 982-8301	Regular developmental and health screening for children between the ages of three and four.
Fridley # 14	(763) 502-5124	
Spring Lake Park # 16	(763) 785-5560	
St. Francis # 15	(763) 753-7187	
White Bear Lake # 624	(651) 653-3154	

Children in kindergarten, elementary and middle schools. Families should contact the Special Education Department in your school district ([Table 3](#)) or the principal in your child’s school building.

Table 3. School District Special Education

School District Special Education	Telephone Number	District Website	Services/Programs
Anoka Hennepin # 11	(763) 506-1350	www.anoka.k12.mn.us	Special instruction and related services (e.g. speech, occupational therapy) to be provided in the Least Restrictive Environment (LRE) in order to ensure a Free Appropriate Public Education (FAPE).
Centennial # 12	(763) 792-5234	www.centennial.k12.mn.us	
Columbia Heights # 13	(763) 528-4429	www.colheights.k12.mn.us	
Elk River # 728	(763) 241-3557	www.elkriver.k12.mn.us	
Fridley # 14	(763) 502-5024	www.fridley.k12.mn.us	
Forest Lake # 831	(651) 982-8131	www.forestlake.k12.mn.us	
Spring Lake Park # 16	(763) 795-6644	www.splkpark.k12.mn.us	
St. Francis # 15	(763) 753-7092	www.stfrancis.k12.mn.us	
White Bear Lake # 624	(651) 407-7553	www.whitebear.k12.mn.us	

Evaluation

If your child is referred for testing, a team of special educators, which may include related service providers, will conduct an evaluation. If your child is *under the age of three*, the evaluation process needs to be completed within 45 days from the referral date or your initial call. If your child is *over the age of three*, the evaluation needs to be completed within 30 school days of the date you give written permission for the evaluation to take place. [Table 4](#) answers some questions that are frequently asked about evaluation.



Table 4. Frequently Asked Questions about Evaluation

	Medical	Education (Birth to 3)	Education (3 and older)
What kind of criteria is used in this evaluation?	Diagnosis: DSM-IV Appendix A .	Education disability state criteria Appendix B .	Education disability state criteria Appendix B .
Who pays?	Private health insurance or Medical Assistance (MA) or MA under the TEFRA option.	School district funded. No cost to family.	School district funded. No cost to family.
How do I start the process?	Contact your child's primary care physician for a referral. (Refer to Health and Medical Services Page 25 .)	Call (763) 433-4888, Anoka Area Help Me Grow.	Contact local school district.
What is the process?	Evaluation usually completed in multiple sessions.	Individual Family Service Plan and evaluation completed within 45 days of referral.	Evaluation completed in 30 school days from signing permission.
Forms/checklists may be mailed to family ahead of appointment.			
Comprehensive evaluation may include the following areas: developmental and health history, motor, sensory, hearing, social/interaction, language/communication, cognition/academic, functional/adaptive skills and assistive technology.			
Who makes the decision about my child's diagnosis or eligibility?	Medical professionals.	Team decision (Parents/Guardian and education professionals).	Team decision (Parents/Guardian and education professionals).
What will this evaluation determine?	Medical diagnosis.	Eligibility for Special Education and related services.	Eligibility for Special Education and related services.



Table 4. Frequently Asked Questions about Evaluation

	Medical	Education (Birth to 3)	Education (3 and older)
What kind of service might be available for my family?	See Third Pathway: Health and Medical Services (Page 25).	Individualized special education and related services through local school district and community/professional services. Coordinated Individualized Family Service Plan (IFSP) or Individualized Interagency Intervention Plan (IIIP).	Individualized school-based special education and related services in the Least Restrictive Environment (LRE) based on identified student needs. May be a coordinated, multi-agency plan (IIIP) or limited to educational and related services (IEP).
How long will my child be eligible for services?	As long as medically necessary. Must show progress.	As long as your child continues to meet ASD criteria and demonstrates an educational need.	As long as your child continues to meet ASD criteria and demonstrates an educational need.

If your child does not meet criteria for special education services, they may qualify for accommodations to the regular education setting which will be spelled out in a 504 Plan. A child qualifies for this based on criteria established in Section 504 of the Rehabilitation Act of 1973. Consult with your child’s school principal, the district special education office, The Arc Greater Twin Cities or PACER if you have questions about a 504 Plan for your child.

Special Education Services

If your child is determined eligible for special education services through the school district, s/he will have an individualized plan that focuses on their goals, objectives and the services provided. Decisions are made by your child’s team that includes you as parents/guardians and a group of professionals. The team may include a special education teacher, a speech/language clinician, an occupational or physical therapist, an autism specialist, a person knowledgeable in augmentative communication, and other service providers depending upon the child’s needs. This may also include outside providers such as social workers, health and related service providers and an advocate if you have one. If your child is identified with autism, a professional who is knowledgeable in autism must be included on the team. Children eligible for services under Autism Spectrum Disorders typically have goals in the areas of social skills and communication. Depending on individual needs, your child will probably also have goals in other areas such as academic and functional/life skills. Each member of the team has equal input on goals and services



for your child. As a member of the team, you have knowledge about your child that is crucial for planning his/her educational program.

The following website provides information to help you as parents evaluate intervention strategies for your child with autism: www.nationalautismcenter.org/affiliates. It summarizes research on intervention strategies and provides information such as: (1) Evidence-based practices for children and youth with autism, and (2) Foundations of Autism Spectrum Disorders online course content.

The school district may ask you for permission to bill Medical Assistance or private health insurance for some of the services provided by the school district. The Federal Individuals with Disabilities Education Act (IDEA) and Minnesota statutes require all school districts to seek payments from third parties (third party billing) when the cost of assessments and related services may be covered by a child's public or private health plan. Since this may affect your child's private health plan coverage, you are encouraged to discuss this option with your school district representative and advocacy organizations such as The Arc Greater Twin Cities (952) 920-0855 or PACER (952) 838-9000. For further guidance, see <http://www.pacer.org/health/pdfs/HIAC-h16.pdf> or www.education.state.mn.us and click third party billing under A-Z topics.

The Minnesota Department of Education (MDE) oversees special education services in school districts. For more information, contact MDE at (651) 582-8614 or www.education.state.mn.us. Phil Sievers, MDE Autism Specialist, can be reached at (651) 582-8607.

Services provided before kindergarten.

Research supports early intervention for young children with autism. If your child is under three, s/he may be served in their home, in a child care setting or in a variety of other settings by early childhood professionals.

Before your child's third birthday, a transition meeting is held with you and the educational team. A new evaluation may also be done at this time. The purpose of this meeting is to determine eligibility and the setting that will best meet your child's needs at age three. A range of options should be discussed so that the Least Restrictive Environment (LRE) can be chosen for your child. Some settings that may be considered are:

- Regular education preschool program
- Early Childhood Family Education (ECFE) setting
- Early Childhood Special Education (ECSE) program
- Day treatment program
- Head Start
- Other community programs



Consult with your child's IEP/IIIP team if you have concerns regarding your child's readiness for kindergarten. If you are considering holding your child back, be sure to have a conversation with your child's team about how this may affect post-high school services.

Services in elementary school and middle school.

Upon kindergarten entrance, your child begins to receive educational services in the elementary school. Options for educational services in kindergarten, elementary and middle schools depend on the specific needs of your child and are determined by you and other team members. If your child meets state educational criteria for autism ([Appendix B](#)), they will qualify for an Individualized Education Program/Plan (IEP) or Individualized Interagency Intervention Plan (IIIP) if they are receiving services from more than one public agency. The IEP/IIIP team, which includes you as parent or guardian, a professional who is knowledgeable in autism and other service providers, is responsible for developing the IEP/IIIP. The school district is responsible for implementing the plan in the Least Restrictive Environment (LRE).

For most children with autism, even if they demonstrate strong academic skills, it is valuable to continue to receive assistance from special education in the areas of communication and social skills. Your child may also need help with regulating sensory input, assistive technology, organizational skills or other non-academic areas.

Services in high school and post-secondary.

Your child may be eligible for services through age 21. Please see the Transition Services section of this guide ([Page 136](#)), the Autism Spectrum Disorder (ASD) Transition Road Map (www.anokacountycttc.org) or call (763) 785-3672 for information about services and programs for children grade 9 through age 21. Another resource for your transition-age youth is Project C3 (Connecting Youth to Communities and Careers). You can access this site by going to www.c3online.org and clicking on the C3 MN link. You can also call PACER at (952) 838-9000 or The Arc Greater Twin Cities at (952) 920-0855 for more information. The Arc Greater Twin Cities has ArcGuides on their website relating to graduation and transition services and an on-line learning course called GetSet! For Transition. These transition topic guides can be accessed at www.arcgreatertwincities.org or http://myarc.arcgreatertwincities.org/wcm/myarc/ArcGuides/MyArc/ContentAreas/Custom/Arc_Guides.aspx. Long-term legal and financial planning is addressed in this document in [Table 31](#).



The Educational Plan

When your child is eligible for Special Education services through the school district, you and the other team members develop a plan for your child.

- For children under the age of three, the document may be called an Individualized Family Services Plan (IFSP) or Individualized Interagency Intervention Plan (IIIP).
- For children over three years of age, the document may be called an Individualized Education Program/Plan (IEP) or an Individualized Interagency Intervention Plan (IIIP).

The IFSP and IIIP are coordinated plans. You and your child's service providers meet as a team to develop a written plan of services and support for your child and family. The coordinated plan is a single plan that includes services from all public agencies such as county services, vocational rehabilitation, etc. The purpose of the coordinated plan is to ensure that your family's concerns and priorities are addressed and that services are provided in a coordinated manner. The coordinated plan is written for one year and is reviewed at least one time during the year. The coordinated plan identifies your child's strengths, changes your family and team members would like to see, child and family outcomes and the type and amount of service available to meet your child's and family's needs. You and your team will discuss service options and determine the right fit for your child and family. The goal of the coordinated plan is to identify services and resources to promote your child's development and involvement in family and community activities. Team members include parents, educators and individuals who may be or are providing services to your family. For more information on IEPs and other special education topics, see ArcGuides at http://myarc.arcgreatertwincities.org/wcm/myarc/ArcGuides/MyArc/ContentAreas/Custom/Arc_Guides.aspx.

The Individualized Education Program/Plan (IEP) is written for one year and progress is reported periodically during the year. This plan includes only educational and related services to be provided through the school district. Before services can be provided, the team, including you as parent/guardian, needs to agree on goals and services that have been proposed. *Special Education and related services for all children eligible for special education are free.* This concept is referred to as Free Appropriate Public Education (FAPE). If your child attends a school setting in the district, s/he is entitled to transportation through the public school system as agreed upon by the IEP team.

The IEP identifies goals and objectives, adaptations/accommodations to be made, minutes of service and the professionals working with your child. Based on your child's specific needs, the team determines setting(s), number of days of instruction per week and amount of support required. If your child meets criteria for Extended School Year (ESY) service, s/he may also receive educational services during the summer.



You must be given the opportunity to actively participate in the development of your child's plan. An initial IEP/IIIP cannot be implemented without your informed, signed consent. For all subsequent IEPs/IIIPs, schools can proceed with implementing IEP changes after 14 days of giving you prior written notice as long as you have not objected in writing. The IEP/IIIP must be written annually and progress on goals reported at least as often as typical peers receive report cards. You may ask for an IEP/IIIP meeting at any time to discuss concerns with your child's plan or services.

Development of your child's IEP/IIIP must be based on evaluation results from standardized tests or other assessments. The IEP/IIIP includes:

- Your child's Present Levels of Academic and Functional Performance (PLAAFP) and educational and functional needs,
- Measurable annual goals and short-term objectives,
- Special education and related services your child will receive,
- Modifications and supports school personnel will provide for your child,
- An explanation of the extent to which, if any, your child will not participate with non-disabled children in the regular class,
- The date services begin and the frequency, location and duration of services, including the need for Extended School Year (ESY) services,
- How your child's progress will be measured and reported,
- Your child's educational placement, and
- Involvement with state standardized testing.

To learn more about your child's individualized program plan, helpful resources include: Autism Society of Minnesota, The Arc Greater Twin Cities and PACER. For more information about these resources, refer to the Community Resources and Supports ([Page 72](#)).

Education Placement Options

Under certain circumstances, you or the team may consider a different educational setting for your child. Options may include:

Alternative/Area Learning Centers (ALC).

Programs that allow students who are at risk of not graduating to attend nontraditional schools, both public and private, and earn a diploma. Certain criteria must be met to attend an alternative setting such as performing substantially below grade level or having mental health issues. Transportation is provided by the resident district if the ALC is part of the district, or transportation may be decided by the IEP team.



Care and treatment.

Residential placements for students with severe behavioral, health or mental health needs. These placements include an academic component and other necessary health/mental health services. Students may be placed in care and treatment by the IEP/IIIP team (at district expense), privately by parents or by the judicial system.

Charter schools.

Independent public schools of choice for parents and students. Charter schools employ licensed teachers, offer services to special needs students and require students to take state and national tests to ensure academic accountability. They do not charge tuition and there are no admission requirements to enroll students in charter schools. A complete listing of charter schools is available through the Minnesota Department of Education (MDE) website at www.centerforschoolchange.org. Parents may contact charter schools directly to find out about the type of programs and enrollment options. The IEP team may make decisions regarding transportation.

Cooperative/Intermediate districts.

Specially created education districts that serve students with low incidence special education needs made up of member school districts. Students are referred from their district of residence to attend an intermediate district program. These districts offer unique special education program options and individualized instruction from children through young adults. Transportation is provided by the resident school district.

Day treatment.

Education programs geared toward students with mental health needs. Programs tend to be short-term (e.g. one school year or less) and have academic as well as therapy components. Transportation is provided by the school district if placement is a district/IEP team decision.

Homebound instruction.

Individual instruction provided by the resident district in the student's home or other setting when the student is unable to attend school for health or other reasons. Service hours are arranged by the IEP team and are not the same length as a regular school day.

Home schooling.

Parents have the option to educate their child in their own home or in a home school cooperative setting. Home school parents do everything that traditional private school administrators and teachers do but in the context of their home. This means planning what students learn, keeping all records, managing costs, and assuring the quality and scope of their student's



education for college recruiters and employers. Students graduate from home schools with home school diplomas and home school transcripts, just as they would from other private schools. Parents must register with the State Department of Education in order to home school their child. Special education and related services are provided by the resident school district.

Intra-district transfers.

Placement of a student in another school/program within the same district. This is often done when a particular program is in one school and not others. Parents can ask their district special education personnel about intra-district transfers if they wish to go to another school, although the district does not have to honor the parent's request.

Non-public schools.

Tuition-based programs that have specific entrance requirements. These schools are not subject to the same special education requirements as public schools. These include parochial (religious) schools. Special education and related services are provided by the school district in which the non-public school is located. Transportation is provided by the resident school district if placement is a district/IEP team decision. Otherwise, transportation is the parent's or non-public school's responsibility.

Online learning.

Provides a means for students to continue, expand or enhance their education online. Online learning offers students the ability to engage in opportunities to which they might not otherwise have access, such as taking a class not offered at their local school or creating a more flexible schedule. Minnesota public school students have the choice of enrolling in full-time or supplemental on-line programs. The statute allows a public school student residing in Minnesota to apply to a certified online learning provider to enroll in full time or part-time online learning at no cost to the student. Online learning is a form of public school and, as such, special education and related services are provided as determined by the IEP team.

Open enrollment.

Allows all Minnesota public school students the opportunity to apply to attend school outside of the school district where they live. While there is a January deadline for open enrollment, MDE will work to encourage districts to provide flexibility to parents who need to enroll their students in a different school due to substantial difficulties at their current school. Parents are responsible for transportation. Additional open enrollment information can be found by visiting the School Choice section of the MDE website: (http://www.education.state.mn.us/MDE/Academic_Excellence/School_Choice/index.html).



Private alternative schools.

Programs for students at risk of not graduating due to special circumstances such as health issues or other factors that are tuition or fee-based. Transportation is provided by the resident school district if placement is a district/IEP team decision. Otherwise, transportation is the parent's or private school's responsibility

Tuition billing agreements.

Occur when a district other than the resident district (where a student's parents reside) provides education to a special education student placed out of district for services. The district serving the student is responsible for providing special education services. This is a team decision done at resident district expense.

School settings specifically tailored for children with autism.

- Lionsgate Academy (Charter School), (763) 486-5359, www.lionsgateacademy.org
- Fraser Academy (K-5 Charter School), (612) 645-8600, www.fraseracademy.org
- Fraser School (Private) (612) 861-1688, www.fraser.org
- Helena Family Support Autism Therapy Center, (612) 940-3598, www.minnesotaautismtherapy.com
- Holland Autism Center and Day Treatment Center (Private), (952) 401-9359, www.hollandcenter.com
- Minnesota Autism Center (MAC) (Private), (952) 767-4200, www.TheMACSchool.org
- Dynamic Connections (On-line homeschool academy), (651) 760-3111, www.dcsmn.org

Generally speaking, if the school is within the district boundaries, regular transportation must be provided by the school district. If the school is outside the district boundaries, the resident district must provide regular transportation to the district boundary. Other decisions are made by the IEP team.

Educational Resources and Websites

The Arc Greater Twin Cities has ArcGuides on various education topics (e.g., individualized plans, extended school year) at http://myarc.arcgreatertwincities.org/wcm/myarc/ArcGuides/MyArc/ContentAreas/Custom/Arc_Guides.aspx. PACER also has parent resources at www.pacer.org. The Minnesota Department of Education has helpful "Q & A" documents at <http://education.state.mn.us/MDE/SchSup/SpecEdComp/ComplMonitor/QA/index.html>. See also [Table 39](#) in the Community Resources and Supports section of this Guide for academic websites and applications.



6. SECOND PATHWAY: HEALTH AND MEDICAL SERVICES



Now that your child has been evaluated and identified with autism, it may be helpful to understand what medical treatment and therapy options are available and how to access them. The medical system differs from the educational system with regard to diagnosis and treatment. It may be helpful to consult with the school district and your child's pediatrician to figure out how these systems relate and what each can provide for your child. ***As with any medical service, you should contact your health insurance provider to determine your coverage.*** The Health and Medical section features common services that you may find helpful for your child and family:

- **Health Care Providers** [Page 26](#)
 - Developmental Pediatricians [Table 5](#)
 - Pediatric Neurologists [Table 6](#)
 - Genetic Counselors [Table 7](#)
 - Neuropsychologists [Table 8](#)
 - Child Psychiatrists [Table 9](#)
 - Child Psychologists [Table 10](#)
 - Pediatric Dentists [Table 11](#)
 - Nutritionists [Table 12](#)
 - Biomedical Providers [Table 13](#)
 - Pediatric Sleep Specialists [Table 14](#)
 - Pediatric Ophthalmologists [Table 15](#)
 - Pediatric ENT Specialists [Table 16](#)
- **Treatment and Intervention Options** [Page 37](#)
 - Day Treatment [Table 17](#)
 - Integrated Preschool [Table 18](#)
 - Behavioral Training [Table 19](#)
- **Therapy Services** [Table 20](#)
- **Children's Therapeutic Services and Support** [Table 21](#)
- **Personal Care Assistance** [Table 22](#)

Questions to consider when arranging medical services.

- What insurance plans does the provider accept: private health insurance plans, Medical Assistance (MA/TEFRA)?
- Does the clinic/agency have a doctor or other professional who specializes in autism?
- What are the anticipated wait times for appointments?
- If medications are recommended, what are the benefits, possible short-term/long-term side effects and how quickly do medications take effect?
- What age groups does the provider serve?



Health Care Providers

Tables 5 through 16 give lists of providers who may help you access a medical diagnosis and medical care for your child. Please know that these lists are not all-inclusive. **Reminder: Insurance coverage varies between plans and may dictate how you access services for your child.** See the Paying for Services section ([Page 131](#)) for more information.

Table 5. Developmental Pediatricians

Clinic/Hospital	Address	Contact Information
Alexander Center, Park Nicollet Medical Center – Bloomington	11455 Viking Dr., # 300 Eden Prairie, MN 55344	(952) 993-2498 www.parknicollet.com
The Autism Spectrum and Neurodevelopmental Disorders Clinic	717 Delaware St. NE, # 312 Minneapolis, MN 55455	(612) 625-3617 www.uofmchildrenshospital.org
Children’s Healthcare Specialty Clinic – Minneapolis	2525 Chicago Ave. S Minneapolis, MN 55404	(612) 813-6938 www.childrensmn.org
Fairview University Medical Center	2450 Riverside Ave. Minneapolis, MN 55454	(612) 273-3000 www.uofmmedicalcenter.org
Gillette West Clinic	6060 Clearwater Dr. Minnetonka, MN 55343	(952) 936-0977 www.gillettechildrens.org
HealthEast Maplewood Clinic – Pediatricians for Health	3100 Kennard St., # 100 Maplewood, MN 55109	(651) 232-7800 www.healtheast.org
Staub Pediatrics – Fairview Children’s	2535 University Ave. SE Minneapolis, MN 55414	(612) 672-2350 www.fairview.org

Table 6. Pediatric Neurologists

Clinic/Hospital	Address	Contact Information
Children’s of Minnesota Neurology Clinic – St. Paul	345 N Smith Ave. St. Paul, MN 55102	(651) 220-6705 www.childrensmn.org
Gillette – Pediatric Neurology	200 E University Ave. St. Paul, MN 55101	(651) 229-3870 www.gillettechildrens.org
Minneapolis Clinic of Neurology	4225 Golden Valley Rd. Golden Valley, MN 55422	(763) 588-0661 www.minneapolisclinic.com



Table 6. Pediatric Neurologists

Clinic/Hospital	Address	Contact Information
The Minnesota Epilepsy Group	225 Smith Ave. N, # 201 St. Paul, MN 55102	(651) 241-5290 http://mnepilepsy.org
Neurology, Rehab and Diagnostics	3833 Coon Rapids Bldg., # 100 Coon Rapids, MN 55433	(763) 427-8320 www.minneapolisclinic.com
Noran Neurological Clinic	11091 Ulysses St. NE, # 100 Blaine, MN 55434	(612) 879-1500 www.noranclinic.com
Noran Neurological Clinic	Midtown Medical Building 2828 Chicago Ave. S, # 200 Minneapolis, MN 55407	(612) 879-1500 www.noranclinic.com
North Memorial Medical Office	9825 Hospital Dr., # 103 Maple Grove, MN 55369	(763) 302-4114 www.northmemorial.com
Park Nicollet Clinic	15800 95 th Ave. N Maple Grove, MN 55369	(952) 993-1440 www.parknicollet.com
University of Minnesota Medical Center – Fairview	Riverside Campus: 2450 Riverside Ave. Minneapolis, MN 55455 -or- University Campus: 500 Harvard St. Minneapolis, MN 55455	(612) 273-3000 www.uofmmedicalcenter.org

Table 7. Genetic Counselors

Clinic/Hospital	Address	Contact Information
Children’s of Minnesota Genetics Clinic – Minneapolis	2525 Chicago Ave. S Minneapolis, MN 55404	(612) 813-7240 www.childrensmn.org
Children’s of Minnesota Genetics Clinic – St. Paul	345 N Smith Ave. St. Paul, MN 55102	(612) 813-7240 www.childrensmn.org
Health Partners Riverside	2220 Riverside Ave. Minneapolis, MN 55454	(612) 341-5000 www.healthpartners.com
University of Minnesota Medical Center – Fairview Pediatric Specialty Clinic	2450 Riverside Ave. Minneapolis, MN 55455	(612) 365-6777 www.uofmmedicalcenter.org



Table 8. Neuropsychologists

Clinic/Hospital	Address	Contact Information
Children’s Hospitals and Clinics of Minnesota – Minneapolis	2525 Chicago Ave. S Minneapolis, MN 55404	(612) 813-6224 www.childrensmn.org
Children’s Hospitals and Clinics of Minnesota – St. Paul	345 N Smith Ave. St. Paul, MN 55102	(651) 220-6720 www.childrensmn.org
Fraser Child and Family Center	3333 University Ave. SE Minneapolis, MN 55114	(612) 331-9413 www.fraser.org
Minneapolis Clinic of Neurology	4225 Golden Valley Rd. Golden Valley, MN 55422	(763) 588-0661 www.minneapolisclinic.com
Noran Neurological Clinic	Midtown Medical Building 2828 Chicago Ave. S, # 200 Minneapolis, MN 55407	(612) 879-1500 www.noranclinic.com
Pediatric Neuropsychology Services, PC	7200 France Ave. S, # 128 Edina, MN 55435	(952) 831-7400 www.mnepilepsy.org
University of Minnesota – Fairview Department of Neurology	100 Delaware St. SE Minneapolis, MN 55455	(612) 625-7466 www.uofmchildrenshospital.org

Table 9. Child Psychiatrists

Clinic/Hospital	Doctor/Psychiatrist	Address	Contact Information
Allina Behavioral Health Services – Northtown Clinic	Dr. Caromyr Figueroa Dr. Anu Chauhan	7590 Lyric Ln. NE Fridley, MN 55432	(763) 236-3800 www.allina.com
Allina – Abbott Northwestern	Dr. Wayne S Burris Nicole Lynch, DNP	800 E 28 th St. Minneapolis, MN 55407	(763) 863-5327 www.allina.com
ARIS Clinic	Dr. Shalene Kennedy	7616 Curell Blvd., # 275 Woodbury, MN 55125	(651) 264-0260 www.healthgrades.com
Behavioral Health Services, Inc. (BHSI) – Fridley	Dr. Mark Kerekes	6401 University Ave. N, # 304 Fridley, MN 55432	(651) 769-6250 www.bhsimn.com



Table 9. Child Psychiatrists

Clinic/Hospital	Doctor/Psychiatrist	Address	Contact Information
Behavioral Health Services, Inc. (BHSI) – Golden Valley	Dr. Dexter Whittemore	8085 Wayzata Blvd., # 101 Golden Valley, MN 55426	(651) 769-6300 www.bhsimn.com
CentraCare Behavioral Health Clinic – St. Cloud	Dr. Lowe Dr. Lunde Dr. Carlson Dr. Spalding	1900 Central Care Circle, # 1000 St. Cloud, MN 56303	(320) 229-4945 www.centracare.com
Children’s Hospital of Minnesota – St. Paul	Dr. Carrie Borchart Dr. David Einzig Kim Oberstar, RN, CNP Barbara Peterson, RN, CNP	Psychological Services 62-200 360 Sherman St. St. Paul, MN 55102	(651) 220-6984 www.childrensmn.org
Children’s Hospital Pediatric Developmental Behavioral Health – Minneapolis		Integrative Medicine 17-306 2525 Chicago Ave. S Minneapolis, MN 55404	(612) 813-7888 www.childrensmn.org
Clinical Associates in Psychiatry	Dr. Colon Pastor	2960 Winnetka Ave., # 208 Crystal, MN 55427	(763) 512-1091
Health Partners – Riverside Clinic	Dr. Jeff Richards	2220 Riverside Ave. Minneapolis, MN 55454	(612) 627-3544 www.healthpartners.com
Hennepin County Medical Center (HCMC)	Dr. Koch Dr. Kumra Dr. Figueroa Dr. Champiane	701 Park Ave. Level 7, Red Building Minneapolis, MN 55415	(612) 873-2617 www.hcmc.org
Canvas Health	Dr. John Glass Dr. Robert McIntire Dr. Milos Zivkovic	121 11 th Ave. SE Forest Lake, MN 55025	(651) 251-5220 www.canvashealth.org
Lee Carlson Center for Mental Well Being	Dr. Thomas Converse Dr. Suzanne Aoun	University Business Center 7954 University Ave. NE Fridley, MN 55432	(763) 780-3036 www.leecarlsoncenter.org



Table 9. Child Psychiatrists

Clinic/Hospital	Doctor/Psychiatrist	Address	Contact Information
Northpoint Health and Wellness Center	Dr. Jonathan Jensen	1313 Penn Ave. N Minneapolis, MN 55411	(612) 543-2566 www.northpointhealth.org
North Suburban Counseling	Dr. Victoria Buoen	425 Coon Rapids Blvd. Coon Rapids, MN 55433	(763) 784-3008 www.northsuburbancounselingcenter.com
Nystrom and Associates	Dr. Dean Knudson Ages 16 and up	1900 Silver Lake Rd. New Brighton, MN 55112	(651) 379-1748 or (651) 379-1727 www.nystromcounseling.com
Park Nicollet Clinic – St. Louis Park	Dr. Nancy Collins	3800 Park Nicollet Blvd. St. Louis Park, MN 55416	(952) 993-3307 www.parknicollet.com
Parkdale Plaza – Child and Adolescent Psychiatry	Dr. Katherine Daly	1660 S Hwy. 100, # 598 St. Louis Park, MN 55416	(763) 520-1631 www.bhpcare.com
Private Practice	Dr. Cynthia Belt Dr. David Opsahl Dr. William Davis	5346 Lyndale Ave. S Minneapolis, MN 55419	(612) 455-1501 www.mnmentalhealthclinics.com
Private Practice	Dr. William Davis	3450 O’Leary Ln. Eagan, MN 55123	(651) 454-0114 www.mnmentalhealthclinics.com
Private Practice	Dr. Kerry Fox	11000 Prairie Lakes Dr., # 460 Eden Prairie, MN 55344	(952) 943-0836 www.bhpcare.com
Private Practice	Dr. Kim Holtmeier	14001 Ridgedale Dr., # 320 Minnetonka, MN 55305	(952) 545-1200 kim@kimholtmeier.com
Private Practice	Dr. Richard Miner	6526 Drew Ave. S Edina, MN 55455	(952) 920-6748 www.bhpcare.com
Private Practice	Dr. Harvey Green	825 Nicollet Mall, # 1645 Minneapolis, MN 55402	(612) 339-7904 www.bhpcare.com
Private Practice	Dr. William Hosfield	1405 N Lilac Dr., # 105 Golden Valley, MN 55422	(763) 544-6806 www.bhpcare.com
Private Practice	Dr. Berit Middlefort	5200 Wilson Rd. Edina, MN 55424	(952) 924-0798 www.bhpcare.com



Table 9. Child Psychiatrists

Clinic/Hospital	Doctor/Psychiatrist	Address	Contact Information
Regions Hospital – Ramsey Clinic	Dr. Elizabeth Reeve	640 Jackson St. St. Paul, MN 55101	(651) 254-4786 www.regionshospital.com
University of Minnesota Medical Center – Fairview	Dr. Jonathan Jensen Dr. George Realmuto Dr. Afshan Anjum Dr. Gail Bernstein Dr. Steven Manning Dr. Joel Oberstar Dr. Kathryn Cullen Dr. Sanjiv Kumra	2450 Riverside Ave., # F-275, West Building Minneapolis, MN 55454	(612) 273-8700 www.umn.edu/psychiatry
Volunteers of America (VOA) Mental Health Clinic – Golden Valley	Dr. Lynda Barger	5905 Golden Valley Rd. Golden Valley, MN 55422	(763) 225-4052 www.voamn.org
Volunteers of America (VOA) Mental Health Clinic – St. Francis	Dr. John Glass Dr. Lynda Barger Dr. Scott Burris Dr. Victoria Buoen	22426 St. Francis Blvd. Anoka, MN 55303	(763) 753-7310 www.voamn.org
Washburn Child Guidance Center	Dr. Suzanne Aoun Dr. Adam Fox	2430 Nicollet Ave. Minneapolis, MN 55404	(612) 871-1454 www.washburn.org

Table 10. Child Psychologists

Clinic/Hospital	Address	Contact Information
Alexander Center	8455 Flying Cloud Dr., #205 Eden Prairie, MN 55344	(952) 993-2498 www.parknicollet.com/alexandercenter
Associated Clinic of Psychology Dr. Mark Foster	6200 Shingle Creek Pkwy., # 350 Brooklyn Center, MN 55430	(763) 503-8560 www.acp-mn.com
Fraser Child and Family Center	3333 University Ave. SE Minneapolis, MN 55114	(612) 331-9413 www.fraser.org
Lee Carlson Center for Mental Well Being	7954 University Ave. NE Fridley, Minnesota 55432	(763) 780-3036 www.leecarlsoncenter.org



Table 10. Child Psychologists

Clinic/Hospital	Address	Contact Information
Pediatric Clinical Neuroscience University of Minnesota	717 Delaware St. SE, # 371 Minneapolis, MN 55455	(612) 625-3617 www.uofmchildrenshospital.org
Private Practice Cindy Johnson, PsyD, LP	2006 1 st Ave., # 205 Anoka, MN 55303	(763) 421-8274 www.childpsych.biz/home.html
Private Practice Robert Johnson, MA, LP	2579 Hamline Ave. N, # D Roseville, MN 55113	(651) 628-0947
Private Practice Sheila Merzer and Associates	4820 Minnetonka Blvd., # 200 St. Louis Park, MN 55416	(952) 928-7811
Private Practice Cindy Nolette, LP	6600 France Ave. S, # 635 Edina, MN 55435	(952) 922-5427
Wiger & Associates, PA Donald Wiger, PhD, LP	360 Robert St. N, # 317 St. Paul, MN 55101	(651) 983-0383 www.minnesotapsychevals.com

Table 11. Pediatric Dentists

Clinic/Hospital	Address	Contact Information
Apple Tree Dental	8960 Springbrook Dr., # 150 Coon Rapids, MN 55433	(763) 784-7570 www.appletreedental.org
Camp Smile – West Health Medical Center	2805 Campus Dr., # 245 Plymouth, MN 55441	(763) 383-1788 www.campsmile.com
Centennial Lakes Medical Center – Dentistry for Children	7373 France Ave. S, # 402 Edina, MN 55435	(952) 831-4400 www.childrensdent.com
Children’s Dental Services – Dentistry for Children	636 Broadway St. NE Minneapolis, MN 55413	(612) 746-1530 www.childrensdentalservices.org
Excel Dentistry	8001 Hwy. 7, # 100 St. Louis Park, MN 55343	(952) 746-3233 www.mnexcel.com
Family and Cosmetic Gentle Dentistry	97 NW 85 th Ave. Coon Rapids, MN 55433	(763) 225-8448 http://smilemn.com
Gillette Children’s Hospital	200 E University Ave. St. Paul, MN 55101	(651) 229-1726 www.gillettechildrens.org



Table 11. Pediatric Dentists

Clinic/Hospital	Address	Contact Information
Health Source Dental Clinic	1425 State St. Cambridge, MN 55008	(763) 689-7306
Hennepin County Medical Center (HCMC) Dental Clinic	701 Park Ave. Minneapolis, MN 55415	(612) 873-2370 www.hcmc.org
Indian Health Board	1315 East 24 th St., # 1 Minneapolis, MN 55404	(612) 721-9800 www.ihb-mpls.org
Metropolitan Pediatric Dental Associates	500 Osborne Rd., # 345 Fridley, MN 55432	(763) 786-4260 www.metropediatricdental.com
Private Practice Dr. Taylor Stevens	Wayzata Medical Bldg. 250 Central Ave. N, # 211 Wayzata, MN 55391	(952) 475-3135 http://wayzatakidsdds.com
Private Practice Dr. Venetia Laganis, DDS	13998 Maple Knollway, # 101 Maple Grove, MN 55369	(763) 420-2610
Riverdale Pediatric Dentistry	3585 124 th Ave. NW, # 400 Coon Rapids, MN 55433	(763) 767-1524 www.cavitypatrol.com
We Care Dental – Big Lake	195 Jefferson Blvd. Big Lake, MN 55309	(763) 263-2222 www.smilecenterus.com
We Care Dental – Brooklyn Park	7532 Brooklyn Blvd. Brooklyn Park, MN 55428	(763) 560-1555 www.smilecenterus.com
University of Minnesota Dental School	515 Delaware St. SE Minneapolis, MN 55455	(612) 625-2495 www.dentistry.umn.edu

Table 12. Nutritionists

Clinic/Hospital	Therapy	Address	Contact Information
Capernaum Place	Feeding groups only.	9220 Bass Lake Rd., # 260 New Hope, MN 55428	(763) 533-0363 www.capernaumpeds.com
Children’s Hospitals and Clinics – Minneapolis	Children’s feeding group.	2525 Chicago Ave. S Minneapolis, MN 55404	(612) 220-6446 www.childrensmn.org
Fraser Child & Family Center	Feeding evaluations and therapy.	3333 University Ave. SE Minneapolis, MN 55114	(612) 331-9413 www.fraser.org



Table 12. Nutritionists

Clinic/Hospital	Therapy	Address	Contact Information
Gillette Children’s Specialty Health Care – Maple Grove	Feeding evaluations and therapy.	9550 Upland Ave. N Maple Grove, MN 55369	(763) 496-6000 -or- (952) 223-3400 www.gillettechildrens.org
Sister Kenny Institute – Kenny Kids	Feeding evaluations.	3111 NW 124 th Ave. Coon Rapids, MN 55433	(763) 236-7337 www.sisterkennyinstitute.com -or- www.allina.com
Therapy Connections for Kids	Feeding evaluations.	300 Coon Rapids Blvd., Suite 200 Coon Rapids, MN 55433	(763) 767-0854 www.therapyconnectionsforkids.com

Table 13. Biomedical Providers

Clinic/Hospital	Therapy	Address	Contact Information
Center for Well Being Richard Mayfield, DC, CCN	Nutritional corrections and metabolic issues: DAN protocol.	3601 Minnesota Dr. Edina, MN 55435	(952) 885-0822 www.centerforwellbeingpc.com
Family Friendly Chiropractic Dr. Dean Engen, DC	Specialize in wellness and nutrition.	1557 Coon Rapids Blvd. Coon Rapids, MN 55433 or 1573 NW 154 th Ave. Andover, MN 55304	(763) 767-7499 www.familyfriendlychiro.com
Health and Healing Chiropractic	Specialize in wellness and nutrition.	1883 Station Pkwy NW Andover, MN 55304	(763) 323-0061 www.healthandhealingchiro.com
Health Potentials, LLC Paul Ratte, MD	Website information coming soon.	8160 Coller Way Woodbury, MN 55125	(651) 208-1084 www.paulratte.com
Holland Center	Medical and nutrition counseling, food/allergy testing and hyperbaric oxygen therapy.	10273 Yellow Circle Dr. Minnetonka, MN 55343	(952) 401-9359 www.hollandcenter.com



Table 13. Biomedical Providers

Clinic/Hospital	Therapy	Address	Contact Information
Midwest Wellness Center Kevin Wand, DO	Nutritional corrections and metabolic issues: DAN protocol.	10562 France Ave. S Bloomington, MN 55431	(952) 942-9303 www.midwestwellness.com
Wyndgate Health	Specialize in wellness and nutrition	970 Raymond Ave., # 101 St. Paul, MN 55114	(651) 493-4566 www.wyndgatehealth.com
Newbridge Clinic	DAN protocol.	2720 West 43 rd St. #206 Minneapolis, MN 55410	(612) 730-2237 http://newbridgeclinic.com
Pain and Brain Healing Center Greg Fors, DC, DIBCN	Nutritional corrections and metabolic issues: DAN protocol.	1400 NE 131 st Ave. Blaine, MN 55449	(763) 862-7100 www.painandbrainhealingcenter.com
Ridgeview Specialty Clinic – Two Twelve Medical Center – Pediatric Developmental Behavioral Health	Dr. Timothy Culbert	111 Hundertmark Rd., # 470 Chaska, MN 55318	(952) 361-2476 www.ridgeviewmedical.org
Wellness and Longevity Center Sandra Spore, RN, DC, NMD	Nutritional corrections and alternative medicine treatments.	1530 W Frontage Rd. Stillwater, MN 55082	(651) 439-1013 www.realhealthnaturally.com

Table 14. Pediatric Sleep Specialists

Clinic/Hospital	Address	Contact Information
Children’s Hospital and Clinic Pediatric Sleep Disorders Program	345 N Smith Ave. St. Paul, MN 55102	(651) 220-6258 www.childrensmn.org
Gillette Children’s Specialty Healthcare	200 University Ave. St. Paul, MN 55101	(651) 291-2848 Ask for new-patient services.
Hennepin County Medical Center – MN Regional Sleep Disorders Center	701 Park Ave. Minneapolis, MN 55415	(612) 873-6201 www.hcmc.org
Mayo Clinic Center for Sleep Medicine	201 Center St. W Rochester, MN 55902	(507) 538-3270



Table 14. Pediatric Sleep Specialists

Clinic/Hospital	Address	Contact Information
Noran Clinic Sleep Center (Ages 14-Adult) – Midwest Medical Bldg.	2828 Chicago Ave. S, # 335 Minneapolis, MN 55407	(612) 879-1500 www.noranclinic.com
Noran Clinic Sleep Center (Ages 14-Adult) – Blaine	11091 Ulysses St. NE, # 100 Blaine, MN 55434	(612) 879-1500 www.noranclinic.com

Table 15. Pediatric Ophthalmologists

Clinic/Hospital	Address	Contact Information
Associated Eye Care	280 N Smith Ave., # 840 St. Paul, MN 55012	(651) 275-3000 www.eyeseesee2020.com
Edina Eye Physicians and Surgeons, PA – Fairview Northland Medical Bldg.	290 Main St. Elk River, MN 55330	(763) 241-5878 www.edinaeye.com
Fairview Clinic	14500 N 99 th Ave. Maple Grove, MN 55369	(763) 898-1000 www.maplegrove.fairview.org
Hennepin County Medical Center	701 Park Ave. S Minneapolis, MN 55415	(612) 347-6085 www.hcmc.org
Mayo Clinic	200 SW 1 st St. Rochester, MN 55082	(507) 284-4946 www.mayoclinic.org
Northwest Eye Clinic	12000 Elm Creek Blvd., # 100 Maple Grove, MN 55369	(763) 515-7870 www.nweyeclinic.com
Park Nicollet Clinic	3900 Park Nicollet Blvd. St. Louis Park, MN 55416	(952) 993-3150 www.parknicollet.com
Pediatric Eye Center – Children’s West	6060 Clearwater Dr., # 150 Minnetonka, MN 55343	(763) 416-7600 www.nweyeclinic.com
Perspectives Vision Clinic	3102 W 50 th St. Minneapolis, MN 55410	(612) 920-3938 http://perspectivesvisionclinic.com
University of Minnesota Eye Clinic – U of M Medical Center Fairview	516 Delaware St. SE Minneapolis, MN 55455	(612) 672-7422 www.umphysicians.org



Table 16. Pediatric ENT (Ear, Nose & Throat) Physicians

Clinic/Hospital	Address	Contact Information
Children’s Hospitals and Clinics – Minneapolis	2525 Chicago Ave. S Minneapolis, MN 55404	(612) 874-1292 www.childrensmn.org
Children’s Hospitals and Clinics – St. Paul	345 N Smith Ave. St. Paul, MN 55102	(651) 220-6000 www.childrensmn.org
Ear, Nose and Throat Specialty Care of Minnesota	500 Osborne Road NE, # 615 Fridley, MN 55432 -or- 3960 Coon Rapids Blvd. NW, # 201 Coon Rapids, MN 55433 -or- 9550 Upland Ln. N, # 200 Maple Grove, MN 55369	(612) 871-1144 www.entsc.com
Midwest Ear, Nose and Throat Specialists	225 N Smith Ave., # 502 St. Paul, MN 55102	(651) 645-0691 www.mwent.net
Ridgeview Specialty Clinic – Otolaryngology	675 Water St. Excelsior, MN 55331	(952) 925-5626 www.ridgeviewmedical.org

Treatment and Intervention Options

This section was developed to give you information for conducting your own research into different treatment options and their effectiveness. Although every child is unique, most children benefit from a combination of treatments provided in special education and home environments. Common treatments may include: behavior training, communication/speech therapy, drug therapy, dietary intervention, music therapy, Picture Exchange Communication System (PECS), Relationship Development Intervention (RDI), Sensory Integration training, social stories and vision therapy. Contact the Autism Society of Minnesota (AuSM) at www.ausm.org or check the website listings for additional information on treatment approaches. NOTE: Some programs may have waiting lists.

The next three tables describe selected treatment options and providers in the metropolitan area. [Table 17](#) lists day treatment programs; [Table 18](#) identifies integrated private preschool programs; and [Table 19](#) lists agencies that provide behavioral training. School districts also provide treatment and intervention for children with autism. For more information about school services, see Educational Services ([Page 12](#)).



Table 17. Day Treatment

Agency	Services/Programs	Contact Information
Autism Matters Clinic – Rogers	Provides an array of services for children ages 2-17, including speech-language therapy, early intensive behavioral intervention, social skills groups, feeding therapy, occupational therapy, academic tutoring, consultation services and marriage/family therapy.	(763) 428-2478 www.autismmatters.net
Dynamic Connections	Home-school academy developed to provide a uniquely tailored educational opportunity for children with autism and their families.	(651) 760-3111 www.dcsmn.org
Fraser Child and Family Center – Autism Program	Includes one-to-one treatment sessions and group interventions in a therapeutic setting. Psychology, occupational therapy and speech therapy are integral components of the program. Separate programs are available for toddlers and preschoolers.	(612) 331-9413 www.fraser.org
Headway Emotional Services Day Treatment	Provides outpatient therapy, Dialectical Behavior Training (DBT), psychiatric service and in-school therapy to children and adolescents with mental health disorders.	(952) 426-6600 www.daytreatment@headway.org
Helena Family Support Autism Therapy Center	Provides an array of services for children with autism, ages 2-7, including 1:1 therapy and skills training, groups and peer play. Families participate in home and community-based therapy – family psychotherapy may also be provided.	(612) 940-3598 www.minnesotautismtherapy.com
Holland Center	Autism center and day treatment clinic for children with autism. Includes therapy and dietary interventions.	(952) 401-9359 www.hollandcenter.com
Canvas Health	Provides a day treatment and educational program for young people with disruptive behavior and emotional disorders.	(651) 777-5222 www.hsicares.org



Table 17. Day Treatment

Agency	Services/Programs	Contact Information
Minnesota Autism Center (MAC)	Center-based program that provides Applied Behavioral Analysis (ABA) therapy on an individualized basis to children and youth 2-21 years of age.	(952) 767-4200 www.mnautism.org
The MAC School	A year-round program for students in 4 th -12 th grade that provides intensive, individualized instruction focused on academic success, independence, self-awareness, social consciousness and behavioral management skills	(952) 767-4204 www.themacschool.org
Northwest Youth and Family Services – NET Services	Daily, year-round day treatment program for youth that combines therapeutic services with educational programming to address the needs of severely emotionally disturbed youth in Centennial # 12 and White Bear Lake # 624 School Districts.	(651) 486-3808 www.nyfs.org
Partners in Excellence (PIE)	An all-inclusive, center-based program for children 1-10 years of age.	(952) 746-5350 www.pieofmn.com
PrairieCare	Organized treatment services including individual and family therapy. Provides psychiatric services for adolescents and adults. Offers clinic, inpatient, partial hospitalization and intensive outpatient services.	<i>General Information</i> (888) 977-2474 <i>Edina</i> (952) 230-9100 <i>Maple Grove</i> (763) 383-5800 <i>Woodbury</i> (651) 259-9700 www.prairie-care.com
St. David’s Child and Family Center – Autism Day Treatment	Day treatment program designed for young children (18 months to 5 years old) who have a medical diagnosis of autism.	(952) 939-0396 www.stdavids.net
Youth Transition Program – Managed by Lifespan	Day treatment program including treatment and academic services in Shoreview and Burnsville.	(952) 562-8500 http://lifespanmn.com/



Table 18. Integrated Preschool (Private)

Agency	Services/Programs	Contact Information
Fraser School	Offers a variety of services for children, including integrated preschool and home services for children with disabilities.	(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.	(952) 939-0396 www.stdavids.net

Table 19. Behavioral Training

Agency	Services/Programs	Contact Information
Behavioral Dimensions, Inc.	Short and long-term consultation, parent training, counseling and therapy and Applied Behavior Analysis (ABA) discrete trial training.	(952) 814-0207 www.behavioraldimensions.com/
Behavior Wizards	Conducts functional behavioral assessments and develops positive behavior support programs.	(320) 230-2708 www.behaviorwizards.com
Brih Design, LLC	Provides supports and services to people who exhibit difficult-to-manage behaviors.	(763) 560-1614 www.brihdesign.com
Celebrate the Spectrum	A <u>D</u> evelopmental, <u>I</u> ndividual Difference, <u>R</u> elationship-Based (DIR Floortime) model that helps clinicians, parents and educators conduct a comprehensive assessment and develop an intervention program for children with autism and other developmental challenges.	(612) 298-8037 www.celebratethespectrum.com
Fraser Child and Family Center	Short-term skills training by mental health practitioners.	<i>Minneapolis</i> (612) 861-1688 <i>Anoka</i> (763) 231-2590 www.fraser.org



Table 19. Behavioral Training

Agency	Services/Programs	Contact Information
Helena Family Support Autism Therapy Center	Center-based psychotherapy and skills training for children with autism, ages 2-7. Uses Applied Behavior Therapy (ABA), Applied Verbal Behavior (AVB), Relationship Developmental Intervention (RDI) and Development Individual Difference Relationship model (DIR)/Floortime. Families also participate in home and community-based therapy.	(612) 940-3598 www.minnesotaautismtherapy.com
Lazarus Project	Center-based, verbal behavior and intensive early intervention therapy.	(763) 519-1197 www.lazarusprojectmn.org
Minnesota Autism Center (MAC)	Services include behavioral therapy, home-based early intervention and consultation with schools and other agencies.	(952) 767-4200 www.mnautism.org
Minnesota Early Autism Project (MEAP)	In-home Intensive Early Behavior Therapy (IEBT) for children with autism birth-6 years of age.	(763) 425-0792 www.meapkids.org
Partners in Excellence (PIE)	Center-based one-to-one Applied Behavior Analysis (ABA) intervention program.	(952) 746-5350 www.pieofmn.com
Provide Care, Inc.	Community-based therapeutic services to enhance quality of life and improve overall functioning, school-based supports and personal development services.	(651) 674-8312 www.providecare.com
Twin Cities Crisis Services	Mobile mental health crisis response, assessment and residential stabilization for children and families experiencing a mental health crisis in Anoka County.	(763) 755-3801 www.PeopleIncorporated.org
West Metro Learning Connections	Enhances the quality of life for individuals with Asperger's syndrome and high-functioning autism by developing social understanding and social skills.	(952) 474-0227 www.wmlearningconnections.com



Therapy Services

You may be given recommendations about the type and amount of therapy needed for your child. There are many types of interventions for children who have autism. You and your medical team will be able to discuss program options and determine the right fit for your child and family. However, it is important to keep in mind that there is no single treatment for autism and the recommendations that you receive are just that – recommendations. You, as parents, must decide what is best for your child and family. The information you receive from educators, mental health professionals, doctors, books or other parents may be contradictory and confusing. It is your job to work with your child's team to determine what is best for your child and family. Ask as many questions as you need in order to understand all of the options. A list of the most common therapy providers in our area is listed in [Table 20](#) and [Table 21](#). If home-based therapy is recommended, check with your health insurance provider to determine your coverage, as some insurances cover select services.

Questions to consider when arranging therapy services.

- How successful has the program been for other children?
- Do staff members have training and experience in working with children and adolescents with autism?
- How is progress measured?
- Will the program prepare me to continue therapy at home?
- What are the costs, time commitments and locations of the program?
- Has the treatment been validated scientifically?



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
Advance Therapy		X	X	X	X	X	X	X		X			X							(651) 784-7007 6776 Lake Dr. Lino Lakes, MN 55014 www.advancetherapy.org
Alexander Center		X																		(952) 993-2498 <i>Park Nicollet Clinic</i> 8455 Flying Cloud Dr., # 205 Eden Prairie, MN 55344 www.parknicollet.com/alexandercenter
Art Without Boundaries Association																		X		(763) 785-7048 (Larry Homan) MnemeTherapy® www.artwithoutboundaries.net
Autism Society of Minnesota (AuSM)								X												(651) 647-1083 2380 Wycliff St., # 102 St. Paul, MN 55114 www.ausm.org
Bunker Park Stable, Inc.																		X		(763) 757-9445 550 Bunker Lake Blvd. NW Andover, MN 55304 www.bunkerparkstable.com



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
Capernaum Pediatric Therapy – New Hope		X	X	X	X	X		X	X	X		X								(763) 533-0363 9220 Bass Lake Rd., # 260 New Hope, MN 55428 www.capernaumpeds.com
Capernaum Pediatric Therapy – Big Lake/ Monticello		X		X	X					X										(763) 228-7540 -or- (888) 533-8843 20500 NW Co. Rd. 11 Big Lake, MN 55309
Celebrate the Spectrum –	X				X			X												(612) 298-8037 www.celebratethespectrum.com
Children’s Hospitals and Clinics of Minnesota		X	X	X						X			X							(612) 813-6000 <i>Minneapolis</i> (651) 220-6000 <i>St. Paul</i> See website or call for locations. www.childrensmn.org
Courage Center – Golden Valley and other locations		X	X	X	X	X		X	X	X		X								(763) 520-0312 3915 Golden Valley Rd. Golden Valley, MN 55422 www.couragecenter.org
Creating Connections, Inc.																X				(952) 854-5665 9018 S 13 th Ave. Bloomington, MN 55425



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Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
Crossroads: Solutions for Life																X				(651) 207-6137 PO Box 270696 Vadnais Heights, MN 55127 www.crossroads-solutions.net
Eyebox Tools																	X			(612) 743-5345 www.eyeboxtoolsinc.com
Family Achievement Center		X	X	X				X										X		(651) 738-9888 8320 City Centre Dr., # G Woodbury, MN 55125 www.familyachievement.com
Family Innovations								X												(763) 421-5535 1833 3 rd Ave. Anoka, MN 55303 www.familyinnovations.com
Family Speech and Therapy Services		X		X	X	X		X	X	X										(763) 755-4275 1891 Station Pkwy. Andover, MN 55304 www.familyspeech.com
Fraser Child & Family Center – Minneapolis and other locations		X	X	X	X	X	X	X		X	X							X		(612) 331-9413 3333 University Ave. SE Minneapolis, MN 55414 www.fraser.org



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
Functional Kids Clinic		X	X	X	X											X				(651) 770-8884 2495 Maplewood Dr., # 313 Maplewood, MN 55109 www.functionalkids.com
Gillette Children's Specialty Healthcare		X	X	X					X	X	X	X		X						(651) 291-2848 -or- (651) 229-3855 200 E University Ave. St. Paul, MN 55101 www.gillettechildrens.org
Helena Family Support Autism Therapy Center								X								X				(612) 940-3598 5301 East River Rd. NE, # 110 Fridley, MN 55432 www.minnesotaautismtherapy.com
Holland Center		X		X			X				X				X					(952) 401-9359 10273 Yellow Circle Dr. Minnetonka, MN 55343 www.hollandcenter.com
The Integration Station Kari Murlowski, Brain Gym Consultant	X																			(763) 785-4600 2905 Country Dr., # 120 Little Canada, MN 55117 http://theintegrationstation.com



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
Kids Abilities		X	X	X	X			X	X	X										(651) 407-3777 14663 Mercantile Dr., # 300 Hugo, MN 55038 -or- (651) 451-3016 490 W Hwy. 96, # 300 Shoreview, MN 55126 www.kidsabilities.com
Kid Speak		X																		(763) 416-9313 9048 Peony Ln. N Maple Grove, MN 55311 www.kidspeakltd.com
Learning Rx	X																			(763) 746-5850 7270 Forestview Ln., # 100 Maple Grove, MN 55369 www.learningrx.com/maple-grove
Life by Design – OK Club								X												(763) 757-3263 7866 University Ave. NE Fridley, MN 55432 www.lifebydesign-inc.com



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
Life Force Therapies															X					(763) 694-7000 3555 Plymouth Blvd., # 218 Plymouth, MN 55447 www.whatisautismtherapy.com
Lifeworks Multi-Sensory Environment				X			X													(763) 746-3330 7040 Lakeland Ave. N Brooklyn Park, MN 55428 www.lifeworks.org
MacPhail Center for Music							X													(612) 321-0100 501 S 2 nd St. Minneapolis, MN 55401 www.macphail.org
Metro Therapy Special Children's Clinic		X		X	X			X	X	X								X		(763) 572-2519 5155 E River Rd., # 403 Fridley, MN 55421 www.metrotherapyscc.com



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
Multicenter Physical Therapy			X																	(763) 784-3155 480 Osborne Rd. NE, # 280 Fridley, MN 55432 -or- (763) 767-3140 11855 Ulysses St. NE Blaine, MN 55434 -or- (651) 638-0080 1835 W Co. Rd. C Roseville, MN 55113 www.multicenterpt.com/
North Memorial – Elk River		X	X	X	X	X		X	X	X	X		X							(763) 257-8000 <i>North Memorial Health Plaza</i> 800 Freeport Ave. N, # 102 Elk River, MN 55330 www.northmemorial.com/nmclinics/elkriver.cfm
North Memorial – Maple Grove		X	X	X	X	X		X	X	X	X		X							(763) 420-7002 <i>Arbor Lakes Medical Bldg.</i> 12000 Elm Creek Blvd., # 210 Maple Grove, MN 55369 www.northmemorial.com/maplegrove/



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
North Memorial – Robbinsdale		X	X	X	X	X		X	X	X	X		X							(763) 520-5690 3300 Oakdale Ave. N Robbinsdale, MN 55422 www.northmemorial.com/rehab
Northstar Neurofeedback														X						(651) 263-2606 127 E Co. Rd. C, # 5 Little Canada, MN 55117 www.northstarneurofeedback.com
PACT Institute – Pediatric Autism & Communication Therapy		X		X	X			X	X	X										(952) 224-0707 908 Main St. Hopkins, MN 55343 www.pactinstitute.com
Park Nicollet Methodist Hospital – St. Louis Park and other locations		X	X	X	X	X			X	X			X					X		(952) 993-5900 6500 Excelsior Blvd. St. Louis Park, MN 55416 www.parknicollet.com/Rehab/
Private Practice – Lisa Giebink																X				(651) 206-4828 Lino Lakes, MN 55014



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	Educational Therapy	Speech/Language	Physical Therapy	Occupational Therapy	Sensory Integration	Auditory Integration	Music Therapy	Social Skills	Writing Therapy	Feeding Programs	Dietary Intervention	Aquatic Therapy	Hearing / Audiology	EEG Biofeedback	Hyperbaric Oxygen	RDI (Relationship Development Intervention)	Vision Therapy	Animal Therapy	Art Therapy	Contact Information
Private Practice – John Merges, LICSW							X													(612) 716-9470 4820 Minnetonka Blvd, # 200 St. Louis Park, MN 55416 www.johnmerges.com
Private Practice – Sheila Merzer, Licensed Psychologist							X													(952) 928-7811 4820 Minnetonka Blvd., # 200 St. Louis Park, MN 55716 smerzer@sd.net
Provide Care							X													(651) 674-8312 5842 Old Main St., # 1 North Branch, MN 55056 www.providecare.com
St. David’s Child and Family Center		X	X	X	X		X	X	X	X										(952) 939-0396 3395 Plymouth Ave. Minnetonka, MN 55305 www.stdavids.net
Sister Kenny Institute – Kenny Kids		X	X	X	X		X	X	X			X								(763) 236-7337 3111 NW 124 th Ave. Coon Rapids, MN 55433 www.sisterkennyinstitute.com



Table 20. Therapy Service Providers (See Acronyms and Definitions section on [Page 139](#) for therapy descriptions.)

Therapy Agency	<u>Educational Therapy</u>	<u>Speech/Language</u>	<u>Physical Therapy</u>	<u>Occupational Therapy</u>	<u>Sensory Integration</u>	<u>Auditory Integration</u>	<u>Music Therapy</u>	<u>Social Skills</u>	<u>Writing Therapy</u>	<u>Feeding Programs</u>	<u>Dietary Intervention</u>	<u>Aquatic Therapy</u>	<u>Hearing / Audiology</u>	<u>EEG Biofeedback</u>	<u>Hyperbaric Oxygen</u>	<u>RDI (Relationship Development Intervention)</u>	<u>Vision Therapy</u>	<u>Animal Therapy</u>	<u>Art Therapy</u>	Contact Information
Therapy Connections for Kids		X	X	X	X	X	X	X	X	X	X	X						X		(763) 767-0854 300 Coon Rapids Blvd NW, # 200 Coon Rapids, MN 55433 www.therapyconnectionsforkids.com
Therapy for Me		X	X	X	X															(952) 944-0240 7570 Market Place Dr. Eden Prairie, MN 55344 www.therapyforme.net
The Therapy Place		X	X	X			X	X	X	X										(952) 885-0418 900 W 94 th St. Bloomington, MN 55420 www.thetherapyplace.net
West Metro Learning Connections					X		X									X				(952) 474-0227 355 2 nd St. Excelsior, MN 55331 www.wmlearningconnections.com



Children’s Therapeutic Services and Support (CTSS)

Children’s Therapeutic Services and Supports (CTSS) is a flexible service package available to children (through age 21) who are diagnosed with an emotional disturbance or meet additional criteria for severe emotional disturbance. The diagnosis of autism spectrum disorder usually qualifies. CTSS is funded by Medical Assistance (MA/TEFRA). Depending on the diagnosis and assessed needs, services may include some combination of psychotherapy, skills training, behavioral aide, crisis assistance or day treatment. The CTSS provider must ensure that a mental health professional performs a diagnostic assessment within 180 days of the initiation of services. Contact any of the providers identified in [Table 21](#) for more information. CTSS agencies are state certified. Included here are agencies providing services in Anoka County. For an updated list of State-approved CTSS providers, go to http://www.dhs.state.mn.us/main/groups/children/documents/pub/dhs16_149184.pdf.

Table 21. Children’s Therapeutic Services and Supports (CTSS) Providers

CTSS Provider	<u>Psychotherapy</u> (Individual, Family & Group)	<u>Skills Training</u> (Individual, Family & Group)	<u>Mental Health</u> <u>Behavioral Aide</u>	<u>Components of</u> <u>Day Treatment</u>	Contact Information
Associated Clinic of Psychology	X	X	X		(612) 925-6033 www.acp-mn.com
Behavioral Dimensions, Inc.	X	X			(952) 814-0207 www.behavioraldimensions.com
Choices Psychotherapy	X	X			(952) 544-6806 www.choicespsychotherapy.net
Complementary Support Services	X	X			(952) 895-1730 www.css-web.org
Family Based Therapy Associates	X	X			(763) 780-1520 www.fbta.biz
Family Innovations	X	X			(763) 421-5535 www.familyinnovations.com



Table 21. Children’s Therapeutic Services and Supports (CTSS) Providers

CTSS Provider	<u>Psychotherapy</u> (Individual, Family & Group)	<u>Skills Training</u> (Individual, Family & Group)	<u>Mental Health</u> <u>Behavioral Aide</u>	<u>Components of</u> <u>Day Treatment</u>	Contact Information
Family Support Services – Nystrom Professional Family Based Division	X	X			(651) 628-9566 www.nystromcounseling.com
Fraser Child & Family Center	X	X	X	X	(612) 331-9413 www.fraser.org
Human Services, Inc.	X	X		X	(651) 777-5222 www.hsicares.org
Lee Carlson Center for Mental Wellbeing	X	X	X	X	(763) 780-3036 www.leecarlsoncenter.org
Life Midwest	X	X			(612) 925-8365 www.lovaas.com
Metro Social Services, Inc.	X	X	X		(651) 647-0647 www.metrosocialservices.org
Minnesota Autism Center	X	X			(952) 767-4200 www.mnautism.org
North Homes, Inc.	X (no group therapy)	X	X		(218) 327-3000 www.northhomesinc.org
Provide Care, Inc. – North Branch			X		(651) 674-8312 www.providecare.com
Therapeutic Services Agency (TSA)	X	X			(320) 629-7600 www.tsapc.net
Volunteers of America (VOA of MN)	X	X			(763) 753-7310 www.voamn.org



Personal Care Assistance (PCA)

The Personal Care Assistance (PCA) program provides in-home support to persons with developmental disabilities, the elderly and people with chronic health problems. PCA services are for children and adults who need help with activities of daily living and health-related functions or redirection/intervention as it relates to behavioral concerns. To be eligible for PCA support, a child/adult must be receiving Medical Assistance (MA/TEFRA), the services must be medically necessary and primary caregivers must be able to direct the cares outlined in the home health care plan.

The PCA program is designed to be a flexible, consumer-driven model of service. PCA policies and program guidelines outline expectations of the primary caregiver, the person receiving services and the PCA. Program guidelines are explained when a child is authorized to receive services. To make a referral for PCA services, call your County Public Health Nursing program. If you reside in Anoka County, the intake number is (763) 422-6970; in Hennepin County, call (612) 348-4500. [Table 22](#) identifies many PCA providers that work across counties in the metropolitan area. This is not an all-inclusive list.

Table 22. Personal Care Assistance (PCA) Providers

PCA Agency	Address	Contact Information
A+ Home Care	8932 Old Cedar Ave. S Bloomington, MN 55425	(952) 854-7760
Accurate Home Care, LLC	19021 Freeport St., # 400 Elk River, MN 55330	(763) 633-3800
A Chance To Grow		(612) 706-5535
Advanced Care, Inc.	1415 Park Ave. S Minneapolis, MN 55404	(612) 721-1957
All Home Health, Inc.	8100 26 th Ave. S Bloomington, MN 55425	(952) 814-7400
All Temporaries, Inc.	3638 Central Ave. NE Minneapolis, MN 55418	(612) 378-1474
Alternative Choice Health Care	2501 Grand St. NE Minneapolis, MN 55418	(612) 782-4100
At Home, Ltd.		(612) 673-9594
Avalon Home Care	20132 Ulysses St. NW Elk River, MN 55330	(763) 753-8658



Table 22. Personal Care Assistance (PCA) Providers

PCA Agency	Address	Contact Information
Best Care, Inc.	3008 University Ave. SE Minneapolis, MN 55414	(612) 378-1040
Bristol Place Home Health Services, Inc.		(612) 871-0805
Care Free Home Services	7830 149 th Ln. NW Ramsey, MN 55303	(763) 422-9713
Caremate Corporation	2236 Marshall Ave. St. Paul, MN 55104	(651) 659-0208
Care Planners	1919 University Ave. W, # 114 St. Paul, MN 55422	(651) 645-9887
Care Plus Home Health Agency, Inc.	4050 Olson Memorial Hwy., # 165 Golden Valley, MN 55422	(763) 529-5520
Choices for Children	1011 S 1 st St. Hopkins, MN 55343	(952) 935-3515
Companion Care	4124 Quebec Ave. N, # 305 New Hope, MN 55427	(763) 533-1919
Courage Center	3915 Golden Valley Rd. Golden Valley, MN 55422	(763) 588-0811
Covenant Companies	11375 NW Robinson Dr. Coon Rapids, MN 55433	(763) 755-9009
Esteem Nursing Care, Inc.	3300 Bass Lake Rd., # 108 Brooklyn Center, MN 55429	(763) 503-2400
Fraser Home and Community Supports	2021 E Hennepin Ave., # 402 Minneapolis, MN 55413	(612) 767-5166
Freedom Health Care, Inc.	2626 E 82 nd St., # 260 Bloomington, MN 55425	(952) 854-6889
Hmong Minnesota Home Care	1111 Waterloo Ave. West St. Paul, MN 55118	(651) 340-4790
In Home Personal Care	8441 Wayzata Blvd., # 130 Golden Valley, MN 55426	(763) 546-1000



Table 22. Personal Care Assistance (PCA) Providers

PCA Agency	Address	Contact Information
Joyous Home Care Service, Inc.	8525 Edinbrook Crossing, # 109 Brooklyn Park, MN 55443	(763) 315-5912
Life's Companion PCA, Inc.	10307 University Ave. NE Blaine, MN 55434	(763) 786-3439
Lifeworks	2965 Lone Oak Dr., # 160 Eagan, MN 55121	(651) 365-3739
Mains'I Services, Inc.	7000 N 78 th Ave. Brooklyn Park, MN 55445	(763) 494-4553
Mary T. Home Health Services	1555 NW 118 th Lane Coon Rapids, MN 55448	(763) 754-6706
Metropolitan Center for Independent Living		(651) 646-8342
Minnesota Independent Living Services, Inc.		(612) 379-4027
Preferred Home Health Services	7111 W Broadway Brooklyn Park, MN 55428	(763) 458-8041
Recovery Health	5900 Green Oak Dr., # 200 Minnetonka, MN 55343	(952) 926-9808
Relieve Care Services, LLC	10141 Central Ave. NE Blaine, MN 55434	(763) 458-8041
Safety Care, Inc.	933-A University Ave. St. Paul, MN 55104	(651) 645-4537
Sunrise Health Service, Inc.	22350 Sunrise Rd. NE Stacy, MN 55079	(651) 462-9331

Additional PCA resources.

If you have questions about PCA services or want to access the PCA Guidebook, contact the MN Department of Human Services (DHS) at www.dhs.state.mn.us (click on Disabilities - top bar, Disabilities Services on left and PCA Program on right).



7. THIRD PATHWAY: COUNTY SERVICES

Anoka County Services



Anoka County offers an array of services that may be useful for your child with autism. Anoka County services are voluntary and an option you may consider depending on your child's and family's individual needs and preferences. Involvement with these services can mean a variety of things and it is important to understand the possibilities and limitations of that involvement. You may choose to access one or more of the options outlined below. There are four options available when considering Anoka County Services:

- A. **Medical Assistance/TEFRA** [Page 58](#)
- B. **Services That Do Not Require Case Management** [Table 23](#)
- C. **Anoka County Case Management and Services** [Page 61](#)
 - Developmental Disabilities [Table 24](#)
 - Children's Mental Health [Table 25](#)
- D. **Anoka County Public Health Nursing** [Table 26](#)

A. Medical Assistance (MA or TEFRA)

Medical Assistance/TEFRA may supplement private insurance coverage and help with costs incurred as a child's needs change or increase over time.

- **MA** is medical care for your child or family that is based on your family's income. (Children who are eligible to receive SSI benefits are also eligible for MA but families must initiate the application process.)
- **TEFRA** is Medical Assistance coverage for children who are certified disabled and living in their family home. Eligibility for TEFRA is based on the child's income only, not the parents' income or assets. You should be aware; however, that parent income is used to determine an annual parental fee.

MA and TEFRA are described in more detail in Paying for Services ([Page 131](#)).



B. Services That Do Not Require Case Management

The second Anoka County service option involves a number of support grants, program resources and social work services that do not require case management eligibility in Developmental Disabilities (DD), Children’s Mental Health (CMH) or Public Health Nursing (PHN). Each service has its own intake process and eligibility criteria and may have some benefit for families who have a child with autism. See [Table 23](#) for a list of Anoka County services that do not require case management.

Table 23. Services That Do Not Require Case Management

Service	Benefits	Eligibility/Waiting List	Contact Information
Consumer Support Grant (CSG)	Provides a monthly support grant to offset costs related to the recipient’s disability. The amount of the grant is based on the home care assessment. CSG is an alternative to Personal Care Assistance (PCA) or Private Duty Nursing (PDN). Eligible expenses may include respite care, direct support (including payment to parents of minors), assistive technology, environmental modifications, sensory equipment and specialized diet.	Ages birth to age 65. Must have a home care assessment and be eligible for Personal Care Assistance (PCA) or Private Duty Nursing (PDN). Must maintain Medical Assistance (MA or MA under the TEFRA option). Must live in the family home or their own home (not foster care). WAITING LIST: No.	(763) 323-6190 Mary Scott
Children’s Mental Health (CMH) Early Intervention/ Prevention	Provides informal case management for children and their families who are having issues related to mental health. Serves as liaison between home, school and community. Provides consultation and collaboration with school personnel and community mental health providers.	Recent mental health diagnosis. Request from parent/guardian for service. WAITING LIST: No.	(763) 712-2701 Sarah Carlson (763) 712-2721 Diana Hoffman

Table 23. Services That Do Not Require Case Management

Service	Benefits	Eligibility/Waiting List	Contact Information
Family Support Grant (FSG)	Provides a monthly support grant up to \$150 to offset costs related to the recipient’s disability. Eligible expenses may include respite care, assistive technology, environmental modifications, adaptive equipment and specialized diet.	Ages birth to 21 st birthday. Must be certified disabled by State Medical Review Team (SMRT) or be open to Developmental Disabilities (DD) case management and meet ICF/DD level of care. Family income cap applies. Must reside in family home. WAITING LIST: Yes.	(763) 323-6190 Mary Scott
Psychotropic Medication Voucher Fund	Provides voucher for a one month supply of psychotropic medications.	Ages birth to 18 years. WAITING LIST: No.	(763) 712-2721 Diana Hoffman
Rapid Access Psychiatric Services Fund	Provides access to a child/adolescent psychiatrist at Canvas Mental Health in Forest Lake.	Ages birth to 18 years. WAITING LIST: No.	(763) 712-2721 Diana Hoffman
Supplemental Security Income (SSI) and Social Security	Provides information regarding Social Security and Supplemental Security Income (SSI). Assistance with completing an initial application or ongoing eligibility reviews is also available.	WAITING LIST: No.	(763) 422-6941 Christa Strenge (763) 717-7767 Karla Beckman, if receiving MN Family Investment Program (MFIP)

Table 23. Services That Do Not Require Case Management

Service	Benefits	Eligibility/Waiting List	Contact Information
Minnesota Child Care Resource and Referral (CCR&R) Network	Supports child care providers and provides leadership and support to a statewide system of agencies dedicated to helping families find quality child care. Parents can obtain a customized list of licensed child care programs (centers, family child care, school-age programs, preschools, summer camps) in their area.	No charge for lists of providers unless the enhanced search option is used. Special Needs Program consults with child care providers and assists them with strategies to maintain child in current placement. Special Needs Program in Anoka, Hennepin and Ramsey Counties only.	<i>MN Child Care – statewide</i> (651) 665-0150 <i>Anoka County</i> (763) 783-4881 www.MNchildcare.org
Child Care Assistance	Provides subsidies to help pay for a family’s child care costs so that parents can work, attend school or job search.	Children must be under the age of 13 (15 years old if the child has a special need and on an IEP). It is a sliding fee program. WAITING LIST: Dependent on current funding.	(763) 717-7711 www.accap.org

C. Anoka County Case Management and Services

The third option includes services and supports that are available through a social worker in either Anoka County Developmental Disabilities or Children’s Mental Health. Different state rules govern the specifics of the formal case management options; however, there are important common features. Both Developmental Disabilities and Children’s Mental Health have an intake social worker who assesses the eligibility of your child according to state criteria. If your child qualifies for case management, both options offer services of a case manager who is then responsible to obtain or complete various assessments, identify needed supports and develop a service plan. Your case manager can present options and make referrals for services that may be paid for by Anoka County (such as respite care or the Anoka Support Grant) or MA or MA under the TEFRA option (such as the home and community based waivers or PCA). See [Table 24](#) for descriptions of case management and services available through Anoka County Developmental Disabilities and [Table 25](#) for Anoka County Children’s Mental Health.

Table 24. Anoka County Developmental Disabilities (DD) – Case Management and Services

Service	Benefits	Eligibility/Waiting List	Contact Information
Case Management	Assignment to a social worker in Developmental Disabilities (DD) who provides case management services under Rule 185. Includes assessment, identification of support needs and the development of a plan for services.	Ages birth through 4: Overall developmental delays using standardized assessments. Documentation of significant developmental delays is considered if standardized testing is deemed inappropriate. Ages 5 And Over: IQ score less than 70 using a standardized measure of intellectual functioning. An assessment for related conditions may be done for children with autism.	(763) 422-7580 Janet Bolander (763) 422-7180 Sarah Strobush
Respite Care	Provides licensed respite care on a time limited basis to respond to a crisis, emergency, or persistent child protection concern. Authorized 3 months at a time and limited to 12 months total.	Ages birth to 21 st birthday. Must have a DD case manager. WAITING LIST: Yes	Your child's DD case manager
Anoka Support Grant (ASG)	Provides a monthly support grant up to \$150 to offset costs related to the child's disability. Eligible expenses may include respite care, assistive technology, environmental modifications, adaptive equipment and special diet.	Ages birth to 21 st birthday. Must have a Developmental Disabilities (DD) case manager and reside in the family home. WAITING LIST: Availability dependent on current funding.	Your child's DD case manager.
Special Needs Child Care	Provides a short-term solution to resolve a family crisis and prevent out of home placement. Not intended to be used on an ongoing basis to support a parent's education, training or employment activities. Authorized 3 months at a time and limited to 12 months total.	Ages birth to 12. Must have a DD case manager. Child Care Assistance must be considered first. WAITING LIST: Limited availability, dependent on current funding.	Your child's DD case manager.

Table 24. Anoka County Developmental Disabilities (DD) – Case Management and Services

Service	Benefits	Eligibility/Waiting List	Contact Information
Family-Based Services	Provides short-term, outcome-based counseling to resolve family issues related to the care and support of a child with developmental disabilities. Authorized 3 months at a time and limited to 12 months total.	Ages birth to 18. Must have a DD case manager. Children’s Therapeutic Support Services (CTSS) must be considered first. WAITING LIST: Limited availability, dependent on current funding.	Your child’s DD case manager.
Developmental Disabilities/Severe Emotional Disturbance (DD/SED) Program	Provides funding for a wide array of services or items necessary to support a child’s mental health needs. Maximum grant is \$1000 per child in a calendar year and cannot exceed 6 months in duration.	Ages 10 to 17. Must have SED diagnosis and documented episodes of violent behavior. Must have a DD case manager. Priority given to children not receiving other services. WAITING LIST: Limited availability, dependent on current funding.	Your child’s DD case manager.
Developmental Disabilities (DD) Waiver	Allows an alternative use of Medical Assistance (MA/TEFRA) to provide home and community based services, such as respite care, in-home family support, caregiver training, assistive technology, environmental modifications and Consumer Directed Community Supports (CDCS).	Any age. Must have MA/TEFRA and be screened for waiver services. Must meet ICF/DD level of care. Must have a DD case manager and services identified. WAITING LIST: Yes.	Your child’s DD case manager.
Metro Crisis Coordination Program (MCCP)	Provides an array of services (training, technical assistance, transition and crisis beds) to manage crisis situations due to challenging behaviors or housing emergencies.	Any age. Must be referred by DD case manager. WAITING LIST: No.	Your child’s DD case manager.

Table 25. Anoka County Children’s Mental Health (CMH) – Case Management and Services

Service	Benefits	Eligibility/Waiting List	Contact Information
Case Management	Designed to help children with a Severe Emotional Disturbance (SED). A social worker provides case management under Rule 79 (MN Comprehensive Children’s Mental Health Act, MN Statute 245.4871, Subd. 6). The social worker helps your child and family obtain needed mental health services, assists in the development of an Individual Family Community Support Plan (IFCSP) and makes referrals for services. A child diagnosed with Asperger’s disorder may qualify for Rule 79 Case Management Services.	Must be under 18 years of age and have a recent (within the past 6 months) diagnostic assessment by a mental health professional who has determined that the child has an SED that significantly impairs his/her home, school or community functioning. WAITING LIST: No.	(763) 712-2722 Angie Wendt
Grant Respite	Offers families with an Severe Emotional Disturbance (SED) child an option of making their own arrangements for respite care. Families are given a cash grant and can choose a respite option that meets their child’s needs. Program is time-limited to two years per family.	Must have a current SED diagnosis and must live in the family home with parent or guardian. Number of participants is limited to 25 families per year. WAITING LIST: Yes, at times.	(763) 712-2722 Angie Wendt
In-Home Family Therapy	Intensive home-based therapy requiring weekly contact with the child and family. Goal is to help stabilize the family and prevent out of home placement. Limited to 30 hours of therapy per family.	Must have a recent mental health diagnosis. Family does not have insurance coverage for this service. WAITING LIST: Yes.	(763) 712-2722 Angie Wendt (763) 712-2704 Michael Klimek
Twin Cities Crisis Services	Provides mobile mental health crisis response, assessment and residential stabilization services to adults, children and families experiencing a mental health crisis in Anoka County.	Any age. Anyone can make a referral. No cost to participant. Twin Cities Crisis Services bills Medical Assistance or third party insurance. WAITING LIST: No.	(763) 755-3801

D. Public Health Nursing (PHN)

The fourth Anoka County service option is Public Health Nursing which provides:

- (a) Case management for the Community Alternatives for Disabled Individuals (CADI) and Community Alternatives for Care (CAC) waivers,
- (b) Assessments for Personal Care Assistance (PCA), and
- (c) Family health home visiting.

CADI or CAC waivers.

To determine if your child qualifies for a CADI or CAC waiver, a Public Health Nurse will complete an assessment using specific criteria. A child with autism will be more likely to qualify for the CADI waiver than the CAC waiver. If your child qualifies for the CADI waiver, the public health nurse works with your family to identify needed supports and services and develop a plan.

PCA assessments.

To determine eligibility for PCA services, Anoka County Public Health contacts the family and conducts an assessment.

Family health home visiting.

For family health home visiting, a Public Health Nurse (PHN) is available to monitor your child's height/weight, growth and development. The PHN also provides education and information on topics that may be beneficial to you and your child, such as health, safety, parenting, immunizations, feeding/nutrition and community resources. See [Table 26](#) for more information about Anoka County Public Health Nursing services.

Table 26. Anoka County Public Health Nursing (PHN)

Service	Benefits	Eligibility/Waiting List	Contact Information
Community Alternatives for Disabled Individuals (CADI) Waiver	CADI covers the range of services traditionally covered by Medical Assistance/TEFRA and includes a menu of services, such as family counseling and respite care, Consumer Directed Community supports (CDCS) and specialized equipment and supplies. Participants can receive services while living in their own home, the home of a relative or friend or another community setting.	Must be eligible for MA or MA under the TEFRA option. Must be certified disabled by the Social Security Administration (SSA) or State Medical Review Team (SMRT) process. Must be under age 65. Must be assessed to need the level of care provided at nursing facility level and have an assessed need for supports and services beyond those available through Medical Assistance (MA) or MA under the TEFRA option.	(763) 422-6970 Anoka County PHN Intake
Personal Care Assistance (PCA) Assessment	Provides an assessment to determine eligibility for PCA services. The assessment reviews the level of need in: Activities of Daily Living (ADL), behavior needs and health-related issues. Units of time are assigned for each activity.	Must be receiving MA or MA under the TEFRA option. Must be able to make decisions about your own care or have a responsible party who can make decisions about your care. WAITING LIST: No.	(763) 422-6970 Anoka County PHN Intake
Public Health Nursing – Home Visits	Home visits to monitor growth, weight gain, feeding and general health. Public Health Nurses provide teaching and information on health and safety, community resources and work with medical providers to coordinate services.	In Anoka County, public health nurse visits are provided at no charge – no financial requirements. Parents may call to make a referral. WAITING LIST: No.	(763) 422-6970 Anoka County PHN Intake

Hennepin County Services



Hennepin County offers a wide array of services that may be useful to a family with a child who has autism. Hennepin County services, as described in [Table 27](#), are voluntary. You may want to consider these options for your child depending on your individual needs and preferences. Involvement with these services can mean a variety of things and it is important to understand the possibilities and limitations of that involvement.

Table 27. Hennepin County Services

Service	Benefits	Eligibility	Contact Information
Early Childhood Intervention	Serves children birth through age five and their families providing: social service needs assessment; short-term service planning; consultation; assistance with application for Medical Assistance (MA), Social Security, etc. Makes referrals to school district Early Intervention Programs (EIP), home visiting programs, Personal Care Assistance (PCA), nursing, respite care, Family Focus program, child care and community resources. Provides advocacy with health care and educational systems.	Parents may call to refer themselves. WAITING LIST: No.	(612) 348-8687
Developmental Disabilities Division	County social worker is assigned, depending on need and availability, to children with significant developmental disabilities. The social worker helps assess the child’s and family’s needs for services and makes appropriate referrals.	Must have severe developmental delays, mental retardation or related conditions. Eligibility is determined by IQ tests, measures of adaptive behavior, social evaluation and physical/medical examination.	(612) 348-4500 Begins the intake process and schedules appointment for eligibility testing. www.co.hennepin.mn.us



Table 27. Hennepin County Services

Service	Benefits	Eligibility	Contact Information
<p>Child Crisis Services</p>	<p>Crisis services are provided by a licensed mental health professional or a mental health practitioner under the clinical supervision of a mental health professional. Services include:</p> <ul style="list-style-type: none"> • Consultation, • Crisis assessment & intervention, • Facilitation of psychiatric hospitalization, and • Crisis stabilization. 	<p>Hennepin County children and adolescents who are experiencing a mental health crisis. No charge for Child Crisis Services.</p>	<p>(612) 348-2233</p>
<p>Case Management</p>	<p>Children’s Mental Health Rule 79 Case Management is designed to help a child with a Severe Emotional Disturbance (SED). A child diagnosed with Asperger’s disorder may qualify for Rule 79 case management services.</p> <p>A social worker provides case management under Rule 79 (MN Comprehensive Children’s Mental Health Act, MN Statute 245.4871, Subd. 6). The assigned social worker:</p> <ul style="list-style-type: none"> • Helps your child and family obtain needed mental health services, • Assists in the development of an Individual Family Community Support Plan (IFCSP), and • Makes referrals for services as agreed upon by you and your family. 	<p>Must be under 18 years old and have a recent (within past 6 months) diagnostic assessment by a mental health professional. Must have a Severe Emotional Disturbance (SED) that significantly impairs home, school or community functioning.</p>	<p>Your child’s DD case manager, or (612) 348-4111 Front Door</p>

Table 27. Hennepin County Services

Service	Benefits	Eligibility	Contact Information
<p>Developmental Disabilities (DD) Waiver</p>	<p>Allows an alternative use of Medical Assistance (MA) or MA under the TEFRA option to provide home and community based services, such as respite care, in-home family support, caregiver training, assistive technology, environmental modifications and Consumer Directed Community Supports (CDCS).</p>	<p>Available at any age. Must have MA or MA under the TEFRA option and be screened for waiver services. Must meet ICF/DD level of care criteria. Must have DD case manager and services identified. WAITING LIST: Yes</p>	<p>Your child's DD case manager, or (612) 348-4500 www.co.hennepin.mn.us</p>
<p>Community Alternatives for Disabled Individuals (CADI) Waiver</p>	<p>Provides funding for home and community-based services for children/adults who would otherwise require the level of care provided in a nursing facility. Services include, but are not limited to, those traditionally covered by MA, CDCS, family counseling and training, respite care, specialized equipment and supplies and modifications to home and vehicles.</p>	<p>Must be on MA or MA under the TEFRA option and be screened for waiver services. Must be certified disabled and determined to require nursing home level of care.</p>	<p>Your child's DD case manager, or (612) 348-4500 www.co.hennepin.mn.us</p>
<p>Family Support Grant (FSG) Program</p>	<p>Cash grant to families of children with developmental disabilities to offset costs related to the child's disability. Eligible expenses may include respite care, assistive technology, environmental modifications, sensory equipment or special diet.</p>	<p>Age birth to 21st birthday. Must be certified disabled by State Medical Review Team (SMRT) or be open to Developmental Disabilities (DD) case management and meet ICF/DD level of care. Family income cap applies. Must reside in family home. WAITING LIST: Yes</p>	<p>Birth through age five (612) 348-8687 Age six to 21 (612) 348-4500</p>

Table 27. Hennepin County Services

Service	Benefits	Eligibility	Contact Information
Public Health Nursing (PHN)	Home visits to monitor growth, weight gain, feeding and general health. Public Health Nurses provide teaching and information on health and safety, community resources and work with medical providers to coordinate services.	Parents may call to make a referral. WAITING LIST: No.	<i>Minnesota Visiting Nurse Agency (MVNA)</i> (612) 617-4600 -or- <i>Hennepin County Public Health</i> (612) 348-8687
Personal Care Assistance (PCA)	Provides an assessment to determine eligibility for PCA services. The assessment reviews the level of need in: Activities of Daily Living (ADL), behavior needs and health related issues. Units of time are assigned for each activity.	Must be receiving MA or MA under the TEFRA option. Must be able to make decisions about your own care or have a responsible party who can make decisions about your care. WAITING LIST: No.	(612) 348-4500
Consumer Support Grant (CSG)	Provides a monthly support grant to offset costs related to the child's disability. Grant amount is based on the home care assessment. Takes the place of licensed PCA or Private Duty Nursing (PDN). Eligible expenses may include respite care, direct support (including payment to parents of minors), assistive technology, environmental modifications, sensory equipment and specialized diet.	Ages birth to age 65. Must have a home care assessment. The CSG monthly grant is an alternative to PCA or Private Duty Nursing (PDN). Must maintain Medical Assistance (MA or MA under the TEFRA option). Must live in the family home (not foster care) or in their own home. WAITING LIST: No	(612) 348-4500 www.co.hennepin.mn.us
Child Respite Grant	Cash grant paid directly to families who hire, train, supervise and pay their own care provider. Respite care can also be provided in a contracted, center based setting. Maximum 6-8 hours/week.	Child must be under age 5. Must qualify for Early Childhood Special Education. Sliding fee scale based on family income. WAITING LIST: Yes	(612) 348-8687

Table 27. Hennepin County Services

Service	Benefits	Eligibility	Contact Information
Minnesota Child Care Resource & Referral (CCR&R) Network	Provides a customized listing of licensed child care programs (centers, family child care programs, school-age program or preschools) throughout the state of Minnesota. Special Needs Program also provides consultation with child care providers and assists them with strategies to maintain children in their current child care placement.	No charge for lists of providers unless the enhanced search option is used. Special Needs Program is in Anoka, Hennepin and Ramsey Counties only.	<i>MN Child Care – statewide</i> (651) 665-0150 <i>Hennepin County</i> (651) 641-0332 <i>Hennepin County Special Needs Program</i> (651) 641-6623 Complete your own search online at www.mn.childcare.org
Child Care Assistance	Provides financial assistance to low income parents who need child care in order to work or pursue education leading to employment. The amount of assistance is based on the number of family members in the home and gross income.	WAITING LIST: Dependent on current funding.	(612) 348-5937

8. FOURTH PATHWAY: COMMUNITY RESOURCES AND SUPPORTS



Many families report that the most important steps after their child is diagnosed with autism is to develop a strong support system/network and to explore different resources in the community. Support and resources may come in many different forms. The Community Resources and Supports section features common resources to begin your search for answers. Much of the information in this section was recommended and compiled by Anoka County parents of children with autism.

- **Family Support Groups** [Table 28](#)
- **Social Skills Groups** [Table 29](#)
- **Advocacy Assistance** [Table 30](#)
- **Long-term Legal and Financial Planning** [Table 31](#)
- **Caregiver Training and Education Tools** [Page 88](#)
 - Conferences and Workshops [Table 32](#)
 - Learning Materials, Tools and Lending Libraries [Table 33](#)
 - Links to Books on Autism [Table 34](#)
- **Adaptive Equipment** [Table 35](#)
- **Social Activities** [Table 36](#)
- **Assistive Technology** [Page 105](#)
 - Smartphone and Tablet Applications [Table 37](#)
 - Assistive Technology Services, Devices, and Software Programs [Table 38](#)
- **Academic Websites & Applications** [Table 39](#)
- **Child Care and After School Programs** [Table 40](#)
- **Safety Resources** [Table 41](#)
- **Service Dogs** [Table 42](#)
- **General Websites** [Table 43](#)



Family Support Groups

Family and friends can provide important informal support. There are also a number of support and skills groups and programs specific to autism throughout the metropolitan area. The groups identified in [Table 28](#) below provide connections to other families who are going through similar experiences. They can be an excellent source of information and emotional support. Your local school district may offer groups or training on the topic of autism. Children with autism may also benefit from a group experience to sharpen their social and communication skills. NOTE: The groups listed may change from year to year depending on interest level and funding. Some groups may have a fee. Please contact the group for current information.

Table 28. Family Support Groups

Agency	Description	Service and Programs	Contact Information
Anoka Area Autism Family Support Group	Support group for parents of children in early childhood and school age with autism.	Meets at the Cross of Christ Lutheran Church and School. Third Tuesday of the month from 6:30-9:00 p.m. Chat room available to members for ongoing support and information from other parents.	(952) 920-0855 info@arcgreatertwincities.org
Anoka County Celiac Support Group	Support group discussing ways to accommodate the gluten free diet. Gluten free products and recipe ideas.	Meets the 2 nd Saturday of the month at 10 a.m. at the Rum River Library, meeting room B.	(763) 421-3656 Margaret Douville (763) 427-6965 Sandy Carroll <i>Rum River Library</i> 4201 Sixth Ave. Anoka, MN 55303
ANSWER – Asperger’s Network Support	ANSWER is a network that advocates for community awareness, research, education and support of individuals and families living with Asperger’s syndrome.	Support Groups – Monthly support for parents in the west metro area. There are daytime and evening groups. Some groups provide child care. View schedules and locations on the website.	(763) 227-5059 12930 30 th Ave. N Plymouth, MN 55441 www.Aspergersmn.org -or- www.friendshipventures.org



Table 28. Family Support Groups

Agency	Description	Service and Programs	Contact Information
<p>The Arc Greater Twin Cities</p>	<p>The Arc is a non-profit, volunteer driven organization. The Arc provides advocacy and support services for people who have developmental disabilities and their families.</p>	<p>Arc Networking Groups – Informal opportunity to share the joys and concerns of caring for a child with special needs. Groups may include:</p> <ul style="list-style-type: none"> • Disability or topic specific groups • General groups • Create a group of your own <p>SibShops – Information, support and fun for brothers and sisters of all ages whose siblings have disabilities.</p> <p>Grandparents Raising Grandchildren Networking Group – Meets 4th Monday of month in Minneapolis (child care available).</p>	<p>(952) 920-0855 2446 University Ave. W, # 110 St. Paul, MN 55114 www.arcgreatertwincities.org</p>
<p>Autism Society of Minnesota (AuSM)</p>	<p>AuSM is a chapter of the Autism Society of America. A grass roots organization developed by parents and professionals committed to improving the lives of people with autism.</p>	<p>Discovery Series – Classes for parents of children recently diagnosed with autism.</p> <p>Support Group – For families or adults who have a child or adult with autism.</p>	<p>(651) 647-1083 2380 Wycliff St., # 102 St. Paul, MN 55114 See www.ausm.org for a list of area support groups.</p>
<p>Family to Family Connection</p>	<p>Support group for families of children with special needs. Not specific to autism.</p>	<p>Group offers dinner and child care during parent sharing time. Socialization and networking with other families. Held on the fourth Tuesday of each month from 6:00-8:00 p.m. at Coon Rapids Evangelical Free Church. Contact facilitator to verify meeting dates/times and arrange dinner and/or child care.</p>	<p>(763) 767-4111 <i>Evangelical Free Church</i> 2650 NW 128th Ave. Coon Rapids, MN 55448</p>



Table 28. Family Support Groups

Agency	Description	Service and Programs	Contact Information
Fraser Child and Family Center	Treatment services for children with autism and their families.	Families and Children Together (FACT) – Provides in home services with the goal of maximizing each child’s developmental potential while improving the child’s functioning in family, school and community environments.	(763) 231-2590 2829 Verndale Ave., # 3 Anoka, MN 55303 -or- (612) 331-9413 3333 University Ave. SE Minneapolis, MN 55414 www.fraser.org
Minnesota Association for Children’s Mental Health (MACMH)	Non-profit organization providing a statewide support network for families of children with emotional/ behavioral disorders.	Mission is to enhance the quality of life for children with emotional/behavioral disorders and their families by: <ul style="list-style-type: none"> • Providing a support network, information, workshops and training, and • Educating the public. 	(651) 644-7333 -or- (800) 528-4511 165 Western Ave. N., # 2 St. Paul, MN 55102 www.macmh.org
NAMI-MN Parent Resource Group – National Alliance on Mental Illness of Minnesota	Support group for families of children with challenging behaviors. Not specific to autism.	Join other parents to discuss your child’s challenging behavior. Learn new ideas and connect with resources. 3 rd Tuesday of each month at Lord of Lakes Lutheran Church in Forest Lake 8:00-9:30 p.m.	<i>Forest Lake: Call Brenda</i> (651) 335-7832 19955 Forest Rd. N Forest Lake, MN 55025 http://www.namihelps.org/support/parent-resource-groups.html <i>NAMI-MN:</i> (651) 645-2948 -or- (888) NAMI-HELPS
NW S.P.A.R.K.	Group of parents of children with disabilities in the northwest suburbs of Minneapolis.	Email network of parents sharing their knowledge from prior experience, asking others for their opinion on a current situation or finding resources in the community.	Christin Mielke mielke@hotmail.com NW SPARK Parents group on YAHOO! -or- www.nwspark.com



Table 28. Family Support Groups

Agency	Description	Service and Programs	Contact Information
School Districts	Support groups may be offered for specific disability groups.	Parent support and networking. Services and support vary by school district.	Local school district (page 12-13). Call the autism specialist or case manager on child's IEP/IFSP.
St. David's Child Development and Family Center	A non-profit organization providing services for families.	Mother's Sharing Support Group – Gives parents of children with special needs a forum to share experiences, find resources and feel supported.	(952) 939-0396 3395 Plymouth Rd. Minnetonka, MN 55305 www.stdavidscenter.org
Talk about Curing Autism (TACA)	Provides information, resources and support to families affected by autism.	Monthly meetings that feature educational speakers on important topics and allow family members to connect with one another. Resource library with autism books and tapes.	www.meetuptacanow.org

Social Skills Groups

Opportunities for social interaction and social skills training are important for children with autism. See [Table 29](#) for a list of groups for interaction and social skills training.

Table 29. Social Skills Groups

Agency	Description	Service and Programs	Contact Information
ANSWER – Asperger's Network Support	Advocates for community awareness, research, education and support for those living with Asperger's.	Camping & Respite Programs – Summer and weekend options thru Friendship Ventures. View schedule and location options on website.	(952) 227-5059 12930 30 th Ave. N Plymouth, MN 55441 www.Aspergersmn.org -or- www.friendshipventures.org



Table 29. Social Skills Groups

Agency	Description	Service and Programs	Contact Information
Autism Society of Minnesota (AuSM)	A chapter of the Autism Society of America. A grass roots organization developed by parents and professionals committed to improving the lives of people with autism.	Camp Hand in Hand – A residential camp for campers with autism ages 9-21. Camp Discovery – A residential camp for campers 10-21 years of age with Asperger’s syndrome. Eagles Nest Social Skills Group – For children ages 8-15 with Asperger’s syndrome/high functioning autism. Provides opportunities to socialize, learn and practice age-appropriate social and sensory skills, and increase self-advocacy. Groups meet for two hours a week.	(651) 647-1083 2380 Wycliff St., # 102 St. Paul, MN 55114 See www.ausm.org for a list of area support groups.
Complimentary Support Services (CSS)	A nonprofit agency dedicated to enriching the quality of life by promoting mental health, teaching important life skills, and offering support and counseling.	In-home and community based services to support and teach basic living and life skills, social skills, organizational skills, communication skills and symptom management. CSS offers a social skills summer program for children and youth that is billed through Medical Assistance as a Children’s Therapeutic Support Service (CTSS).	(952) 895-1730 6701 Penn Ave. S, # 301 Richfield, MN 55423 www.css-web.org
Fraser Child and Family Center	Treatment services for children with autism and their families (see links). Contact with your provider to determine if services are covered by your private health insurance or Medical Assistance.	Autism Day Treatment Autism Home Services Autism Skills Training Autism Therapy Services Group Social Skills Training Learn Talk Play Music Therapy Occupational Therapy Parent Child Interaction Therapy Speech-Language Therapy Visual Consultation	(763) 231-2590 2829 Verndale Ave., # 3 Anoka, MN 55303 -or- (612) 331-9413 3333 University Ave. SE Minneapolis, MN 55414 www.fraser.org -or- http://www.fraser.org/Our-Services/Autism-Children



Table 29. Social Skills Groups

Agency	Description	Service and Programs	Contact Information
Kenny Kids Pediatric Rehabilitation Program	Offers personalized treatment for children from birth to late adolescence who have medical conditions/syndromes that interfere with normal development.	Friendship Club – Social skills group for children ages 5-9 who use a communication system and desire interaction with a peer group.	(763) 236-7337 3111 124th Ave. NW Coon Rapids, MN 55433 www.allina.com
Kids Abilities	A pediatric therapy clinic that provides services for children in an individual or group setting. Offers a variety of pediatric therapeutic programs in specialty areas.	Practice and Learn Social Skills – This social group will work on developing and increasing social interactions. Skills addressed will include making eye contact, turn-taking, greetings, initiating conversations and maintaining conversations with their peers. The group is led by an occupational and speech therapist.	(651) 451-3016 490 W Highway 96, # 300 Shoreview, MN 55126 -or- (651) 407-3777 14663 Mercantile Dr., # 300 Hugo, MN 55038 www.kidsabilities.com
Metro Therapy	Facilitates neuro-sensory processing, feeding, motor skills, behavioral/emotional responses, social interactions and language development.	Play-Social Skills Group – In each group session, a specific social skill is taught and reinforced through fun activities. Groups consist of 4-6 children. Camp Metro – Weekend camp in a nearby family resort. The weekend is filled with therapeutic activities and fun, new adventures.	(763) 572-2519 <i>Special Children’s Clinic, Inc.</i> River Rd. Business Center S 5155 East River Rd., # 403 Fridley, MN 55421 www.metrotherapyscc.com



Table 29. Social Skills Groups

Agency	Description	Service and Programs	Contact Information
St. David’s Child Development and Family Center	A non-profit organization providing services for children and families.	<p>Pediatric Therapy Groups designed to address specific developmental needs while offering a fun social experience with peers.</p> <ul style="list-style-type: none"> • Friendship Group (ages 7-9 years). • Handwriting Without Tears (ages 3-9). • Music and Social Skills Training – Helps children cope through music (ages 3-12). • Music and Social Skills Training – Sing and Say (ages 20 months-4 years). • Social Skills Group (ages 4-12 years). • Speech/Language Social Skills (ages 3-6). • Stressbusters (ages 7-12 years). 	(952) 939-0396 3395 Plymouth Rd. Minnetonka, MN 55305 www.stdavidscenter.org



Advocacy Assistance

There are state and federal laws specifically designed to help children with special needs. Assistance is available through organizations that employ advocates who are knowledgeable about the laws. They can help you navigate systems to secure services and support for you and your child. Advocacy organizations are listed in [Table 30](#).

Table 30. Advocacy Assistance

Agency	Description	Service and Programs	Contact Information
The Arc Greater Twin Cities	Non-profit, volunteer driven organization. Provides advocacy and support services for people who have developmental disabilities and their families.	<p>Information & Assistance – Provides information about developmental disability issues on topics such as county, school and early childhood services. Provides “Ask the Advocate” online. assistance and fact sheets on several topics.</p> <p>MA/TEFRA Application Assistance – Assistance with completing applications for MA or MA under the TEFRA option.</p> <p>One-to-One Advocacy – Individuals and families can make use of an advocate when they are not receiving appropriate services in areas such as education, health care and case management.</p> <p>Arc Shops – Workshops and forums on topics such as guardianship, sib shops for siblings, employment, housing and transition.</p> <p>Get Set for Special Education Success – Provides tools for parents to advocate for their child ages birth to 21 years.</p> <p>Lifetime Assistance Program (LAP) – Long-term legal and financial planning.</p>	(952) 920-0855 2446 University Ave. W, # 110 St. Paul, MN 55114 www.arcgreatertwincities.org



Table 30. Advocacy Assistance

Agency	Description	Service and Programs	Contact Information
<p>Minnesota Department of Education (MDE)</p>	<p>Education agency for the State of Minnesota. Implements learning programs for children ages birth to adulthood. The Special Education Program of MDE provides school districts and parents with rules and regulations related to a Free Appropriate Public Education (FAPE) for children and youth with disabilities.</p>	<p>Special Education Directors' List – Names, addresses and phone numbers for Minnesota Special Education Directors.</p> <p>Special Education Statutes and Rules – Links to federal and state statutes and rules on special education.</p> <p>Minnesota Special Education Mediation Service (MNSEMS) – Offers parents, educators and service providers an opportunity to resolve conflicts and write an acceptable education plan with the help of a neutral third party during mediation and facilitated individual plan (IEP/IIP/IFSP) meetings.</p> <p>Special Education Complaints and Hearings Database – Searchable database of complaint and hearing decisions and letters of clarification.</p> <p>Special Education Funding – Information on state and federal special education funding for school districts.</p> <p>Birth to Age 21 Programs and Services – Resources on interagency programs and services available to children with disabilities.</p>	<p>(651) 431-2000 1500 Hwy. 36 W Roseville, MN 55113 www.education.state.mn.us</p>



Table 30. Advocacy Assistance

Agency	Description	Service and Programs	Contact Information
<p>Minnesota Department of Health (MDH)</p> <p>Minnesota Children and Youth with Special Health Needs (MCYSHN)</p>	<p>MDH – Provides leadership and expertise in public health and health policy. Invests in prevention, early detection and intervention. Provides guidance and support to local communities. Assures compliance with health regulations and standards. Advocates for public health programs that benefit Minnesotans.</p> <p>MCYSHN – Provides statewide leadership through partnerships with key stakeholders (e.g., families, youth with special needs, providers, public health and other community organizations) to improve health care systems.</p>	<p>Financial and Other Resources – Information about funding sources and resources.</p> <p>MCYSHN Clinics – Rehabilitative and medical assessments in local areas.</p> <p>Diseases and Conditions – Information and links to materials and websites.</p> <p>Data and Reports – State data and policy reports about children with special needs.</p> <p>Medical Home – Information for primary care physicians to encourage quality care.</p> <p>Early Childhood Intervention – Interagency family-centered programs for infants and toddlers with disabilities.</p> <p>Youth and Young Adults-Transition to Adulthood – Assistance with transitions to all aspects of adult life.</p> <p>Programmatic/Organizational Information – Related to Maternal and Children Health Block Grant.</p> <p>Emergency Planning – Planning for disasters for children with special needs.</p>	<p>(651) 201-5000 <i>MDH</i> P.O. Box 64975 St. Paul, MN 55164 www.health.state.mn.us</p> <p>(651) 201-3650 -or- (800) 728-5420 <i>MCYSHN</i> 85 E Seventh Place P.O. Box 64882 St. Paul, MN 55164 www.health.state.mn.us/divs/fh/mcshn/mcshn.html</p>
<p>Minnesota Department of Human Services (DHS)</p>	<p>Helps people meet their basic needs by providing or administering health care coverage, economic assistance and a variety of services for children, people with disabilities and older Minnesotans.</p>	<p>Provides health care, economic assistance and social services for people who do not have the resources to meet their basic needs. Makes information regarding their programs available by way of bulletins, consumer handbooks/guides, legislative updates and website news.</p>	<p>(651) 431-2000 444 Lafayette Rd. N St. Paul, MN 55155 www.dhs.state.mn.us</p>



Table 30. Advocacy Assistance

Agency	Description	Service and Programs	Contact Information
Minnesota Disability Law Center (MDLC)	Addresses the unique legal needs of persons with disabilities. A statewide project that provides free civil and legal assistance to individuals with disabilities on issues related to their disabilities.	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 (MA or MA under the TEFRA option).	(612) 332-1441 <i>Kickernick Building, # 300</i> 430 First Ave. N Minneapolis, MN 55401 www.mndlc.org
National Alliance on Mental Illness of Minnesota (NAMI-MN)	A non-profit organization dedicated to improving the lives of adults and children with mental illness and their families.	Services include: <ul style="list-style-type: none"> • Public education and information • Family and consumer peer education and support • Information and referral • Support groups 	(651) 645-2948 800 Transfer Rd., # 31 St. Paul, MN 55114 www.namimn.org
Office of the Ombudsman for Mental Health and Developmental Disabilities	Promotes the highest standards of treatment, competency, efficiency and justice for children receiving services for developmental disabilities, mental illness, chemical dependency and emotional disturbance (MN Statutes 245.91-245.97).	Assistance with the following: <ul style="list-style-type: none"> • Concerns or complaints about services • Questions about rights • Grievances • Access to appropriate services • Ideas for making services better • General information about services for children with disabilities. 	(651) 757-1800 -or- (800) 657-3506 <i>Regional Ombudsman</i> www.ombudmhm.state.mn.us



Table 30. Advocacy Assistance

Agency	Description	Service and Programs	Contact Information
<p>Parent Advocacy Coalition for Educational Rights (PACER) Center</p>	<p>Statewide nonprofit organization that serves families of children and adults with disabilities. PACER's programs help parents become informed and effective representatives for their children.</p>	<p>Parents Helping Parents Program – 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.</p> <p>Project PRIDE – Informs and trains persons with disabilities, their family members, advocates and professionals about how to apply the Rehabilitation Act, state rules and other legislation.</p> <p>PACER Publications – Free newsletters, electronic bulletins, catalog of publications, translated materials, workshops and Early Childhood Guidebook for Families of Young Children, which outlines the laws mandating early childhood services.</p> <p>Simon Technology Center – Resource for assistive and computer technology.</p> <p>PACER Puppet Shows – Educational presentations promoting inclusion of children with special needs.</p>	<p>(952) 838-9000 8161 Normandale Blvd. Minneapolis, MN 55437 www.pacer.org</p>



Long-Term Legal and Financial Planning

It is important to begin future life planning at an early age for individuals with disabilities. Legal and financial planning is essential for the long-term safety and well-being of persons with disabilities. For example, long-term planning will ensure continued access to supported living situations, if needed, as well as educational, therapeutic and vocational experiences. A comprehensive life plan is designed to promote skills and abilities, to maximize independence and self-reliance and to improve the quality and enjoyment of life for persons with disabilities.

While government entitlements and benefits may be available to maintain the person’s standard of living and quality of life, it is necessary for you to explore all financial and legal options. Planning must include the consideration of ways to preserve assets for your child in a way that will not interfere with governmental benefits. Following is a list of agencies that can help develop health care directives, wills, special needs/supplemental trusts, guardianship and conservatorship ([Table 31](#)).

Table 31. Long-Term Legal and Financial Planning

Agency/Individual	Contact Information	Contact Information
Autism Advocacy & Law Center, LLC	(612) 200-9920 Amy Dawson 212 SE 2 nd St., # 220 Minneapolis, MN 55414 www.autismlawcenter.org	
The Arc Greater Twin Cities – Lifetime Assistance Program (LAP)	(952) 920-0855 2446 University Ave. W, # 110 St. Paul, MN 55114 www.arcgreatertwincities.org	



Table 31. Long-Term Legal and Financial Planning

Agency/Individual	Contact Information	Contact Information
<p>The Arc’s Recommended Supplemental Needs Trust Attorneys</p>	<p>(612) 200-9920 Amy Dawson 212 SE 2nd St., # 220 Minneapolis, MN 55414 info@autismlawcenter.com</p> <p>(952) 432-0648 Lori Guzman <i>Guzman Law Firm, PA</i> 14847 Energy Way Apple Valley, MN 55124 www.guzmanlaw.com</p> <p>(651) 291-2405 Jeffrey Schmidt <i>Schmitz and Schmidt, PA</i> 400 Robert St. N, # 1840 St. Paul, MN 55101 www.elderlaw123.com</p>	<p>(952) 881-4996 Randy Boggio and Betty Garvey <i>Garvey and Boggio, P.A.</i> 9995 Lyndale Ave. S Bloomington, MN 55420 rboggio@qblawoffice.com</p> <p>(952) 929-0622 Laurie Hanson <i>Long, Reher, and Hanson</i> 5881 Cedar Lake Rd. Minneapolis, MN 55416 www.mnelderlaw.com</p> <p>(952) 920-8444 Jennifer Anderson and Alan Thiel <i>Thiel, Campbell, Gunderson & Anderson, PLLP</i> 7300 Metro Blvd., # 630 Edina, MN 55439 www.lawyers.com/tcqlaw</p>
<p>Disability Benefits 101 – Determine how benefits and income work together. A service of the Disability Linkage Line.</p>	<p>(866) 333-2466 www.db101.org</p>	
<p>Private Practice Flower & Schutz, PLC Martin D. Schutz, Esq.,</p>	<p>(763) 560-1806 3300 County Rd. 10, # 200, Brooklyn Center, MN 55429 schutzlaw@msn.com</p>	



Table 31. Long-Term Legal and Financial Planning

Agency/Individual	Contact Information	Contact Information
<p>Law Help Minnesota – Helps low income Minnesotans solve civil legal problems.</p>	<p>www.lawhelpmn.org</p>	
<p>Minnesota Disability Law Center (MDLC)</p>	<p>(612) 332-1441 300 Kickernick Bldg. 430 First Ave. N Minneapolis, MN 55401 www.mndlc.org</p>	
<p>Guardianship Attorneys Accepting IFP - Attorneys accepting guardianship process payment In Forma Pauperis (IFP). IFP means the attorney’s fees are paid by the County. To qualify, the individual <i>with the disability</i> must be considered indigent or not have an annual income that is greater than 125% of poverty level. Generally speaking, a person is considered indigent if they receive Medical Assistance.</p>	<p>(952) 432-0648 Lori Guzman 14800 Galaxy Ave., # 103 Apple Valley, MN 55124</p> <p>(651) 222-2541 Patrick J. Sweeney 3252 Rice St. St. Paul, MN 55126</p> <p>(763) 572-0346 Carol Beaulieu Creekside Properties 7101 Hwy. 65, # 4 Fridley, MN 55432</p>	<p>(612) 721-7601 Linda Bogut 3300 S 17th Ave. Minneapolis, MN 55407</p> <p>(763) 786-7707 Jeffrey Storey 277 Coon Rapids Blvd. NW, # 310 Coon Rapids, MN 55433</p>



Caregiver Training and Education Tools

Several organizations provide annual and periodic conferences or workshops for parents to learn more about autism. Follow the links in [Table 32](#) for more information about specific conferences or subscribe to the organization to be notified of an upcoming event. [Table 33](#) offers various materials, toolkits and lending libraries for parents and caregivers to learn about the many issues surrounding autism and to assist in teaching specific skills to children with autism. [Table 34](#) offers parents links to books on specific autism issues.

Table 32. Conferences and Workshops

Sponsoring Agency/ Conference Name	Description	Contact Information
The Arc Greater Twin Cities	<p>Arc's GetSet! Training for Special Education Success – Series of workshops designed to guide participants through the special education process for children birth to age 21.</p> <p>ArcShops – Workshops on housing, guardianship, employment, community inclusion, direct support workforce issues and making the transition to adulthood.</p> <p>Lifetime Assistance Program (LAP) – Long-term legal and financial planning.</p> <p>Preparing for Guardianship – An e-learning course that helps parents make informed choices about the decision-making abilities of a family member with a disability.</p> <p>International Convention – Usually held in October. See www.thearc.org for more information.</p>	<p>(952) 920-0855 2446 University Ave. W, # 110 St. Paul, MN 55114 www.arcgreatertwincities.org</p>
<p>Autism One – Nonprofit organization started by a small group of parents of children with autism.</p>	<p>Comprehensive autism conference held annually in Chicago. Five-day event for parents and professionals where leading experts present their findings.</p>	<p>www.autismone.org</p>



Table 32. Conferences and Workshops

Sponsoring Agency/ Conference Name	Description	Contact Information
<p>Autism Society of Minnesota (AuSM) – An organization of families, educators, caregivers, and professionals committed to supporting individuals with autism.</p>	<p>Skillshops – Series of workshops designed for parents and others working with children and adults with autism.</p> <p>Discovery Series PDD-NOS – A four-session course designed especially for parents of children who are recently diagnosed with autism or pervasive developmental disorder (PDD).</p> <p>Asperger’s Syndrome Discovery Series – A full-day course designed especially for parents of children who are diagnosed with Asperger’s syndrome.</p> <p>Transition Years Discovery Series – A full-day course designed especially for parents of adolescents who have autism.</p> <p>Autism Essentials Series – Designed for educators and parents who need the latest in autism research and intervention strategies. These full-day workshops deliver ideas, tips and protocols that ensure everyday success for individuals living with autism.</p> <p>State Conference – Local and national speakers. Usually held in the spring.</p>	<p>(651) 647-1083 2380 Wycliff St., # 102 St. Paul, MN 55114 www.ausm.org</p>
<p>Autism Speaks National Conference for Parents and Professionals</p>	<p>A conference that focuses on treating the whole child with autism. The conference features science sessions and targeted workshop sessions focused on medical issues and approaches to providing comprehensive and integrated care for individuals with autism. Additional conferences and learning opportunities are described on the website.</p>	<p>www.autismspeaks.org</p>



Table 32. Conferences and Workshops

Sponsoring Agency/ Conference Name	Description	Contact Information
Behavioral Dimensions Inc. – Parenting Workshops	<p>The Parent Problem Solving Workshop Series – A 6-week series featuring instruction for parents on Applied Behavior Analysis (ABA) and Positive Behavior Supports. Presents a framework to independently solve problems and behaviors presented during difficult daily routines. Taught by behavior analysts.</p> <p>The “Learning to Teach” Workshop Series – A 5-week series featuring instruction for parents and caregivers to learn effective teaching skills through an ABA and Positive Behavior Supports framework. Taught by behavior analysts.</p>	Contact County Case Manager for referral, dates and fees.
Closing the Gap	Provides parents and educators the information and training necessary to locate, compare, and implement assistive technology. Conference held in October of each year.	www.closingthegap.com
Defeat Autism Now (DAN) Annual Conference – A project of Autism Research Institute.	A conference at which parents and clinicians join together and pool their understanding to uncover the causes of autism and focus on effective treatments. Conference typically held in the fall.	www.defeatautismnow.com
Down Syndrome Association of Minnesota	A conference with local and national experts in Down syndrome presenting on topics such as: Behavior, healthcare guidelines, sleep apnea, nutrition, estate planning, puberty and sexuality, language and more.	(651) 603-0720 -or- (800) 511-3696 656 Transfer Rd. St. Paul, MN 55114 www.dsamn.org/
Facing Autism Challenges Together (FACT)	Online resource for parent information and workshops.	http://hopkinsfact.home.comcast.net/~hopkinsfact/



Table 32. Conferences and Workshops

Sponsoring Agency/ Conference Name	Description	Contact Information
Fraser Child & Family Center	Monthly seminars on various topics, such as: <ul style="list-style-type: none"> • ASD: An Overview of Strategies and Supports – Basic tools and strategies to promote positive outcomes. • Executive Function: The Mind’s Gatekeeper – Information and strategies regarding how autism affects planning, flexibility, sequencing, emotional regulation, working memory, organization and self-monitoring. • Look & Learn: Visual Strategies and Supports – Strategies and tools for enhancing communication, organizations, self-regulation and successful interactions. • What’s Next? A Workshop for Families of Children Diagnosed with Autism – Designed for families who have children with newly diagnosed autism. Includes signs, diagnosis process, overview of services, interventions and much more. 	www.fraser.org/seminars
Minnesota Association for Children’s Mental Health (MACMH)	Non-profit organization providing a support network, information, workshops and training. Sponsors annual children’s mental health conference.	(651) 644-7333 -or- (800) 528-4511 165 Western Ave. N, # 2 St. Paul, MN 55102 www.macmh.org
National Autism Conference (NAC)	NAC features the world's leading experts on autism in a relaxed, environmentally-friendly tropical resort setting. Usually held in the Fall.	www.nationalautismconference.org
Orion Associates	Orion Associates is a company that offers a wide range of Management Services, including Financial, Quality Assurance, Human Resources and Training services. Provides a variety of training opportunities for parent and professionals. See website for course listings and dates.	(763) 450-5000 9400 Golden Valley Rd. Golden Valley, MN 55427 www.orionassoc.net/training/index.php



Table 32. Conferences and Workshops

Sponsoring Agency/ Conference Name	Description	Contact Information
Parent Advocacy Coalition for Educational Rights Center (PACER)	Parents Helping Parents Program – Workshops, individual assistance and written materials for families of children and young adults with disabilities. Topics include special education, transition, communication skills and other issues. Project PRIDE – Informs and trains persons with disabilities, their family members, advocates and professionals about how to apply the Rehabilitation Act, state rules and other legislation.	(952) 838-9000 8161 Normandale Blvd. Minneapolis, MN 55437 www.pacer.org
Sensory Processing Disorder Foundation (SPDF)	An active program of public and professional education that includes regional and national workshops, conferences and a variety of other activities, such as e-learning opportunities.	www.spdfoundation.net
Sister Kenny Kids	Handwriting Without Tears For Child and Caregiver – Groups for children ages 4-6 that teaches children and caregivers a fun, low-stress way to learn capital letters. Let's Get Writing – Class for 6-12 year olds experiencing handwriting difficulties. Led by an occupational therapist.	(763) 236-7337 http://www.allina.com/ahs/ski.nsf/page/kk_cr#classes
Social Thinking	Michelle Garcia Winner's treatment approach for social and communicative challenges for Asperger's or high functioning autism.	www.socialthinking.com
Spectrum Training Systems, Inc.	Speakers are experts in the field of autism, specializing in areas such as: Asperger's syndrome, behavioral and educational strategies, sensory issues, building social skills, inclusion, speech and language development, transitions, medications, Attention Deficit Hyperactivity Disorder, curricular adaptations and emergency situations.	(920) 749-0332 www.SpectrumTrainingSystemsInc.com
Tailor Made Nutrition	Offers trainings and information on specialized diets and nutrition for children with autism. Store offers wide variety of dietary supplements. Online shopping available.	(651) 702-2522 8160 Collar Way, # A Woodbury, MN 55125 www.tailormadenutrition.com



Table 32. Conferences and Workshops

Sponsoring Agency/ Conference Name	Description	Contact Information
Talk about Curing Autism (TACA)	Provides information, resources and support to families affected by autism. Monthly meetings that feature educational speakers on important topics and allow family members to connect with one another.	<i>Ridgedale Public Library</i> 12601 Ridgedale Dr. Minnetonka, MN 55305 www.meetup.tacanow.org
Therapy Works Inc. – Alert Program	Alert Program offers clearly defined steps for teaching self-regulation awareness to children with autism. Conference, distance learning and books available.	(877) 897-3478 www.alertprogram.com

Table 33. Learning Materials, Tools and Lending Libraries

Materials/Library	Description	Contact Information
Autism Center for Excellence at Virginia Commonwealth University	“My child was just identified with an Autism Spectrum Disorder: Now what do I do?” An online course for parents of a newly diagnosed child. Brief description of the defining characteristics of autism and a focus on effective services, supports and strategies.	www.vcuautismcenter.org/training/parents.cfm
Autism Resource Network	Store in Hopkins with well-chosen selection of autism related books, fidgets, games and PICS type materials. Check for hours and unusual location – alley access.	(952) 988-0088 5757 Sanibel Dr. Minnetonka, MN 55343 www.autismshop.com
Autism Speaks	An autism science and advocacy organization dedicated to funding research into causes, prevention, treatments and a cure for autism. Works to increase awareness of autism and advocates for the needs of individuals with autism and their families. Autism Speaks Toolkits: <ul style="list-style-type: none"> • 100 Day Toolkit – Offers free information to parents of newly diagnosed child. • Family Support Toolkit – Specialized guides for parents, grandparents, siblings and friends. 	http://autismspeaks.org/family-services/tool-kits/100-day-kits http://www.autismspeaks.org/family-services/family-support-tool-kits



Table 33. Learning Materials, Tools and Lending Libraries

Materials/Library		Contact Information
Autism Society of Minnesota (AuSM)	Library materials are available for loan to all current AuSM members.	(651) 647-1083 2380 Wycliff St., # 102 St. Paul, MN 55114-1146 www.ausm.org
Do2learn	Provides thousands pages of social skills and behavioral regulation activities and guidance, learning songs and games, communication cards, academic material, and transition guides for employment and life skills.	www.do2learn.com
Facing Autism Together (FACT)	Member-to-member lending library for books and other resource materials relating to autism.	(952) 261-9454 326 N 11 th Ave. Hopkins, MN 55343 http://hopkinsfact.home.comcast.net/~hopkinsfact/
Functional Skills System Applications	Software provides easy-to-understand information to gain independent skills in homes, schools, communities and workplaces. Also available with iPad and iPod Touch.	http://conovercompany.com/education/functional-skills-system
Lakeshore Learning Stores	Two stores in the metropolitan area and a catalog service. Especially good for quality preschool learning toys, manipulative objects, games and learning support materials for school topics.	(651) 777-0650 1721 Beam Ave., # A Maplewood, MN 55109 -or- (952) 541-0991 5699 W 16 th St. St. Louis Park, MN 55416 www.lakeshorelearning.com
Laureate Learning Systems	Language learning software from cause and effect to syntax and reading.	www.laureatefamily.com
Life Skills Sampler	Software/Applications designed to teach and reinforce basic signs and words critical for independent living.	http://itunes.apple.com/us/app/life-skills-sampler/id375413881?mt=8



Table 33. Learning Materials, Tools and Lending Libraries

Materials/Library		Contact Information
Lingui Systems, Inc.	Computer software and many printed resources addressing early language development through reasoning skills and more.	www.linguisystems.com
PACER – Simon Technology Center	Lending library for augmentative and alternative communication (AAC) devices.	(952) 838-9000 8161 Normandale Blvd. Minneapolis, MN 55437 www.pacer.org
Public Libraries	Check out books, videos, etc. Reserve on line.	<i>Anoka County Public Library</i> www.anoka.lib.mn.us <i>Hennepin County Public Library</i> www.hclib.org <i>Ramsey County Public Library</i> www.ramsey.lib.mn.us
Raising a Sensory Smart Kid	Practical solutions for daily challenges for kids with sensory issues. Tips on tooth brushing, bathing, bedtime, hair brushing, potty training, etc.	www.sensorysmarts.com
Scientific Learning, Inc.	Fast Forward branded language processing and reading intervention software.	www.scilearn.com
Social Thinking	Michelle Garcia Winner’s treatment approach for social and communicative challenges for those with Asperger’s or high functioning autism.	www.socialthinking.com
State Autism Library Judy Wolff Special Education Library – Metro Educational Cooperative Service Unit (ECSU)	Library with special education and autism books and resources.	(612) 638-1530 3055 Old Hwy. 8, # 302 St. Anthony, MN 55421 www.ecsu.k12.mn.us/programsServices/specialEducation/asdlibrary.html
Super Duper, Inc.	Mail order cards, pictures and games used for all stages of language development.	www.superduperinc.com



Table 33. Learning Materials, Tools and Lending Libraries

Materials/Library		Contact Information
Talk about Curing Autism (TACA)	Resource library with autism books and tapes.	<i>Ridgedale Public Library</i> 12601 Ridgedale Dr. Minnetonka, MN 55305 www.talkaboutcuringautism.org/minnesota/index.html
The Therapy Shoppe	Catalog service for fine motor and sensory development items.	www.therapysshoppe.com

The following are common topic areas in autism. They are listed as links to www.autismshop.com, the Autism Resource Network’s booklist. Books and materials are available to browse and/or purchase at the store in Hopkins. Order items from the mail order BOOK STORE catalog and items will be shipped to your home. Phone orders and store information: (763) 988-0088; Fax orders: (763) 988-0099. Contact: Cheri Saltzman, 904 Main St., Hopkins, MN 55343.

Table 34. Links to Books on Autism

To view books in each category, click on the topic heading.		
ABA, VB	Executive Function	Reading & Math Strategies
ADHD, Bipolar, NLD	Explaining the Diagnosis	Sensory Integration
Anxiety, Stress, Anger, Depression	In the Classroom	Siblings
Asperger Syndrome	Inclusion, IEPs, Transition	Social Skills, Play Skills
Assessments	Life Skills, Hygiene	Speech, Communication
Behavioral Strategies	Newly Diagnosed	Toilet Training
Diets, Bio Treatments, Yoga, Medications, Vaccinations	Parenting	Visual Strategies
	Personal Stories, Memoirs	



Adaptive Equipment

Organizations, services, and products that provide modifications to accommodate the physical needs of children with autism are identified in [Table 35](#).

Table 35. Adaptive Equipment

Agency/Program	Description	Contact Information
Able Net	International company providing educational and technical solutions to help children and adults with disabilities lead productive and fulfilled lives. Includes complete line of communication aids for nonverbal individuals, access aids for all ages and situations and special education classroom curriculum and software.	(800) 322-0956 www.ablenetinc.com
Bikes For Everybody	Adaptive bikes. Will work with therapists, doctors and teachers to ensure the bike fits correctly and is the best bike for the child. Will come to therapy center, school or home.	(651) 468-7370 bikesforeverybody@yahoo.com www.bikesforeverybody.com
Fat Wheels	Training wheels designed to fit larger bikes.	www.fatwheels.com
eSpecial Needs	Catalog providing you with a selection of adaptive equipment, rehabilitation equipment and therapy solutions for children and adults with special needs.	www.especialneeds.com
Goodwill Easter Seals	Lends assistive living medical equipment to anyone in need. Short-term loans of equipment for up to two months.	www.goodwilleasterseals.org



Table 35. Adaptive Equipment

Agency/Program	Description	Contact Information
Gillette Center for Pediatric Orthopaedics	Creates equipment that helps people manage daily tasks, such as powered-wheelchair controls, communication devices, orthoses (braces) and prostheses. Staff includes certified orthotists, prosthetists and assistive-technology specialists.	<i>Gillette Children’s Specialty Healthcare</i> (651) 291-2848 200 E University Ave. St. Paul, MN 55101 www.gillettechildrens.org
Independent Living Aids, LLC	Mail-order company for visually impaired or blind. Some items have large print, many talk, others have tactile markings, Braille or are just easy to use.	(800) 537-2118 www.independentliving.com
Just Two Bikes Inc.	Two passenger side by side bikes.	(651) 426-1548 4701 Banning Ave. White Bear Lake, MN 55110 www.justtwobikes.com
Kids on 2 Wheels, Inc.	A non-profit company that provides opportunities for children with disabilities and/or special needs to learn to ride 2-wheel bikes. Visit the website for more information and the registration form.	www.kidson2wheels.org
South Paw Enterprises, Inc.	Manufactures sensory integration dysfunction and neurodevelopmental products that help therapeutic professionals, people with special needs, their families and other professionals.	www.southpawenterprises.com



Social Activities

Many organizations provide extra support to accommodate the needs of children with autism ([Table 36](#)). The extra support allows your child to participate more fully in social activities.

Table 36. Social Activities

Agency/Program	Description	Contact Information
AMC Sensory Friendly Films	Partnership between AMC Entertainment and Autism Society. Films are shown in a safe and accepting environment. Lights are kept on, sound is lowered and families bring their own snacks.	<i>AMC Rosedale 14</i> <i>AMC Eden Prairie 24</i> http://www.autism-society.org Click on Sensory Friendly Films for dates, times and locations.
Autism on the Seas	Group and individual travel for adults and families living with autism and other developmental disabilities.	(800) 516-5247 www.AutismontheSeas.com
Bunker Stables – Stable Pathways	Therapeutic horseback riding provided by certified instructors. Activities include hayrides and sleigh rides, trail rides, private or semi-private lessons and group lessons.	(763) 757-9445 550 Bunker Lake Blvd. NW Andover, MN 55304 www.bunkerparkstable.com
Capernaum Pediatric Therapy	Offers pediatric specialized programs: Cheerleading squad, adaptive dance classes, kitchen camp and adaptive floor hockey.	(763) 533-0363 9220 Bass Lake Rd., # 260 New Hope, MN 55428 www.capernaumpeds.com
Circus Juventas - Wings Program	A circus arts program for youth with disabilities ages 10-21. The Wings Program provides a place for young people with disabilities to participate in circus activities that enhance their physical abilities, such as balance, coordination and strength-conditioning.	(651) 699-8229 1270 Montreal Ave. St. Paul, MN 55116 www.circusjuventas.org



Table 36. Social Activities

Agency/Program	Description	Contact Information
<p>Community Centers – Andover, Shoreview, New Brighton, Maple Grove</p>	<p>Many local community centers offer safe places to bring children with autism for recreational activities including indoor fully enclosed playgrounds, ball pits, zero depth pools, open gym time, etc.</p>	<p><i>Andover YMCA Community Center</i> (763) 230-9622 15200 Hanson Blvd. NW Andover, MN 55304 www.ci.andover.mn.us</p> <p><i>Maple Grove Community Center</i> (763) 494-5968 12951 Weaver Lake Rd. Maple Grove, MN 55369 www.ci.maple-grove.mn.us</p> <p><i>New Brighton Community Center</i> (651) 638-2130 400 10th St. NW St. Paul, MN 55112 www.ci.new-brighton.mn.us</p> <p><i>Shoreview Community Center</i> (651) 490-4701 4580 Victoria St. N Shoreview, MN 55126 www.ci.shoreview.mn.us</p>



Table 36. Social Activities

Agency/Program	Description	Contact Information
<p>Community Education</p>	<p>Offers informative classes on all kinds of topics for adults, youth, early childhood education and more. Most classes are inexpensive and scholarships may be available. Call your school district to get a catalog.</p>	<p><i>Anoka Hennepin District # 11</i> (763) 506-1260 www.anoka.k12.mn.us <i>Centennial District # 12</i> (763) 792-6100 www.isd12.org <i>Columbia Heights District # 13</i> (763) 528-4517 www.colheights.k12.mn.us <i>Fridley District # 14</i> (763) 502-5100 www.fridley.k12.mn.us <i>St. Francis District # 15</i> (763) 753-7040 www.stfrancis.k12.mn.us <i>Spring Lake Park District # 16</i> (763) 786-1338 www.springlakeparkschools.org <i>White Bear Lake District # 624</i> (651) 407-7501 www.whitebear.k12.mn.us <i>Elk River District # 728</i> (763) 241-3520 www.728communityed.com <i>Forest Lake District # 831</i> (651) 982-8110 www.forestlake.k12.mn.us</p>



Table 36. Social Activities

Agency/Program	Description	Contact Information
Community Education – Early Childhood Family Education (ECFE)	Classes and information for families with children from birth to kindergarten. Works to strengthen families and to enhance the ability of all parents to provide the best possible environment for their child's learning and growth.	<i>Anoka-Hennepin District # 11 ECFE</i> (763) 506-1275 <i>Centennial District # 12 ECFE</i> (763) 792-6120 <i>Columbia Heights District # 13 ECFE</i> (763) 528-4515 <i>Fridley District # 14 ECFE</i> 763) 502-5123 <i>St. Francis District # 15 ECFE</i> (763) 753-7170 <i>Spring Lake Park District # 16 ECFE</i> (763) 785-5560 <i>Forest Lake District # 831 ECFE</i> (651) 982-8300
Community Parks and Recreation	Certain cities may provide adaptive recreation for learners with special needs.	Contact your local city offices.
Courage Center	Offers lifetime sports such as: skiing, horseback riding, basketball and power soccer. Creative activities including arts, crafts and photography.	(763) 520-0312 3915 Golden Valley Rd. Golden Valley, MN 55422 www.couragecenter.org
Ham Lake Lanes	Bowling league for children with special needs and their siblings. There are bumpers and ramps. Children with wheel chairs are encouraged to participate.	(763) 434-6010 16465 Hwy. 65 NE Ham Lake, MN 55304 www.hamlakelanes.com
Jam Hops Gymnastics & Cheer	A developmental and preschool program in gymnastics, dance and cheer. Offers special events such as movie nights, birthday parties and camps for preschool and school age children on non-school weekdays.	(763) 413-0647 14216 Lincoln St. NE Ham Lake, MN 55304 www.jamhops.com



Table 36. Social Activities

Agency/Program	Description	Contact Information
Kids Abilities	A pediatric therapy clinic that provides high quality services for children in an individual or group setting. Adapted sports are offered.	(651) 451-3016 490 W Hwy. 96, # 300 Shoreview, MN 55126 -or- (651) 407-3777 14663 Mercantile Dr., # 300 Hugo, MN 55038 www.kidsabilities.com
MacPhail Center for Music	Offers music therapy for children with autism in a variety of locations.	(612) 321-0100 501 S 2 nd St. Minneapolis, MN 55401 www.macphail.org
Minnesota Special Hockey	Program teaching physical skills along with emphasizing the development of desirable individual characteristics such as dependability, self-reliance, concentration, willingness to share and personal accountability.	www.mnspecialhockey.org
Miracle League of Minnesota	Provides opportunities for children with disabilities ages 3-19 to play Miracle League baseball. Promotes construction of facilities to meet the needs of Miracle League players and their families.	(612) 270-0415 Field Location: 1150 Paul Pkwy. Blaine, MN 55449 http://www.miracleleaguemn.com
Northland School of Dance – Precious Gems	A dance class tailored exclusively for children with special needs ages 3–17 jazz and tap. Warm-up includes range of motion, stretches and strength training. Annual performance.	(763) 421-5443 www.nsoddance.com



Table 36. Social Activities

Agency/Program	Description	Contact Information
Partners in Hope, Inc.	Animal-assisted recreation program for children with autism, ages 4-10. A recreation plan is developed to work on listening/attention skills, social interaction, etc. with the help of animals.	(763) 244-0135 16274 Verdin St. NW Andover, MN 55304 www.partnersinhopeinc.com
Perpetual Motion Gymnastics (PMG)	Offers preschool, recreational, competitive, trampoline and tumbling programs. Assists in early learning of body movement, balance, coordination and the mental connection between fitness and fun.	(763) 754-2341 12440 Aberdeen St. NE Blaine, MN 55449 www.perpetualmotiongymnastics.com
Pump It Up	Sensory Night – A night for families, siblings and caretakers to bring their special needs child to jump, bounce and slide. Inflatable indoor play area.	(763) 757-9000 13941 Lincoln St. Ham Lake, MN 55304 www.pumpitupparty.com
Special Olympics	Offers year-round sports training and competition. Sports include basketball, bowling, aquatics and more.	(612) 333-0999 -or- (800) 783-7732 100 Washington Ave. S, # 550 Minneapolis, MN 55401 www.specialolympicsminnesota.org
TOP Soccer through Minnesota Youth Soccer Association	A community-based soccer program for children 8 years and over with physical and/or mental disabilities. Geared toward skill development, not competition. Check for closest location.	(952) 933-2384 11577 Encore Circle Minnetonka, MN 55343 http://www.mnyouthsoccer.org/programs/topsoccer.cfm
Twin Cities Twisters (TCT)	Offers Special Olympics Rhythmic and Artistic Gymnastics. Also offer a variety of preschool, recreational and competitive programs.	(763) 421-3046 9001 N 123rd Ave. Champlin, MN 55316 www.tct.org



Table 36. Social Activities

Agency/Program	Description	Contact Information
We Can Ride	Non-profit organization offering therapeutic horseback riding to children living with disabilities.	(952) 934-0057 14300 Co. Rd. 62 Minnetonka, MN 55345-6706 www.wecanride.org
West Metro Learning Connections, Inc. – Center for Social Skills Development and Support	Offers therapeutic recreation and summer activities for children with autism.	(952) 474-0227 355 Second St. Excelsior, MN 55331 www.wmlearningconnections.com/

Assistive Technology

Many children with autism are demonstrating improvements in communication, independent living skills, behavior and more from using Assistive Technology. Assistive Technology (AT) is any item, piece of equipment or product system that is modified or customized to increase, maintain or improve the functional capabilities of individuals with autism. It is recommended that you consult with your child’s teacher, speech/occupational therapist or assistive technology specialist for the most appropriate assistive technology devices or communication devices and tools.

[Table 37](#) lists parent recommended smartphone and tablet applications used with devices such as iPhone, iPads and iPods. There are also links to several sites that have compiled their own lists of recommended applications.

Parents have recommended downloading the “i.AM Search” application from www.wynsumarts.com that helps you and educators sort through hundreds of possible applications for the ones that are exactly right for your child's specific needs. “ i.AM Search” helps create a profile for your child, including age, gender, grade, symptom (need) domains, independence level (severity) and skill sets. Then it displays a list of applications that are appropriate for your child.



Table 37. Smartphone and Tablet Applications

Application Name	Description	Contact Information
<u>Appendix C</u> – iPhone, iPad and iPod Touch Applications for Special Education	Comprehensive list of linked applications categorized in the following areas: communication, organization, reading, writing, math, song, art, game, accessibility and resources. Authored by Eric Sialers based on a list by Samuel Sennott, Eric Sailers & David Niemeijer (2010).	Appendix C
Applications for Children with Special Needs	List of useful special needs applications along with helpful YouTube videos demonstrating the applications.	www.a4cwsn.com
Assistive Communication Talking Device Applications	List of useful communication applications.	http://blog.friendshipcircle.org/2011/02/07/7-assistive-communication-applications-in-the-ipad-app-store/
Autism Xpress	Application helps individuals with autism to recognize and express their emotions through its fun and easy-to-use interface. The Autism Xpress iPhone application is available for free.	http://itunes.apple.com/us/app/autismxpress/id343549779?mt=8
Autism Speaks – List of Applications	Provides list of helpful applications to download on iPad, iPhone, iPod Touch for individuals with autism.	http://www.autismspeaks.org/community/resources/applications.php
Behavior Tracker Pro	An iPhone/iPod Touch application that allows Board Certified Behavior Analysts (BCBA), behavioral therapists, paraprofessionals, teachers or parents to track behaviors and graph them. The application was specifically designed to support behavior treatment plans for children with autism.	www.behaviortrackerpro.com
Behavior Tracking/ Scheduling	List of useful applications to help monitor behaviors and help with transitions/schedules.	http://blog.friendshipcircle.org/2011/02/16/seven-scheduling-behavioral-applications-for-children-with-special-needs/



Table 37. Smartphone and Tablet Applications

Application Name	Description	Contact Information
Grace – Picture Exchange for Non-Verbal People	Application for iPad and iPhone that helps children with autism and other special needs to communicate effectively by building sentences from relevant images to form sentences.	http://itunes.apple.com/us/app/grace-picture-exchange-for/id360574688?mt=8
Model Me Going Places™	Visual teaching tool for helping your child learn to navigate challenging locations in the community. Each location contains a photo slide show of children modeling appropriate behavior. The six locations are: hairdresser, mall, doctor, playground, grocery store and restaurant.	www.modelmekids.com/iphone-app-autism.html
iAssist Communicator	Application designed for individuals with autism and other developmental disabilities. Unlike other iPhone and iPod Touch applications, the iAssist Communicator is specifically focused on the needs of young learners, individuals on the autism spectrum and others who are cognitively challenged. With the unique needs of these individuals in mind, the application incorporates photos rather than more abstract drawings, larger images and functional language.	http://itunes.apple.com
iComm	Visual teaching application to help children learn to communicate by providing an affordable, custom built and easy-to-use communication system with pictures and words, both written and spoken.	http://itunes.apple.com/us/app/icom/id351726761?mt=8
iCommunicate for iPad	Application for iPad allows you to create pictures, flashcards, storyboards, routines, visual schedules and record custom audio in any language.	http://itunes.apple.com/us/app/communicate-for-ipad/id364186415?mt=8
iConverse – Assisted Communication	An iPhone and iPod touch application that functions much like a Picture Exchange Communication System (PECS), designed specifically for individuals with autism and other communicative disabilities.	http://itunes.apple.com/in/app/iconverse-assisted-communication/id304852637?mt=8



Table 37. Smartphone and Tablet Applications

Application Name	Description	Contact Information
Easter Seals List of Downloadable Applications	INDATA compiled list of downloadable assistive technology applications for iPhone, iPad, and iPod. Applications listed according to what need the application services such as cognitive, communication, vision, hearing, mobility, etc.	http://www.eastersealstech.com/content.aspx?pld=554
Functional Life Skills Applications	List of useful iPad applications focusing on functional life skills.	http://blog.friendshipcircle.org/2011/02/23/11-social-skills-life-skills-applications-in-ipad-app-store/
iMean	An application to help people with autism communicate. Turns the entire iPad screen into a large-button keyboard, with text display and word prediction. It allows people who are speech-challenged to communicate their needs and ideas directly, distinctly and independently	www.iMean.mobi
iPrompts®	Application used with iPhone, iPod Touch, and iPad. Provides several easy-to-use, visual prompting tools (no audio prompts or voice output) to help children transition from one activity to the next, understand upcoming events, make choices and focus on the task at hand. Includes choice prompts, visual countdown timer and image library. Allows users to write social stories and simple “First This, Then That” picture prompts.	www.handholdadaptive.com
iWritewords	Shows children how to trace letters for use with iPhone, iPod Touch and iPad.	www.apple.com/iPhone
Learn to Talk	An innovative flash card application for the iPhone and iPod Touch. It uses both sight and sound to teach your toddler basic vocabulary words and boost their language skills. Highly interactive, colorful flash cards engage and motivate children to learn by themselves.	www.ilearn2talk.com



Table 37. Smartphone and Tablet Applications

Application Name	Description	Contact Information
Life Skills Sampler	Applications designed to teach and reinforce basic signs and words critical for independent living.	http://itunes.apple.com/us/app/life-skills-sampler-hd/id415703286?mt=8
Moms with Apps	Collaborative group of family-friendly developers seeking to promote quality applications for children and families. Give away free applications on Fridays.	www.momswithapps.com
MN STAR Program	Comprehensive, up-to-date list of applications for iPad, iPhone, iPod Touch and assistive technology resources.	http://minnesotaattoolbox.wikispaces.com/
My Talk Mobile	Application for iPhone, iPod touch and iPad that enables people with communication difficulties to express their needs and desires through a variety of images, pictures, symbols and audio files, including human voice.	http://itunes.apple.com/us/app/mytalk-mobile/id324286288?mt=8
Safe Social Networking Sites	Tips and lists for safe and responsible social networking behavior.	http://www.common sense media.org/website-lists/social-networking-kids
Small Talk Applications Through Lingraphica	Applications for the iPhone, iPod touch, and iPad that provide communication and therapeutic benefit. These applications use the same icons, voices and videos as the AllTouch and TouchTalk.	www.aphasia.com
Six Steps to Get the iPad Into Your Child's Special Education Classroom	Step by step tips, articles and video on how to convince your school to provide an iPad for your child.	http://blog.friendshipcircle.org/2011/03/31/6-steps-to-get-the-ipad-into-your-childs-special-education-classroom/
Social Skills Sampler	The Social Skills Sampler HD application is designed to teach and reinforce basic social skills critical for independent living.	http://itunes.apple.com/us/app/social-skills-sampler-hd/id415723517?mt=8
Stories2learn	Application to create personalized social stories using photos, text and audio messages for children with autism who need support with excursions, outings or transitions. Used with iPad or iPhone.	http://itunes.apple.com/us/app/stories2learn/id348576875?mt=8



Table 37. Smartphone and Tablet Applications

Application Name	Description	Contact Information
TapToTalk	Application for iPad, iPhone and iPod Touch that makes communication fun. Just tap a picture and TapToTalk speaks. Each picture can lead to another screen of pictures. Free application.	http://itunes.apple.com/in/app/tapto-talk/id367083194?mt=8
Proloquo2go: Augmentative and Alternative Communication in Your Pocket	A new product from AssistiveWare that provides a full-featured communication solution for people who have difficulty speaking. It brings natural sounding text-to-speech voices, up-to-date symbols, automatic conjugations, a default vocabulary of over 7000 items, full expandability and ease of use for the iPhone and iPod touch.	www.proloquo2go.com
Quick Cues	Mobile social scripts to ease day-to-day transitions and new situations. Designed to use with iPod Touch, iPhone and iPad. Four modules are available: communication, life skills, socialization and coping.	www.fraser.org
Pic a Word	Simple one page Augmentative/Alternative Communication (AAC) format to request bathroom, snack, help, more, drink, break, etc. Free.	http://itunes.apple.com/us/app/pic-a-word/id425392109?mt=8
Pictello Application	Application to create social stories to share important moments in life. Does not require an active internet connection for story creation or playback.	http://itunes.apple.com/us/app/pictello/id397858008?mt=8
Signing Time American Sign Language (ASL)	145 flash cards with common ASL signs to use with iPhone, iPod Touch and iPad.	www.apple.com/iPhone
Speak for Yourself Application	An application that uses a word-based vocabulary of the most frequently used words in communication. Contains features important in developing automaticity (with little effort) and language. No more than two touches to say a word.	http://itunes.apple.com/us/app/speak-for-yourself/id482508198?mt=8



Table 37. Smartphone and Tablet Applications

Application Name	Description	Contact Information
SymTrend	Combines the power of the internet, mobile technology and advanced statistical methods to form a comprehensive treatment support system for special education and behavioral health care. For example, it can be used to track and manage behaviors electronically and perform functional behavior assessments.	www.symtrend.com/tw/public/
Ten Websites to Find Special Needs Applications for the iPad	A list of 10 websites with recommended lists of applications for children with special needs.	http://blog.friendshipcircle.org/2011/03/02/10-websites-to-find-special-needs-applications-for-the-ipad-iphone/
Tobii Sono Flex	An easy-to-use vocabulary application that turns symbols into clear speech. Gives nonverbal individuals the opportunity to use language.	http://itunes.apple.com/us/app/sono-flex-lite/id463709444?mt=8

[Table 38](#) lists assistive technology services, devices and software programs recommended by parents to teach other cognitive, social and behavioral skills. Included are services or products that directly assist individuals with autism in the selection, acquisition or use of an assistive technology device. Downloadable software for computers to assist in skill development is also included.

Table 38. Assistive Technology Services, Devices and Software Programs

Assistive Technology	Description	Contact Information
AbleData	Searchable database provides information about assistive technology devices.	www.abledata.com
Able Net	An international company providing educational and technical solutions to help children with disabilities lead productive and fulfilled lives. Includes special education classroom curriculum and software that both enhance and help ensure learning progress.	(800) 322-0956 www.ablenetinc.com/



Table 38. Assistive Technology Services, Devices and Software Programs

Assistive Technology	Description	Contact Information
b – Calm	Effective intervention and assistive technology tools for individuals with sensory challenges. Includes headphones and audio tracks.	(515) 597-0856 402 Campus Drive, # B Huxley, IA 50124 www.b-calmsound.com
Boardmaker	The Boardmaker Software Family consists of three software products that cover a broad range of communication and special education needs.	www.mayer-johnson.com
CapTel Phone	CapTel phones work with a free Captioning Service to provide captions of everything callers say.	www.captel.com
Closing the Gap	Provides parents and educators the information and training necessary to locate, compare and implement assistive technology.	www.closingthegap.com
Dynamo	Speech generating device for nonverbal individuals.	www.dynavoxtech.com
Easter Seals – List of Equipment and Hardware	INDATA compiled list of equipment and hardware to protect or handle devices, such as protective covers, mounting systems, etc.	http://www.eastersealstech.com/content.aspx?pld=554
Equipalife	Provides micro loans, telework, and Assistive Technology (AT) related services.	http://equipalife.org
eSpecial Needs	eSpecial Needs provides a selection of adaptive equipment, rehabilitation equipment and therapy solutions for children with special needs.	www.especialneeds.com
Eyebox Tools	Strategies and supports for visual learners.	www.eyeboxtoolsinc.com
First then Visual Schedule	Stock images of basic self-help skills such as dressing, brushing teeth, toileting and more. A recording feature allows you to record a message with the visual prompt.	http://itunes.apple.com/app/first-then-visual-schedule/id355527801?mt=8



Table 38. Assistive Technology Services, Devices and Software Programs

Assistive Technology	Description	Contact Information
Freed2be – TherAPPy Consulting	Provides consultation to assess a child’s iPad TherAPPy needs. Can help purchase the iPad, appropriate accessories and applications based on client needs. Advanced programming on Proloquo2go to fit individual needs. Trains guardians to set up the iPad effectively for children with special needs.	www.freed2be.com
LiveScribe Smartpen	Low-cost mobile computing device that enhances productivity, learning, communication and self-expression for anyone that uses pen and paper. The Echo and Pulse smartpens record and link audio to handwriting so users never miss a word.	Sold in most office supply stores and online. www.livescribe.com
Minnesota STAR Program	Assistive technology program works with organizations and agencies to provide a variety of Assistive Technology (AT) related services including device demonstration and device loan.	(651) 201-2640 -or- (888) 234-1267 358 Centennial Office Building 658 Cedar St. St. Paul, MN 55155 www.starprogram.state.mn.us
MN STAR Technology Exchange	Buy, sell or donate used assistive technology.	http://mnstarte.org
PACER – Simon Technology Center	Provides consultation for people with disabilities to find ways technology can assist them. Offers a lending library and used assistive technology equipment.	(952) 838-9000 8161 Normandale Blvd. Minneapolis, MN 55437 www.pacer.org/stc/
Picture Exchange Communication System (PECS)	A communication system involving the use of symbols to facilitate communication in a variety of settings.	www.pecs.com
Student, Environments, Tasks and Tools (SETT) Framework	Website discussing SETT Framework, which is a four part model, intended to promote collaborative decision-making in all phases of Assistive Technology (AT) service and delivery.	http://www.joyzabala.com/



Table 38. Assistive Technology Services, Devices and Software Programs

Assistive Technology	Description	Contact Information
South Paw Enterprises, Inc.	Develops and manufactures sensory integration dysfunction and neurodevelopment products that help therapeutic professionals, people with special needs, their families and other professionals, solve problems or meet new challenges.	www.southpawenterprises.com
Time Timer	Visual timer to assist with transitions as it shows the time remaining to complete a task or break. Sizes vary. Also available as a watch or an application for iPhone, iPod Touch, or iPad.	www.timetimer.com
WayFinder	WayFinder uses GPS-based personalized audio and visual cues to support independent travel via bus systems and on foot. With WayFinder, specific travel routes can be created, then activated from the GPS location. Users receive customized audio and visual instructions to prompt them through route navigation.	http://www.ablelinktech.com
Watchminder Sport Watch	Vibrating reminder watch developed by a psychologist for children with attention and/or memory issues. Features include: real time calendar clock, bell or vibration alarm, training mode to improve a behavior, reminder mode to remember specific tasks, countdown timer and stopwatch.	www.watchminder.com



Academic Websites and Applications

[Table 39](#) includes academic websites and applications that develop and support academic skills (e.g., reading, math, science, educational games) for children with autism.

Table 39. Academic Websites and Applications

Websites/Applications	Math	Reading	Science	Teacher Resources/ School Books	Social/ Emotional	Test Help	Educational Stories/ Games	Applications
http://resources.kaboose.com/games/read2.html		X					X	
http://sketchup.google.com/			X	X				
www.abcteach.com				X				
www.aplusmath.com/Flashcards/index.html	X							
www.appitic.com/	X	X	X	X	X	X	X	X
www.apples4theteacher.com/math.html	X							
www.bbc.co.uk/schools/typing/	X	X	X			X		
Bluster – Teaches prefixes, suffixes, homophones. http://itunes.apple.com/us/app/bluster!/id416160693?mt=8 (Free)								X
www.casel.org					X			
www.classbraingames.com	X	X					X	



Table 39. Academic Websites and Applications

Websites/Applications	Math	Reading	Science	Teacher Resources/ School Books	Social/ Emotional	Test Help	Educational Stories/ Games	Applications
Clean Up – Category Sorting http://itunes.apple.com/us/app/clean-up-category-sorting/id404057271?mt=8 (Free)							X	
Color SlapPs – Color Identification http://itunes.apple.com/us/app/color-slapapplications/id416365360?mt=8 (Free)							X	
www.coolmath.com	X							
www.do2learn.com/					X			
DressUpBaby by Fazecat http://itunes.apple.com/us/app/dressupbaby/id386462452?mt=8 (Free)							X	
www.earobics.com		X		X				
www.eduplace.com/kids/mhm/index.html	X					X		
Farm Flip – Memory Match http://itunes.apple.com/us/app/farm-flip-memory-match-for/id380346867?mt=8 (Free)							X	
www.funbrain.com	X	X					X	
www.funschool.kaboose.com								
www.gamequarium.com	X	X	X				X	



Table 39. Academic Websites and Applications

Websites/Applications	Math	Reading	Science	Teacher Resources/ School Books	Social/ Emotional	Test Help	Educational Stories/ Games	Applications
Gloop FREE by RunSwimFly – Looks like lava. Changes colors as it moves. Good for sensory breaks. http://itunes.apple.com/us/app/gloop-free/id326101033?mt=8 (Free)							X	
www.harcourtschool.com				X				
I Hear Ewe – Animal Sounds http://itunes.apple.com/us/app/i-hear-ewe-animal-sounds-for/id304093970?mt=8 (Free)							X	
www.iknowthat.com/com	X		X					
www.internet4classrooms.com				X		X		
www.khanacademy.org/	X		X			X		
www.kids.discovery.com							X	
www.kids.yahoo.com/learn	X	X	X					
www.learninga-z.com				X				
LinguPingu – Labels common animals/transportation in English and Spanish. http://itunes.apple.com/us/app/lingupingu-free-espanol-aleman/id415466227?mt=8 (Free)								
www.magickeys.com/books/links.html	X	X	X	X				
www.mathisfun.com	X							



Table 39. Academic Websites and Applications

Websites/Applications	Math	Reading	Science	Teacher Resources/ School Books	Social/ Emotional	Test Help	Educational Stories/ Games	Applications
www.nasa.gov/audience/forkids/kidsclub/flash/index.html			X				X	
www.pbskids.org					X			
www.primarygames.com	X	X	X					
Princess Ph.D. http://itunes.apple.com/us/app/princess-ph.d./id424501650?mt=8 (Free)								X
www.raz-kids.com		X						
www.readwritethink.org	X	X	X	X				
www.rif.org/kids/readingplanet.htm		X						
www.scholastic.com/kids/stacks		X						
www.scholastic.com/kids/stacks/games						X		
www.starfall.com		X						
www.storynory.com/archives/							X	
www.tarheelreader.com		X						
www.theteacherscafe.com	X	X	X	X	X	X		
www.tlsbooks.com/kindergartenworksheets.htm	X	X	X	X	X	X		



Table 39. Academic Websites and Applications

Websites/Applications	Math	Reading	Science	Teacher Resources/ School Books	Social/ Emotional	Test Help	Educational Stories/ Games	Applications
Wordios – Labels common objects in English and Spanish. http://itunes.apple.com/us/app/wordios/id407711737?mt=8 (Free)							X	
Word SLapPs – Vocabulary development. http://itunes.apple.com/us/app/word-slapapplications-vocabulary/id413888079?mt=8 (Free)							X	

Child Care and After School Programming Options

Finding someone to care for your child in the summer and/or during non-school hours is one of the biggest challenges for many families. Children with autism need close supervision and providers with specialized behavioral training. [Table 40](#) identifies some options that are available.

Table 40. Child Care and After School Programs

Program	Description	Contact Information
A Chance to Grow – Summer Boost Up Plus	Multi-sensory approach towards gaining the readiness skills needed to excel in the classroom. Three week intensive program for children 6-13 years. Incorporates auditory processing, therapeutic ball exercises, Boost Up, neurotechnology and yoga.	(612) 789-1236 1800 NE 2 nd St. Minneapolis, MN 55418 www.actg.org



Table 40. Child Care and After School Programs

Program	Description	Contact Information
<p>ARSYS, LCC – ARSYS Blast Program</p>	<p>After School Care – From 2:00-7:00 p.m. Will pick up from school and transport home. Open during “off” days from 8:30-5:30 p.m. Summer Care – Monday-Friday 8:00 a.m.-6:00 p.m. Full or half day options. Transportation available. Saturday Respite – Outings scheduled from 12:00-5:00 p.m. second Saturday of the month during the school year.</p>	<p>(763) 421-0287 500 73rd Ave. NE, # 110 Fridley, MN 55432 sarih@arsysllc.com</p>
<p>Camp Buckskin</p>	<p>Overnight summer camp program for boys and girls ages 6-18 who are experiencing social skill and academic difficulties. Majority of campers have a primary diagnosis of Attention Deficit Hyperactivity Disorder (ADHD), Learning Disabilities or Asperger’s syndrome.</p>	<p>(763) 208-4805 www.campbuckskin.com</p>
<p>Camp Friendship Camp New Hope Camp Eden Wood</p>	<p>Camps open to children age 5 and older who have developmental and/or physical disabilities. Offers a variety of activities such as canoeing, boating, camp-outs, fishing, arts and crafts, sing-a-longs, dances, hikes in the woods and much more. Activities are adapted to the age and ability of each individual.</p>	<p>(952) 852-0101 <i>Annandale</i> (952) 852-0101 <i>McGregor</i> (952) 852-0101 <i>Eden Prairie</i> www.friendshipventures.org</p>
<p>Camp Knutson</p>	<p>A program of Lutheran Social Service of Minnesota for children with autism. Located at Cross Lake.</p>	<p>(218) 543-4232 11169 Whitefish Ave. Crosslake, MN 56442 www.campknutson.org To register, go through Autism Society of Minnesota (651) 647-1083 www.ausm.org/camps</p>



Table 40. Child Care and After School Programs

Program	Description	Contact Information
<p>Courage North's Camp Discovery</p> <p>Camp Hand in Hand</p>	<p>Autism Society of Minnesota (AuSM) offers two residential camps for children ages 9-21. Both programs feature recreation in a woodland setting and modern sleeping quarters. All sessions include swimming, boating, hiking and group activities.</p> <p>Courage North's Camp Discovery – Serving children with high functioning autism and Asperger's syndrome. Held near Lake George.</p> <p>Camp Hand in Hand – Serving children with autism. Held at Camp Knutson in Cross Lake.</p>	<p>(651) 647-1083, ext. 16</p> <p>www.ausm.org/camps/discovery.asp</p> <p>www.ausm.org/camps/handinhand.asp</p>
<p>Complimentary Support Services (CSS)</p>	<p>Social skills summer program group for children and youth services to support and teach: basic living and life skills, social skills, organizational skills, communication skills and symptom management. Billed to Children's Therapeutic Support Services (CTSS) under Medical Assistance.</p>	<p>(952) 895-1730 6701 Penn Ave. S, # 301 Richfield, MN 55423 www.css-web.org</p>
<p>Extended Child Care Programs through Local School Districts</p>	<p>Before and after school care as well as some summer child care options. Contact local school district for information on the support provided, dates, times and locations.</p>	<p>Contact your local school district for specific information on extended child care programs.</p>
<p>Fraser – Connect For Rec</p>	<p>Saturday respite care with an opportunity for children with autism to make social connections through recreation. Ages 3-12. Full day, morning or afternoon options available.</p>	<p><i>Fraser School</i> (612) 767-5150 2400 W 64th St. Minneapolis, MN 55423 http://www.fraser.org/Our-Services/Home-and-Community-Supports/Connect-For-Rec</p>



Table 40. Child Care and After School Programs

Program	Description	Contact Information
Friendship Ventures	Summer camp for children who have developmental or physical disability ages 5-21. Participants may elect to bring a friend, brother or sister without disability. Offers a camp for children with Asperger's as well as specialty theme camps (i.e., horseback riding, art, cooking and fishing). Also offers weekend respite opportunities.	(952) 852-0101 www.friendshipventures.org
Leap-N-Learn Preschool Classes	Educational and fitness based learning program licensed by the State of Minnesota. Gymnastics class and nutritional therapy incorporated into curriculum.	(763) 413-0647 14216 Lincoln St. Ham Lake, MN 55304 www.jamhops.com
Meridian Services – Club Ventures	Summer respite program held at the Maple Grove Community Center. Staffed according to each child's needs. Limited transportation.	(763) 450-5016 Meghan Shields
PACER – EXITE Camp (Exploring Interests in Technology and Engineering)	Day camp in August for middle school girls with disabilities. Girls participate in fun projects alongside scientists, engineers and other professionals. Applications accepted until May 1st.	(952) 838-9000 http://www.pacer.org/stc/exite/camp.asp
Wahode Day Camp	Three full sessions staffed with autism specialists.	(651) 647-1083 2380 Wycliff St., # 102 St. Paul, MN 55114 www.ausm.org
West Metro Learning Connections	Programming geared at increasing social communication, interaction skills, friendship behaviors and more. <ul style="list-style-type: none"> • Friday Excellent Adventures • Sleepovers • Summer Day Camp 	(952) 474-0227 355 2 nd St. Excelsior, MN 55331-2059 www.wmlearningconnections.com



Safety Resources

Websites that provide solutions to safety and behavioral issues at home or in the community are listed in [Table 41](#).

Table 41. Safety Resources

Websites	Description
www.amberalertgps.com	Personal tracking devices for locating children
www.angelguards.com	Mounted metal window guards
www.brickhousesecurity.com	Video surveillance, GPS tracking
www.buckleboss.com	Seat belt accessories
www.childlocator.com	GPS systems for locating children
www.childproofhome.com	Home safety assessment and recommendations; Installation available
www.childsafetyproducts.lifetips.com	In-home child safety tips
www.ezonpro.com	Safety belts and harnesses for travel
www.familysafemedia.com	Parental controls for TV, media
www.gokeyless.com	Keyless locks
www.hudsonsafetyproducts.com	Safety, security and self-defense products
JHoffrogge@msn.com	Home safety assessment and recommendations, no installation
www.keylesspro.com	Keyless locks
www.mypreciouskid.com	Safety products for all ages
www.onestepahead.com	Safety items, car seats, strollers



Table 41. Safety Resources

Websites	Description
www.pocketfinder.com	GPS system
www.projectlifesaver.com	GPS personal tracking system for children or seniors
www.roadid.com	Identification tags
www.safehomeproducts.com	Safety products for the home
www.safermn.net	Search And Find Emergency Response
www.safe-tots.com	Safety products for babies and children
www.swannsecurity.com	Home monitoring systems
www.thefind.com	Clearing house to locate specific stores or products
www.TOTSafe.com	Safety and child proofing products for the home
www.window-bars.com	Window guards, security bars, child safety guards

Autism child yard sign.

Children with autism may have elopement issues. Parents may choose to put a sign in their yard cautioning drivers to slow down. To find out how to get a sign put in your yard, contact your local city hall.

Handicapped parking permit.

A Handicapped Parking Permit may give your child and family closer access to community and business entrances/exits. In 2009, autism was classified as a disability that could warrant the use of a Disability Parking Certificate due to the flight risk of a child with autism. To apply for a Handicapped Parking Permit, have your child’s doctor complete an Application for Disability Parking Certificate and bring it to your local Department of Motor Vehicles (DMV). You can access the form by going to www.mndriveinfo.org or requesting the form at your local DMV. When obtaining a Disability Parking Certificate from your child’s doctor, it is important for your doctor to indicate your child’s diagnosis and concerns about your child’s run risk or unpredictable behaviors under the Health Professional Medical Statement Section, number 9. The doctor shall determine the length of the Disability Parking Certificate. A child with autism and run risk/unpredictable behaviors can receive up to a 3-year certificate.



Project Lifesaver.

Project Lifesaver is available to families with loved ones challenged by autism or other medical conditions where a person may wander and expose themselves to danger. Project Lifesaver is sponsored by the Anoka County Sheriff's Office. Project Lifesaver fits the individual with a transmitting bracelet. In the event that person wanders off, the Sheriff's Office would dispatch deputies equipped with specialized equipment to assist in the rapid recovery of the individual wearing the transmitter. If you are interested in Project Lifesaver for your child with autism, you can learn more about the program and costs at www.anokacounty.us/crimewatch or by contacting Laura Landes at projectlifesaver@co.anoka.mn.us or (763) 767-4664.

Service dogs.

For many years, service dogs have been used for children and adults with physical disabilities or other special needs. In addition to physically assisting individuals with disabilities, service dogs are instrumental in removing many of the barriers faced by the disabled in today's society. You can learn more about service dogs by contacting the programs listed in [Table 42](#).

Table 42. Service Dogs

Program	Contact Information
Can Do Canines	(763) 331-3000 9440 Science Center Dr. New Hope, MN 55428 www.can-do-canines.org
Helping Paws	(952) 988-9359 630 S 12 th Ave. Hopkins, MN 55343 www.helpingpaws.org
Canine Assistance Trained Dogs	www.canineassistants.org (not local)
Canine Companions for Independence	www.cci.org (not local)
Neuman K-9 Academy	(651) 653-3770 14060 Irish Ave. N Hugo, MN 55038 www.mndogtraining.com



General Websites

There are many websites that provide information about autism related to advocacy, treatment, family support, chat room/blogs, community resources, research and funding/grants. See [Table 43](#) for a listing of general websites.

Table 43. General Websites

Website	Advocacy	Treatment	Family Support	Chat Rooms/ Blogs	Community Resources	Research	Funding/ Grants
www.alexshope.com (Alex's Hope Foundation)				X		X	
www.amazon.com/gp/aw/d/1885477910					X		
www.amazon.com/gp/aw/d/193128220x					X		
www.Asperger.net/links.htm	X	X	X	X			
www.asperger.org			X		X	X	
www.Aspergersyndrome.org	X						
www.ausm.org (Autism Society of Minnesota)	X	X	X	X	X		X
www.autismallies.org	X		X	X		X	X
www.autism.com	X	X				X	X
www.autismhangout.com				X	X		
www.autismndi.com (Autism Network of Dietary Intervention)		X					



Table 43. General Websites

Website	Advocacy	Treatment	Family Support	Chat Rooms/ Blogs	Community Resources	Research	Funding/ Grants
www.autismone.org							
www.autism-pdd.net/			X	X	X		
www.autism-society.org	X						X
www.autismshop.com					X	X	
www.autismspeaks.org	X			X		X	X
www.berardaitwebsite.com (Berard method of auditory integration training)		X					
www.cehn.org (Children's Environmental Health Network)					X		
www.centerforwellbeingpc.com					X	X	
www.cec.sped.org (Council for Exceptional Children)	X			X		X	
www.do2learn.com		X					
http://equipalife.org					X		X
www.firstsigns.org		X				X	
www.floortime.org		X		X			
www.fraser.org	X	X	X	X	X	X	



Table 43. General Websites

Website	Advocacy	Treatment	Family Support	Chat Rooms/ Blogs	Community Resources	Research	Funding/ Grants
www.futurehorizons-autism.com							
www.generationrescue.org	X	X					X
www.grodencenter.org		X	X				
http://health.groups.yahoo.com/group/BEATMN/ (Biological Education for Autism Treatments)				X			
http://hopkinsfact.home.comcast.net/~hopkinsfact/ (Facing Autism Challenges Together – FACT)			X		X		
www.hriptc.org (Pfeiffer Treatment Center Health Research Institute)	X						
www.mchlibrary.info						X	
www.midwestwellness.com					X		
www.mchamn.com (Minnesota Comprehensive Health Association – MCHA)							X
www.mnlowincidenceprojects.org					X		
www.mofas.org (Fetal Alcohol Syndrome)				X	X		
www.musictherapy.org	X	X					
www.NICHD.NIH.gov/autism (National Institute of Child Health and Human Development)						X	



Table 43. General Websites

Website	Advocacy	Treatment	Family Support	Chat Rooms/ Blogs	Community Resources	Research	Funding/ Grants
www.nichcy.org (National Dissemination Center for Children with Disabilities)		X		X		X	
www.NIMH.Nih.gov (National Institute of Mental Health)		X				X	
www.parentsknow.state.mn.us					X	X	
www.pbis.org		X				X	
www.pecs.com		X					
http://pfestimator.dhs.mn.gov/ (Parental fee calculator for TEFRA)							X
www.qualitymall.org/directory/						X	
www.rdiconnect.com		X	X			X	
http://www.reachforresources.org					X		
www.researchautism.org	X	X				X	
http://selfcareforparents.blogspot.com/				X			
www.sierf.org (Sensory Integration Education Research Foundation)		X					



Table 43. General Websites

Website	Advocacy	Treatment	Family Support	Chat Rooms/ Blogs	Community Resources	Research	Funding/ Grants
www.spdfoundation.net Sensory Processing Disorder Foundation – Sensational Research, Education and Advocacy	X	X	X	X	X	X	
www.socialthinking.com		X		X		X	
www.specialkidscompany.com	X						
www.talkaboutcuringautism.com	X	X	X	X	X		
www.talkautism.org		X			X		
www.teacch.com (Treatment and Education of Autistic and Communication related handicapped Children)		X					
www.nationalautismassociation.org		X	X		X		X
www.unc.edu/depts/teacch/ (University of North Carolina TEACCH)		X	X				
http://www.wmlearningconnections.com/contact.html		X	X		X		
www.wrightslaw.com	X						



9. PAYING FOR SERVICES



After your child is identified with autism, recommendations for a wide array of services may occur. It is important for your family to be aware of all financial and medical assistance options. Access to multiple funding sources may result in a wider variety of support services for your child. As you review the options for payment of services in [Table 44](#), it is your family’s responsibility to look at the pros and cons before deciding what funding sources best meet your needs. You are encouraged to ask many questions since it is helpful to fully understand each program before making your decision. Since eligibility requirements vary, your family must apply for and be approved for these assistance programs prior to accessing services.

Table 44. Potential Funding Sources

Source	Description	Eligibility	Benefit	Contact Information
Private Health Insurance	Coverage that you typically receive as a benefit of employment. Private insurance always acts as the primary funding source.	Eligibility is dependent on group coverage. Refer to insurance provider for details.	Refer to provider for details, as benefits vary based on the plan and families should consult with their health insurance company about what services are covered.	Contact your employer’s Human Resources department or call the number on the back of your insurance card.

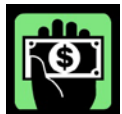


Table 44. Potential Funding Sources

Source	Description	Eligibility	Benefit	Contact Information
<p>Medical Assistance (MA)</p>	<p>Medical care for your child and/or family that is based on your family's income.</p>	<p>You must complete an MA application to determine eligibility.</p> <p>If your child is eligible for Supplemental Security Income (SSI) he/she is also eligible for MA, but families must complete an application for MA.</p> <p>Families who are eligible for MA may also be eligible for Women, Infants and Children (WIC), but families need to complete a WIC application.</p>	<p>Covered services may include:</p> <ul style="list-style-type: none"> • Inpatient and outpatient medical care • Medical transportation • Prescription drugs • Therapies (e.g. OT, PT) • Prosthetic devices • Eyeglasses • Audiology • Dental Care • Labs and x-ray • Health insurance premiums • Home Health Care ordered by a doctor, such as: Private Duty Nursing (PDN), Personal Care Assistance (PCA), medical supplies, equipment, and diapers for children over 4 years of age or • Hospice care • Mileage reimbursement for medical appointments 	<p><i>Anoka County Economic Assistance – Families with Children</i> (763) 717-7730</p> <p><i>Hennepin County Economic Assistance Health Care</i> (612) 596-8500</p> <p><i>Hennepin County General Intake</i> (612) 596-1300</p> <p>www.dhs.state.mn.us Select: Health Care Programs</p> <p>For application assistance, contact <i>The ARC</i> (952) 920-0855 www.arcgreatertwincities.org</p>

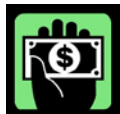


Table 44. Potential Funding Sources

Source	Description	Eligibility	Benefit	Contact Information
<p>Tax Equity Fiscal Responsibility Act (TEFRA) Option under Medical Assistance (MA)</p>	<p>Medical Assistance (MA) coverage for children who have disabilities and live in their family home. Eligibility is reviewed periodically to continue the program. If children are denied eligibility, parents are encouraged to appeal.</p>	<p>Financial eligibility is based on child's income only. The level of care needed must be similar but not exceed what would be provided in a medical facility. The State Medical Review Team (SMRT) certifies disability and level of care. An annual parental fee for TEFRA is determined based on parents' income. A worksheet is available to estimate the parental fee before applying. If fees go over the actual cost of services, they are applied toward the parental fee for next year. Families will be asked to provide: current school reports and education plans (IFSP/IEP/IIP), evaluation reports, routine physical exam, progress reports from therapies, statement of daily activities and psychological evaluation.</p>	<p>Covered services are the same as MA. (See the list of benefits under Medical Assistance above.) MA may cover the co-pays for insurance premiums and/or your child's share of your health insurance premium. Eligibility may also cover unpaid medical expenses for the 3 months prior to the application date, per parent request. If the parental fee is more than the cost of service, a reconciliation process may credit the parental fee account. Parental fee is determined each year by July 1st and runs through June 30th of the next year. Children under the age of 5 eligible for MA or MA under the TEFRA option are automatically eligible for WIC but must complete a WIC application.</p>	<p><i>Anoka County</i> (763) 717-7782</p> <p><i>Hennepin County</i> (612) 596-1300</p> <p>http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYN_AMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_007117</p> <p>Parental Fee Estimator http://pfestimator.dhs.mn.gov/</p> <p>For application assistance, contact <i>The ARC</i> (952) 920-0855 www.arcgreatertwincities.com</p>

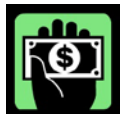


Table 44. Potential Funding Sources

Source	Description	Eligibility	Benefit	Contact Information
<p>Supplemental Security Income (SSI)</p>	<p>Federal program available through Social Security Administration (SSA).</p> <p>Monthly cash benefit for children who have disabilities. Eligibility process may take 3-4 months; however, benefits may begin back to the date of application.</p>	<p>Eligibility is based on the following:</p> <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 12 months. • Family income guidelines must be met. • Family assets are considered. • Families should start the application process even if all the reports are not available. • Eligibility is reviewed periodically to continue the program. • If child is denied eligibility, parents are encouraged to appeal. 	<ul style="list-style-type: none"> • Provides a monthly cash benefit to help meet the child's needs at home. • Children on SSI are automatically eligible for Medical Assistance (MA), but parents must complete an MA application. • Funds are allowed to be used for: basic needs, support services, direct care, health and safety needs, etc. 	<p><i>Social Security Administration (SSA)</i> (800) 772-1213 -or- (800) 325-0778 (TTY/ TDD)</p> <p>For application assistance:</p> <p><i>Anoka County</i> (763) 422-6941</p> <p><i>Hennepin County</i> (612) 348-8687 Birth to five years</p> <p>(612) 348-4500 Six years and older</p> <p>www.ssa.gov</p>

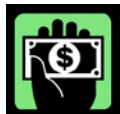


Table 44. Potential Funding Sources

Source	Description	Eligibility	Benefit	Contact Information
MinnesotaCare (MNCare)	<p>Minnesota residents who do not have and cannot afford health insurance may be eligible for low cost coverage.</p> <p>Monthly premium is assessed based on household income and family size.</p>	<p>Eligibility is based on:</p> <ul style="list-style-type: none"> • Household income • Family size <p>Other factors include:</p> <ul style="list-style-type: none"> • Must be permanent resident of Minnesota, • Not eligible for MA, • Not covered by other health insurance for last 4 months and • Unable to get health insurance that is at least ½ paid for by employer for the last 18 months. 	<p>Covers most medical needs including:</p> <ul style="list-style-type: none"> • Doctor visits • Most prescriptions • Some dental work, • Hospitalization <p>There may be a co-pay for services.</p> <p>MNCare does not cover transportation to/from medical appointments or medical mileage reimbursement.</p>	<p><i>Anoka County</i> (763) 717-7730</p> <p><i>Hennepin County</i> (612) 596-8500</p> <p><i>State of Minnesota</i> (651) 297-3862 -or- (800) 657-3672</p> <p>PO Box 64838 444 Lafayette Rd. N St. Paul, MN 55155</p> <p>www.dhs.state.mn.us Select: Health Care Programs</p>

See the Community Resources section of this guide, [Table 43](#), for additional funding options.



10. TRANSITION TO ADULTHOOD: AGE 14 AND BEYOND



What will the future bring? What are the critical issues that a young person with autism must address as they transition from childhood/adolescence to adulthood? What steps need to be taken and when? Who will be there to support and guide the process?

Transition is an exciting time when all youth with disabilities, starting at grade 9 and going through age 21, prepare for adulthood. Your school will assist you by developing an **Individualized Education Program/Plan (IEP)** beginning in 9th grade which must address the following transition areas:

- Independent living (including recreation/leisure and community participation)
- Post-secondary education and training
- Employment

The Anoka County Community Transition Interagency Committee (CTIC) has developed an **Autism Spectrum Disorder (ASD) Transition Road Map** that further clarifies the process. This Road Map identifies the key tasks that must be addressed during specific age periods (14-16, 17-18, and 19-21). Such tasks may include: getting a driver's license, registering to vote, exploring guardianship, connecting with Rehabilitation Services and applying for SSI. In addition, it provides background information as well as specific contacts and resources. It serves as a comprehensive "to do list" that empowers a young person with autism and their family to become informed self-advocates. For more information about CTIC and/or to access the Autism Spectrum Disorder (ASD) Transition Road Map, go to www.anokacountyctic.org or call (763) 785-3673.

The Autism Speaks Transition Tool Kit (http://www.autismspeaks.org/docs/family_services_docs/transition.pdf) was created to serve as a guide for families on the journey from adolescence to adulthood. It includes such topics as self-advocacy, transition planning, community living, employment, post-secondary education, legal matters, housing, internet safety and others.

Long-term legal and financial planning are important to address for individuals with autism. Resources for legal and financial planning are listed in the Community Resources and Supports section of this document ([Table 31](#)).

Another important resource for transition age youth and their families is **Project C³** (Connecting Youth to Communities and Careers). It is an innovative web-based resource map that identifies individualized employment, post-secondary and recreational resources in a geographic area. Access the resource map by going to www.c3online.org and clicking on the C³ MN link. You can also call PACER at (952) 838-9000 or The Arc Greater Twin Cities at (952) 920-0855 for more information.



11. PARENTS' FREQUENTLY ASKED QUESTIONS (FAQs)



Listed below are questions that you, as parents, frequently ask about resources for your child with autism and your family. Questions are answered with links to resources in the Autism Resource Guide that may be helpful.

- **Where can I find help to deal with my child's behaviors at home – crisis support and family skills training?**
Behavioral Training [Table 19](#)
Conferences and Workshops [Table 32](#)
Learning Materials and Lending Libraries [Table 33](#)
Links to Books on Autism [Table 34](#)
- **Where can I get therapy services (speech, occupational, physical, etc.) for my child in addition to those provided through the school district?**
Therapy Services [Table 20](#)
- **What funding sources are available to pay for therapy and other services outside the school district?**
Potential Funding Sources [Table 44](#)
- **Where can I find a Personal Care Assistant (PCA)? How can I train my child's PCA?**
Personal Care Assistance [Table 22](#)
Conferences and Workshops [Table 32](#)
Learning Materials and Lending Libraries [Table 33](#)
Links to Books on Autism [Table 34](#)
- **How can I work with the school district to meet my child's needs? What are the common terms used in the educational plan for my child?**
Educational Services [Pages 12](#)
Advocacy Assistance [Table 30](#)
- **What programs are available to help engage my child with autism during the summer?**
Child Care and After School Programs [Table 40](#)



- **How can I find a support group or some way of meeting other families whose children have similar needs?**
Family Support Groups [Table 28](#)
General Websites – Family Support and Chat Room/Blog Columns [Table 43](#)
- **How do I take care of myself? Where can I go to find support for our relationship/marriage?**
Parent Perspectives [Page 4](#)
Learning Materials and Lending Libraries [Table 33](#)
Family Support Groups [Table 28](#)
Counseling/Behavioral Health Services through your health care provider.
- **How do I help siblings understand their brother or sister with autism?**
Family Support Groups [Table 28](#)
- **How do I help friends and family members understand my child with autism?**
Learning Materials and Lending Libraries [Table 33](#)



12. ACRONYMS AND DEFINITIONS



504 Plan. Section 504 of the Rehabilitation Act of 1973 (commonly referred to as Section 504) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance. Those programs include public school districts, institutions of higher education, and other state and local education agencies. To qualify under Section 504, a student must have a disability and that disability must limit a major life function (www.PACER.org).

AAC – Augmentative and Alternative Communication. A group of communication tools including high tech speech generating devices which are often funded by Medical Assistance (MA) or private insurance.

AB – Adaptive Behavior. The ability to adjust to new environments, tasks, objects and people and to apply new skills to those new situations.

ABA – Applied Behavior Analysis. A behavioral intervention technique that involves careful analysis and tracking of behavior, including its cues and consequences.

Terms Associated With ABA Therapy:

Reinforcement. The presentation (positive reinforcement) or removal (negative reinforcement) of a consequence following a behavior that results in an increase or maintenance of that behavior.

Punishment. The presentation or removal of a consequence following a behavior that results in a decrease of that behavior.

Punisher. A consequence which, when presented or removed following a behavior, results in decreases of behavior.

Extinction. Decreasing a behavior by withholding a reinforcer that maintains a target behavior.

Time-Out. (from reinforcement) – Denying access for the opportunity to receive a reinforcer.



Terms Associated With ABA Therapy, Continued:

Prompting Technique. Any additional assistance or information provided before a target behavior that increases the probability of the desired behavior occurring in the presence of that stimulus (i.e., physical guidance, verbal, gestural, time delay).

Modeling. Demonstrating a desired behavior to prompt an imitative response.

Shaping. Reinforcing successive approximations of desired behavior.

Escape Motivation. Engaging in a behavior that is reinforced by the removal of an undesired activity, interaction or item.

Tangible Motivation. Engaging in a behavior that is reinforced by access to an item.

Attention Motivation. Engaging in a behavior that is reinforced by the access to attention.

Stimulus. Any event, activity or item that may have an effect on behavior.

Discrimination. The ability to distinguish among stimulus or environmental events.

Discriminative Stimulus (Sd). An event, activity, or item that sets the occasion for, or cues, a response.

Stimulus Control. Performing a behavior in the presence of an Sd and getting reinforcement.

ABC – Autism Behavior Checklist. A checklist that is used as a tool to identify children with autism. Used as part of the ASIEP (see description).

ADA – Americans with Disabilities Act. A civil rights law passed in 1990 that does not allow discrimination against people with disabilities in employment, public service and public accommodations.

Adaptive Activities. Sports, recreation and physical activities adapted to allow individuals with disabilities an opportunity to participate.

Adaptive Behavior. The age-appropriate behaviors necessary for people to live independently and to function safely and appropriately in daily life.



Adaptive Development. Development of the child in comparison to other children the same age. This might include the child's ability to dress him/herself, feed him/herself, toilet training, how he/she plays with other children, how he/she plays alone, understanding dangers in crossing the street, how he/she behaves if a parent leaves the room, etc.

Adaptive Equipment. Equipment adapted to assist with therapies and interventions that target the core symptoms of autism or other disabilities.

ADD – Attention Deficit Disorder. A problem characterized by a persistent pattern of impulsiveness and a short attention span that interferes with the ability to learn.

ADHD – Attention Deficit Hyperactivity Disorder. A problem with inattentiveness, over-activity, distractibility or impulsiveness that is out of the normal range for a child's age and development. A condition in which a person (usually a child) has an unusually high activity level and a short attention span. People with the disorder may act impulsively and may have learning and behavioral problems.

ADL – Activities of Daily Living. Personal care activities necessary for everyday living, such as eating, bathing, grooming, dressing and toileting. A term often used by healthcare professionals to assess the need and/or type of care a person may require.

ADOS-G – Autism Diagnostic Observation Schedule-Generic. The ADOS-G is 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 or other pervasive developmental disorders.

ADR – Alternative Dispute Resolution. Procedures for settling disputes by means other than litigation.

Advocate. Someone who takes action to help someone else, as in “educational advocate”; also to take action on someone's behalf.

Age Norms. The average performance of an individual in various age groups.

AGRE – Autism Genetic Resource Exchange. The world's first collaborative gene bank for autism. Sponsored by Cure Autism Now (CAN).

AIT – Auditory Integration Training. This therapy is designed to reduce sensitivity to sounds.



ALC – Alternative/Area Learning Centers. Programs that allow students who are at risk of not graduating to attend nontraditional schools, both public and private, and earn a diploma. Certain criteria must be met to attend an alternative setting such as performing substantially below grade level or having mental health issues.

Animal Therapy. The use of interactions with animals for therapeutic and healing benefits. Has been shown to reduce blood pressure, headaches and insomnia. It is associated with improving medical, behavioral and emotional problems in children with autism.

ANSWER – Asperger’s Network Support. ANSWER is a network that advocates for community awareness, further research, better education and support of individuals and families living with Asperger’s syndrome.

Annual Goals. Yearly goals documented in the Individualized Education Plan (IEP).

AOS – Apraxia of Speech. An oral motor disorder characterized by disordered speech.

Aphasia. Loss of the ability to use or understand words.

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

Aquatic Therapy. Exercise program performed in the water. Uses the physical properties of water to assist in patient healing and exercise performance.

The Arc. A parent organization that provides advocacy and support services for people who have developmental disabilities and their families. A non-profit volunteer driven organization.

Art Therapy. A treatment based on art as a language and form of self-expression, bringing insight to the beliefs and behaviors of children with autism. Uses the creation of art to help people discover their feelings.

Articulation Disorders. Difficulty with the production of speech sounds.

AS – Asperger’s Syndrome. A neurobiological disorder that falls under the Autism Spectrum. Individuals with AS can have symptoms ranging from mild to severe. Individuals with Asperger’s exhibit serious deficiencies in social and communication skills. They often have obsessive, repetitive routines and preoccupations with a particular subject. Children with this diagnosis exhibit serious and chronic social, behavioral and communicative impairments. Average or above average intelligence is a distinguishing feature of Asperger’s Syndrome.



ASA – Autism Society of America. An organizations that exists to improve the lives of all affected by autism by increasing public awareness about the day-to-day issues faced by people on the spectrum, advocating for appropriate services for individuals across the lifespan and providing the latest information regarding treatment, education, research and advocacy. www.autism-society.org (800) 3AUTISM.

ASD – Autism Spectrum Disorder. A disability category characterized by an uneven developmental profile and a pattern of qualitative impairments in several areas of development: social interaction, communication, and restricted repetitive and stereotyped patterns of behavior, interests and activities with onset in childhood. Characteristics can present themselves in a wide variety of combinations and numbers of symptoms, from mild to severe. The five disorders under this category include Asperger’s Syndrome, Autism, Pervasive Developmental Disorder-Not Otherwise Specified, Childhood Disintegrative Disorder and Rett’s Disorder.

ASG – Anoka Support Grant. Provides a monthly support grant up to \$150 to offset costs related to the recipient’s disability. Eligible expenses may include respite care, assistive technology, environmental modifications, sensory equipment and special diet.

ASIEP – Autism Screening Instrument for Educational Planning. An assessment tool to help identify children with autism. Used primarily with young children.

ASL – American Sign Language. A language that uses hands, facial expressions, and other bodily behavior to communicate both concrete and abstract ideas.

Assessment. A collecting and bringing together of information about a child’s performance and needs, this may include social, psychological, and educational evaluations used to determine services.

Assessment Plan. The description of the battery of tests (psychological, achievement, language, etc.) to be used in a particular student’s assessment.

Assessment Team. A team of people from different backgrounds who observe and test a child to determine his or her strengths and weaknesses.

Assistive Technology. Technology that is used to increase, maintain or improve functional capabilities of a child with a disability. Assistive technology may be a device (stander, communication device, pencil grip, etc.) or a service.



Audiology. The study of the entire field of hearing, including the anatomy and function of the ear; impairment of hearing; and evaluation, education or reeducation, and treatment of persons with hearing loss.

Auditory Discrimination. The ability to detect differences in sounds.

Auditory Integration. Therapy used to rehabilitate disorders of the auditory system, such as hearing loss or hearing distortion (hypersensitive, hyposensitive or asymmetrical hearing).

Auditory Processing. The ability to understand and use information that is heard, both words as well as other non-verbal sounds.

Augmentative Communication. An alternative means of communicating (sign language, pictures, electronic device, etc.) that supports communication while speech skills are developed. Supports rather than replaces speech.

AuSM – Autism Society of Minnesota. An organization dedicated to enhancing the lives of individuals with autism through education, support, collaboration and advocacy. (www.ausm.org)

Autism Speaks. An organization dedicated to funding global biomedical research into the causes, prevention, treatments and cure for autism; to raising public awareness about autism and its effects on individuals, families, and society; and to bringing hope to all who deal with the hardships of this disorder. Autism Speaks aims to bring the autism community together as one strong voice to urge the government and private sector to listen to concerns and take action to address this urgent global health crisis.

Autism Specialist. Educates and consults with parents and professionals to help them understand and build a repertoire of strategies for use with children with autism.

Behavior Therapy. Focuses on changing undesirable behaviors by identifying objectionable, maladaptive behaviors and replacing them with healthier and safer types of behavior.

Biomedical Interventions. Biomedical interventions involve nutritional changes, environmental medicine, and dietary intervention. Some of the interventions may include supplements, diet restrictions (GF/CF), and testing. Biomedical interventions are believed to treat the underlying causes of autism, based on medical testing, scientific research and clinical experiences.



BIP – Behavior Intervention Plan. A BIP is 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 (MN Rule 3525.2925).

Bipolar Disorder. People with Bipolar Disorder experience extreme mood swings that can take three different forms: manic, depressive and mixed episodes. Bipolar Disorder is a disease thought to be caused by changes in the chemistry of the brain.

Blogs. A type of website, usually maintained by an individual, with regular entries of commentary, descriptions of events or other material such as graphics or video.

Brain Gym. A comprehensive, personal development program consisting of 26 specific activities with a 5-step balance process designed to enhance whole brain-body coordination. Activities will help improve coordination, assimilate new information, calm the nervous system, increase concentration, improve organizational skills and enhance brain activity.

CAC – Community Alternative Care. CAC waiver provides funding for home and community-based services for children and adults who are chronically ill.

CADI – Community Alternatives for Disabled Individuals. CADI waiver provides funding for home and community-based services for children and adults who would otherwise require the level of care provided in a nursing facility.

CAN – Cure Autism Now. An organization of parents, clinicians and leading scientists committed to accelerating the pace of biomedical research in autism through raising money for research projects, education and outreach.

CAPD – Central Auditory Processing Disorder. Difficulty understanding and/or processing spoken language, in the absence of hearing loss.

CARS – Childhood Autism Rating Scale. An autism rating scale used to identify children with autism. The child is rated in 15 areas on a scale up to 4, yielding a total score of up to 60. The ranges are considered to be non-autistic, autistic, and severely autistic.

Case Management. Assessing the needs of the client and the client’s family and arranging, coordinating, monitoring, evaluating and advocating for services to meet the specific client’s complex needs.



CATCH Foundation – Curing Autism through Change and Hope. Orlando Hudson’s non-profit foundation was established in 2008 to enable children with autism to enjoy a normal life through the funding of outlets for proper therapy, education and extracurricular activities. Through its grants to schools and other non-profit organizations that support the fight against autism, the foundation is building a strong force to defeat the growing developmental disorder.

CCR&R – Minnesota Child Care Resource and Referral Network. Provides a customized listing of licensed child care programs throughout the State of Minnesota. Special Needs Program also provides consultation with child care providers and assists them with strategies to maintain children in their current child care placement.

CDCS – Consumer Directed Community Supports. A program in which individuals and families use individually-set budgets to purchase their own supports, with assistance from fiscal intermediaries that handle billing and payment.

CDD – Childhood Disintegrative Disorder. This is a rather rare condition in which 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 and 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.

CFR – Code of Federal Regulations. The codification (arranging in a systematic order) of the general and permanent rules and regulations published in the Federal Register by the executive departments and agencies of the Federal Government of the United States.

Charter Schools. Independent public schools of choice for parents and students.

CHAT – Checklist for Autism in Toddlers. A checklist to be used by general practitioners for children who are 18 months old to help in the identification of children with autism.

Chat Room. A site on the internet where a number of users can communicate in real time, typically one dedicated to a particular topic.

Child and Family Outcomes. A benefit experienced as a *result* of services and supports provided for a child or family.

Child Care. A service involving care for other people's children.

Child Psychiatrist. A mental health professional with a doctorate in psychology and medicine who specializes in the study, diagnosis, treatment and prevention of psychopathological disorders of children. Can prescribe medication.



Child Psychologist. A mental health professional with a Ph.D. in psychology who administers tests, evaluates and treats children's emotional disorders. Cannot prescribe medication.

CI – Cognitive Impairment. Reduction in mental functioning and the ability to carry out tasks that require thinking, planning and memory.

CID – Communicative Interactional Disorders Program. Several districts have programs that use this acronym. The CID programs are designed to meet the unique educational, behavioral and environmental needs of students with multiple neurological handicaps.

CMH – Children’s Mental Health. Provides mental health services and supports for children and families in Minnesota.

CMH Early Intervention / Prevention. Informal case management for children and their families who are having issues related to mental health. Services may include consultation and collaboration with school personnel and community mental health providers.

Cognitive. A term that describes the process people use for remembering, reasoning and/or understanding.

Comic Strip Conversations. This strategy helps illustrate interactions between people, and incorporates symbols, stick figure 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.

Communication Notebook. A notebook sent with a student to and from school by which parents and teachers maintain communication.

CSG – Consumer Support Grant. A state-funded alternative to Medicaid home care services of a home health aide, personal care assistance (PCA) and/or private duty nursing (PDN).

CSS – Complimentary Support Services. A nonprofit agency dedicated to enriching the quality of life by promoting mental health, teaching important life skills, and offering support and counseling services.

CTIC – Community Transition Interagency Committee. A group of students, parents, school staff, public and private personnel and employers who come together to discuss ways to improve the lives of young adults with disabilities (ages 14-21) transitioning from school to a successful future. Connects young adults and their families to community resources, empowering them and strengthening their advocacy skills in order to navigate their life plan.



CTSS – Children’s Therapeutic Services and Support. A flexible service package available to children (through age 21) who are diagnosed with and emotional disturbance or meet additional criteria for severe emotional disturbance. Depending on the diagnosis and assessed need, services may include some combination of psychotherapy, skills training, behavioral aide, crisis assistance or day treatment.

DAN – Defeat Autism Now. Defeat Autism Now! is dedicated to educating parents and clinicians regarding biomedical research, appropriate testing and safe and effective interventions for autism.

DAPE – Developmental/Adaptive Physical Education. An individual program of developmental activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. Considered a related service in school district terminology.

DAS – Developmental Apraxia of Speech. An oral motor disorder characterized by disordered speech. Children who have apraxia of speech due to an unknown cause are referred to as having “developmental apraxia of speech”.

Day Treatment. Education programs geared toward students with mental health needs.

DBT – Dialectical Behavior Therapy. DBT is a cognitive behavioral therapy, meaning it is a therapy that focuses on the role of cognition (e.g., thoughts and beliefs) and behaviors (e.g., actions) in the development and the treatment of mental health disorders.

DD – Developmental Delay. The failure to meet certain developmental milestones, such as sitting, walking and talking at the average age.

DD – Developmental Disability. A severe, chronic disability which originated at birth or during childhood, is expected to continue indefinitely and substantially restricts the individuals functioning in several major life activities.

DHS – Minnesota Department of Human Services. Helps people meet their basic needs by providing or administering health care coverage, economic assistance, and a variety of services for children, people with disabilities and older Minnesotans.

Diagnostic Assessment. Evaluating a child’s current skills to determine needs and appropriate services.

Dietary Intervention. The use of alternative diets to benefit individuals with autism.



DIR or DIR Floortime. DIR (Developmental, Individual Differences, Relationship-Based) Floortime describes a method of interacting with children that clarifies meaningful adult/child interactions as both a philosophy and a technique. (<http://www.icdl.com/dirFloortime/overview/index.shtml>).

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

Discrete Trial Training. A term used to describe a specific type of instruction based on the principles of the ABA method of teaching. A systematic approach to teaching skills by breaking skills into small steps and using positive reinforcement procedures to facilitate error free learning.

Do2learn. Evidence-based strategies targeting learning issues of individuals with autism that impact learning, socialization, communication and self-regulation skills.

Drug Therapy. Use of a medicine or chemical substance for the medical diagnosis, cure, treatment or prevention of disease or disability.

DSM-III, DSMIII-R and DSM-IV. Various editions of the Diagnostic and Statistical Manual used for diagnosis of Autism Spectrum Disorder and other conditions.

Due Process. Actions that protect a person's rights. The administration of justice according to established rules and principles.

Dysfluency. A break in the smooth flow of speech. Stuttering.

Dyslexia. A learning disability which impairs the child's reading ability.

Dyspraxia. Term for a neurological symptom. A problem with "praxis" (i.e., planning, initiating, sequencing and carrying out volitional movements).

EBD – Emotional Behavioral Disorders. A condition exhibiting one or more of the following characteristics over a long period of time and to a degree that negatively affects a child's performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems.



ECFE – Early Childhood Family Education. A program for all Minnesota families with children between the ages of birth to kindergarten entrance offered through Minnesota public schools. ECFE works to strengthen families and to enhance the ability of all parents to provide the best possible environment for their child’s learning and growth.

Echolalia. The repetition or parroting of words or phrases.

ECSE – Early Childhood Special Education. Services provided by school districts in Minnesota for children from birth to kindergarten age when children are experiencing developmental delays or disabilities.

Educational Therapy/Services. Helps to identify and remediate many types of learning problems.

EEG Biofeedback or Neurofeedback. A treatment approach that measures the natural electrical activity of the brain as it performs a task. Thought to reset brainwave patterns so the brain performs at optimal levels and support the improved formation of the essential communication pathways in the brain.

EIP – Early Intervention Program. Programs or services designed for children with disabilities, or children considered at risk; usually for children from birth through age 2.

EKG – Exceptional Kids Group. Provides social and athletic opportunities to students (and their siblings) who have physical or developmental challenges and who live in the Anoka area.

Elopement. Wandering off from home, school or a group situation. A common problem in children with autism. Especially risky if the child with autism is unable to communicate.

ER – Evaluation Report. A report that is written at the conclusion of an education evaluation.

ERIC – Educational Resources Information Center. A computer database of education information.

ESY – Extended School Year. Refers to the special education and related services a student with disabilities ages 3-21 receives beyond the school year. ESY services must meet state standards and be stipulated in the Individual Education Program (IEP).

Expressive Language. The ability to communicate wants and needs by producing language in any of a number of different modalities such as speech, sign or writing.

FACT – Facing Autism Challenges Together. Online resource for parent information and workshops.



Family-Based Services. Services or interventions that are aimed at keeping children in their homes, keeping family members safe, and strengthening the family unit.

Family Support Services. Community-based preventative activities designed to alleviate stress and promote parental competencies and behaviors that will increase the ability of families to successfully nurture their children, enable families to use other resources and opportunities available in the community and create supportive networks to enhance child-rearing abilities of parents.

FAPE – Free Appropriate Public Education. One of the key requirements of IDEA (Individuals with Disabilities Education Act) which requires that an education program be provided for all school-aged children (regardless of disability) without cost to families.

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

FBA – Functional Behavior Assessment. A comprehensive and individualized strategy to identify the purpose or function of a child's problem behavior(s); develop and implement a plan to modify variables that maintain the problem behavior and teach appropriate replacement behaviors using positive interventions.

FEAT – Families for Early Autism Treatment. A non-profit organization of parents, family members and treatment professionals dedicated to providing the best outcomes, education, advocacy and support for the autism community.

Feeding Programs. Designed to help children who have medical or behavioral issues that impede their feeding and growth. Treatment is geared to help a child overcome feeding issues and establish proper feeding and nutritional habits so that additional health problems can be avoided.

FERPA – Family Educational Rights and Privacy Act. A federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines.

First Signs, Inc®. A national non-profit organization dedicated to educating parents and professionals about the early signs of autism and related disorders through public awareness and training. (www.firstsigns.org)

Floortime. Floortime describes a method of interacting with children that clarifies meaningful adult/child interactions as both a philosophy and a technique. (<http://www.icdl.com/dirFloortime/overview/index.shtml>)



Fragile X Syndrome. Fragile X is 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 1500 males and 1 in 2500 females. It is often associated with autism.

FSG – Family Support Grant. Provides state cash grants to families of children with certified disabilities. The goal of the program is to prevent or delay the out-of-home placement of children with disabilities and promote family health and social well-being by facilitating access to family-centered services and supports.

FTE – Full-Time Equivalent. A way to measure a worker's involvement in a project, or a student's enrollment at an educational institution. An FTE of 1.0 means that the person is equivalent to a full-time worker; while an FTE of 0.5 signals that the worker is only half-time.

Funding Sources. Ways to obtain finances to pay for services.

GARS – Gilliam Autism Rating Scale. The GARS is 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 behavioral problems.

Genetic Counseling. The process by which individuals at risk of an inherited disorder are advised of the consequences and nature of the disorder, the probability of developing or transmitting it and the options open to them.

Gentle Teaching. Teaching strategy which encourages the use of ignoring and redirecting behaviors. It is based on the idea that relationship building is the foundation of all growth and development.

GF/CF – Gluten Free/Casein Free Diet. 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.

Giant Steps – A preschool program from Toronto that is physiologically-based and emphasizes sensory integration, dietary, nutrition and vision therapy.

Grant Respite. Offers families with an SED child an option of making their own arrangements for respite care. Families are given a cash grant and can choose a respite option that meets their child's needs. Program is time-limited to two years per family.



Gross Motor. Relating to the use of the large muscles of the body, such as sitting, crawling, walking and other activities.

Handicapped Parking Permit. A permit that allows individuals with disabling conditions to park in designated spots.

Head Start. A federally sponsored preschool program primarily for children from low-income families.

Hearing/Audiology. Identifying, diagnosing, treating and monitoring disorders of the auditory and vestibular system portions of the ear.

Help Me Grow. Part of the Minnesota's statewide initiative to provide information about child development and the availability of special services for eligible children birth to three. Children may receive services in their home or child care setting and services are free to eligible families regardless of income or immigrant status.

Home-Based Therapy. Providing treatment for physical or mental disorders in the home setting.

Homebound Instruction. Individual instruction provided by the resident district in the student's home or other setting when the student is unable to attend school for health or other reasons.

Homeopathy. A way of treating diseases in which sufferers are given very small amounts of natural substances which, in healthy people, would produce the same effects as the diseases produce.

Home Schooling. Parental option to educate their children in their home or in a home school cooperative setting.

Hyperbaric Oxygen Therapy. A specialized medical intervention in which the atmospheric pressure is increased. The effect is an uptake of oxygen in the blood, plasma cerebral-spinal fluids and tissues.

Hyperlexia. A pervasive developmental disorder with characteristics of autism. Children with hyperlexia have a strong unusual ability to decode. They demonstrate an intense fascination with letters, numbers, patterns and logos. Children with hyperlexia have a self-taught, precocious ability to read, spell, write and/or compute, usually before the age of five. They have difficulty developing language and communication skills and often exhibit unusual behavior or interests.

Hypotonia. Low muscle tone.

ICF/DD – Intermediate Care Facility for Individuals with Developmental Disabilities. Provides care for individuals who have developmental disabilities. The main goal of these facilities is to nurture residents and encourage them to be as independent as possible. (Formerly known as ICF/MR.)



IDEA – Individuals with Disabilities Education Act. Federal legislation (Public Law 105-17) passed in 1997 as a reauthorization of the Education of the Handicapped Act (EHA) passed in 1975. Provides mandates and some funding for services for students who have disabilities.

IEP – Individual Education Program (Plan). An education plan for school aged children, which is similar to the IFSP, but more focused on the child's goals rather than family goals.

IFCSP – Individual Family Community Support Plan. A plan developed for a child with a severe emotional disturbance.

IFSP – Individual Family Service Plan. An interagency document written by all team members who work with the child ages birth through two years and family. It includes needs, strengths, goals and services.

IIP – Individualized Interagency Intervention Plan or Triple IP. IIP is an option for children and families to create a coordinated plan when 2 or more agencies are working with the family. It is very similar to the IFSP for birth to 3 year old children.

Inclusion. Participation of a child with special needs in activities with typical peers with proper adaptations.

Interagency. Multiple agencies in a community working together to provide children and their families with a wide range of resources.

Intra-District Transfers. Placement of a student in another school/program within the same school district.

Ketogenic Diet. Restricted diet used to prevent epileptic seizures. High in fat content and low in carbohydrates.

Kinesthesia. The ability to know where one's arms, legs, etc. are in space without the use of the traditional five senses

LAP – Lifetime Assistance Program. The Arc Greater Twin Cities offers a program that combines comprehensive person-centered planning with long-term legal and financial planning to help families achieve lifelong quality of life for the person with an intellectual or developmental disability.

LCSW – Licensed Clinical Social Worker. A trained and licensed specialist in the social, emotional and financial needs of children and families. Social workers often help children and families obtain the resources and services they need.



LD – Learning Disability. A disorder in which a person has difficulty learning in a typical manner. The person has average or above average potential but has difficult learning in one or more areas (such as reading or math) and exhibits a severe discrepancy between their ability and achievement.

LEAP – Learning Experiences. An alternative program for preschoolers and parents. This program has two components: an integrated preschool program (which includes both typically developing children and children with autism) and a behavior skills program for parents. Emphasizes systematic training of peers as interactors.

Lending Libraries. A library from which people can borrow books, materials and equipment for a period of time.

LKS – Landau-Kleffner Syndrome. A rare form of childhood epilepsy which results in a severe language disorder. A child's ability to speak is seriously affected. Behavioral problems are common, especially hyperactivity, poor attention, depression and irritability. Some children have very abnormal episodes of "autistic type behavior" with some symptoms such as avoidance of contact with family and friends, extreme pickiness over food, very disturbed sleep, attacks of rage and aggression, insensitivity to pain and bizarre, inappropriate or repetitive play.

Lovaas Method. A discrete trial early intervention method. Individuals providing specific Lovaas therapy are required to have specific clinical experience. Teaching situations are one-on-one and are designed to maximize the child's success and minimize failures. 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 typically developing.

MA – Medical Assistance. Publicly funded health care programs that provide coverage for low-income senior citizens, children and families, and people with disabilities.

MAC – Minnesota Autism Center. Center-based program that provides Applied Behavioral Analysis (ABA) therapy on an individualized basis to children and youth 2-21 years of age.

MACMH – Minnesota Association for Children's Mental Health. Non-profit organization providing a support network, information, workshops, and training. Sponsors annual children's mental health conference.



Mainstreaming. The practice of educating students with special needs in regular classes during specific time periods based on their skills. Placement of a child in a classroom with non-disabled peers versus a separate classroom for children with special needs. Mainstreaming and inclusion often get used interchangeably and actually are different. Mainstreaming is based on the philosophy that children earn their way into regular classrooms because they can do what the other kids do.

MCCP – Metro Crisis Coordination Program. Provides an array of services (training, technical assistance, transition and crisis beds) to manage crisis situations due to challenging behaviors or housing emergencies.

MCYSHN – Minnesota Children and Youth with Special Health Needs. A state service that provides information and referral to both public and private resources for families and professionals working with families with children and youth with special health needs.

MDE – Minnesota Department of Education. MDE 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.

MDH – Minnesota Department of Health. Strives to protect, maintain and improve the health of all Minnesotans. Responsibilities include: Assuring a strong public health system; promoting healthy communities and eliminating health disparities; preventing the spread of infectious disease; making environments safe and healthy; preparing for disasters and emergencies; and helping all people get quality health services.

MDLC – Minnesota Disability Law Center. 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 (MA/TEFRA).

Medical Services. Services that are directed toward diagnostic, preventive, therapeutic or palliative treatment of a medical condition and that are performed, directed or supervised by a state-licensed health professional.

Mental Health Behavioral Aide. Children's Therapeutic Services and Supports (CTSS) paraprofessionals working under the clinical supervision of mental health professionals or under the direction of mental health practitioners to implement the mental health behavioral aide services identified in a child's individual behavior plan.

Mental Health Professional. A licensed and/or credentialed professional who specializes in the treatment of individuals with psychiatric, psychological, emotional or behavioral diagnoses. They provide clinical services in the treatment of mental illness or emotional disturbance.



MinnesotaCare. Health coverage for Minnesota residents who do not have access to affordable health insurance.

MNET – Minnesota Non-Emergency Transportation System. A system of arranging for or reimbursing transportation for eligible recipients.

Minnesota Statutes. Laws passed by legislative bodies that govern the State of Minnesota.

Motor Planning/Praxis. Ability to think through and physically carry out a task. 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.

Music Therapy. Uses music to address physical, emotional, cognitive and social needs of individuals of all ages. Music therapy improves the quality of life for persons who are well and meets the needs of children and adults with disabilities or illnesses.

MVNA – Minnesota Visiting Nurse Agency. An agency that provides home health care and community health services to individuals and families in the Twin Cities metro area that are economically disadvantaged and at high risk for critical social and health issues.

NAC – National Autism Conference. Provides comprehensive, evidence-based information to assist educators, other professionals and families in developing effective educational programming for all students with autism spectrum disorders.

NAMI – National Alliance on Mental Illness. A grassroots mental health organization in Minnesota dedicated to improving the lives of individuals and families affected by mental illness.

Networking. The development of contacts or exchanging of information.

Neuroleptic. A class of medications typically used to treat serious mental illness when a calming effect is desired. Examples include Haldol (haloperidol) and Risperdal (Risperidone).

Neurologist. A physician specializing in medical problems associated with the brain and spinal cord.



Neuropsychology. The branch of psychology that deals with the relationship between the nervous system, especially the brain, and cerebral or mental functions such as language, memory and perception.

NICHCY – National Information Center for Children and Youth with Disabilities. A national information and referral center that provides information on disabilities and disability-related issues for families, educators and other professionals, focusing on ages birth to 22.

NIH – National Institutes of Health. One of the world’s foremost medical research centers.

NIMH – National Institute of Mental Health. A government agency dedicated to transforming the understanding and treatment of mental illnesses through basic and clinical research, paving the way for prevention, recovery, and cure.

Non-Public Schools. Tuition-based programs that have specific entrance requirements.

Nutritionist/Dietitian. A health professional with special training in nutrition who can offer help with the choice of foods a person eats and drinks.

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. There are two features of this disorder. 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 6 months. These behaviors must occur more frequently than is typically observed in individuals of comparable age and developmental level. (Taken from DSM-IV.)

OE – Open Enrollment. Allows all Minnesota public school students the opportunity to apply to attend school outside of the school district where they live.

Online Learning. Provides a means for students to continue, expand or enhance their education online.

OSEP – Office of Special Education Programs. A government agency dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.



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

PAC – Parent Advisory Council/Committee. Parent organization consisting of parents and school staff who provide funding for programs and organization of school activities.

PACER – Parent Advocacy Coalition for Educational Rights. A parent training and information center for families of children and youth with all disabilities from birth through 21 years old. The mission is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.

Para/Paraprofessional/Paraeducator. A term for a paraprofessional or assistant in the classroom setting.

Parent/Guardian. A person who can exercise legal parental responsibility for a child.

PCA – Personal Care Assistant/Assistance. Trained personnel that help with the care of people with disabilities, typically in the clients’ home.

PDD – Pervasive Developmental Disorder. This term is used both as a broad term to apply to a variety of pervasive developmental disorders (Autism, Rett’s Syndrome, Childhood Disintegrative Disorder, Asperger’s) and as a specific diagnosis of PDD-NOS (not otherwise specified) to describe a diagnosis that does not quite meet criteria for another pervasive developmental disorder.

PDN – Private Duty Nursing. Provides 1:1 nursing care to an individual client, most often in the client’s home.

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

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

PHN – Public Health Nurse. Protects and promotes the health and safety of children and families in the community through services such as home visits. Provides help for families who have children with special needs.



PI – Physical Impairment. A medically diagnosed chronic physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services. The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor tasks; independent movement; or performing basic life functions.

Pica. Ingestion of non-food items.

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 and work.

PIC SYMS (or PCS) – Picture Communication Symbols. A 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 that needs visuals.

PLAAPF – Present Level of Academic and Functional Performance. The child's present levels of performance are outlined in their program plan (i.e., IEP, IFSP, IIP, IFCSP).

Play Therapy. A type of psychotherapy for young children involving the use of toys and games to build a therapeutic relationship and encourage the child's self-expression.

PLEP – Present Level of Educational Performance. A statement of how the child/student is currently functioning included in the program plan (i.e., IEP, IFSP, IIP, IFCSP).

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

Preschool Screening/Early Childhood Screening. Involves testing children between the ages of 3 and 5 in basic health and developmental areas, including hearing, vision, coordination, speech, [cognitive development](#) and social-emotional skills. The purpose of preschool screening is to identify health, developmental and/or other factors that may interfere with a child's learning, growth and development.

Private Alternative Schools. Programs for students at risk of not graduating due to special circumstances such as health issues or other factors.



Proactive Behavior Management Plan. A process for behavior management that lists individual strategies and positive programs that have been successful. This can be attached to the Individual Educational Plan (IEP) to help students manage and reduce challenging behaviors.

Project C3 - Connecting Youth to Communities and Careers. A unique partnership between PACER Center, Pathways to Employment, Minnesota Department of Employment and Economic Development (DEED), Minnesota Department of Education, and other state and local organizations. The goal of the project is to improve employment and postsecondary outcomes for youth with disabilities. (www.c3online.org)

Proprioception. This is 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. Proprioception also contributes to balance, especially on stable surfaces.

Psychiatrist. A medical doctor who specializes in the branch of medicine dealing with the diagnosis and treatment of mental disorders.

Psychologist. A mental health professional who has received specialized training in the study of the mind and emotions.

Psychotherapy. The treatment of emotional or behavioral problems by psychological means, often in one-to-one interviews or small groups. For young children, play therapy may be used.

PT – Physical Therapy. Services provided by physical therapists to help restore function, improve mobility, relieve pain and prevent or limit permanent physical disabilities of patients suffering from disabilities, injuries or disease. Restores, maintains and promotes overall fitness and health. A service provided to improve the use of bones, muscles, joints and nerves.

PY – Planning Year. The process of preparing goals for action in the coming year.

RDI – Relationship Development Intervention. A social relationship development program designed to enable parents to teach “dynamic intelligence skills” to their children. The goal is for children with autism to become more flexible thinkers and to adapt more easily to ever-changing environments.

Receptive Language. The understanding of spoken, written and gestural communication.

Referral. To direct someone to a service or resource for information or help.

Research. Careful and systematic study and investigation in some field of knowledge.



Resources. A source of aid or support that may be drawn upon when needed.

Respite. Short-term care that is 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 complex neurological disorder which occurs almost exclusively in females and affects them throughout their lives. Individuals are profoundly physically and learning disabled and significantly dependent on others for all their needs. This condition is rare. Early development follows a pattern of autism.

SEAC – Special Education Advisory Committee. A group that provides input on special education issues to its local school district. Its purpose is to advise and advocate, not to decide policy. Minnesota law requires each school district in the state to have a SEAC although it does not specify how the groups should be organized or what duties they should perform. As a result, each SEAC may have a unique mission and structure.

Secretin. A hormone naturally present in the body that serves as a message carrier from the upper small intestine (just past the stomach) to the pancreas and liver. The message is “Food has arrived, please squirt digestive juices into it.” When the message is received, the pancreas and liver deliver their digestive juices to greet food as it passes from the stomach into the upper part of the small intestine.

SED – Severe Emotional Disturbance. For county eligibility determination, a child has an SED and meets one of the following criteria: (1) the child has been admitted within the last three years or is at risk of being admitted to inpatient treatment or residential treatment for an emotional disturbance; or (2) the child is a Minnesota resident and is receiving inpatient treatment or residential treatment for an emotional disturbance through the interstate compact; or (3) the child has one of the following as determined by a mental health professional: (i) psychosis or a clinical depression; or (ii) risk of harming self or others as a result of an emotional disturbance; or (iii) psychopathological symptoms as a result of being a victim of physical or sexual abuse or of psychic trauma within the past year; or (4) the child, as a result of an emotional disturbance, has significantly impaired home, school, or community functioning that has lasted at least one year or that, in the written opinion of a mental health professional, presents substantial risk of lasting at least one year.

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

Service Coordinator. A service coordinator, interagency facilitator or case manager provides information about programs and services which may be available in the community, and helps families connect to other agencies.



SI – Sensory Integration. Children with sensory integration issues have difficulty processing everyday sensations. They also exhibit unusual behaviors such as avoiding or seeking out touch, movement, sounds, and sights.

SI – Speech Impairment. Communication problems that affect the way children talk and understand. These disorders may range from simple sound substitutions to not being able to use speech and language at all. Most are described as expressive and receptive language disorders.

SIB – Self-Injurious Behavior. Behaviors that people intentionally engage in that cause physical bodily harm to themselves, such as cutting, scraping, burning, biting or hitting.

Siblings. A brother or a sister.

Skills Training. The process of learning communication and interactional skills with the help of a trained therapist.

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

SLP – Speech/Language Pathologist. A licensed professional who assesses, diagnoses, treats and helps to prevent disorders related to speech, language, cognitive-communication, voice, swallowing and fluency.

SMRT – State Medical Review Team. A unit at Department of Human Services (DHS) that determines disability in consultation with medical professionals appointed by the commissioner. A primary function of SMRT is certifying disability for people who are applying for (or appealing the denial of) Social Security Administration (SSA) disability benefits.

Social Security Administration. An independent government agency responsible for the Social Security system.

Social Skills Training. Helps children who have difficulty making and keeping friends and coping with aggression. Teaches children to build social interaction skills ranging from basic skills (such as making eye contact) to complex and subtle skills (like asking for a date).

Social Stories. A social story is a story defined by a specific format and guidelines that objectively describes a person, skill, event, concept or social situation. It requires consideration of the perspective of the person with autism.

Social Thinking. Michelle Garcia Winner's treatment approach for social and communicative challenges for those with Asperger's or high functioning autism.



Son Rise. The name of a book by Barry Neil Kaufman about his son with autism. Also the name of a program started by Kaufman for treating/educating children with autism. An educational treatment program which includes joining children instead of going against them. The program places parents as key teachers, therapists and directors of their own programs and utilizes the home as the most nurturing environment in which to help their children.

SPDF – Sensory Processing Disorder Foundation. SPDF conducts an active program of public and professional education that includes regional and national workshops and conferences and a variety of other activities such as e-learning opportunities.

Special Education. Specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability.

Special Needs Child Care. Provides a short-term solution to resolve a family crisis and prevent out of home placement. Not intended to be used on an ongoing basis to support a parent's education, training or employment activities.

SSI – Supplemental Security Income. Administered by Social Security Administration (SSA). A Federal income supplement program designed to help aged, blind and disabled individuals who have little or no income. It provides cash to meet basic needs for food, clothing and shelter.

SSRI – Selective Serotonin Reuptake Inhibitor. One of the commonly prescribed drugs for treating depression. It affects the chemicals that nerves in the brain use to send messages to one another.

SST – Student Support Team. A regular education, interdisciplinary group that uses a systematic approach to address learning or behavior problems of students and plan alternative instructional strategies.

Stimming. The informal term for self-stimulation. Repetitive behaviors may include many actions, such as head banging, hand flapping, picking at the wall or playing with string.

Structured Teaching. A system for visually structuring environments and work systems. Developed by TEACCH.

TACA – Talk About Curing Autism. Provides information, resources and support to families affected by autism. Monthly meetings that feature educational speakers on important topics and allow family members to connect with one another.

Tactile Defensiveness. Child overreacts to or avoids any kind of touch. Child can be easily overwhelmed by, and fearful of, ordinary daily experiences and activities, for example hugs, tags on clothing, bare feet on grass or sand, or messy things. Can prevent a child from play and interactions critical to learning and social interactions.



TCAS – Twin Cities Autism Society. Now called Autism Society of Minnesota (AuSM). Official branch of the Autism Society of America (ASA).

TCCS – Twin Cities Crisis Services. Provides mobile mental health crisis response, assessment and residential stabilization services to adults, children and families experiencing a mental health crisis in Anoka County. (Formerly known as Riverwind.)

TEACCH – Treatment and Education of Autistic and Other Communication-Handicapped Children. Teacher training program developed in mid-70's in North Carolina for teachers of students with autism.

Team. A group of people working together in a cooperative activity.

TEFRA – Tax Equity Fiscal Responsibility Act. Medical Assistance (MA) for children with disabilities.

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 in children with autism holds that this ability fails to develop in the normal way.

Transition. Schools are responsible to provide transition services to assist a child with disabilities to successfully access the adult world, through work experiences and/or through postsecondary options and related services. Transition services must be individually tailored to the child's needs and skills.

Tuition Billing Agreements. Occurs when a district other than the resident district provides education to a special education student placed out of district for services.

USC – United States Code. A consolidation and codification by subject matter of the general and permanent laws of the United States.

Verbal Apraxia. A speech disorder that interferes with a 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 move and where to go 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.



Vision Therapy. Therapy activities used to stimulate general visual arousal, eye movements and the central visual system.

Visual Discrimination. Ability to detect differences in objects, forms, letters or words by sight.

Visual Supports. Provides visual cues for those who may have trouble processing or remembering auditory information. Some examples of visual supports include picture schedules, picture symbols, written and clear environmental boundaries and lists.

Vitamin B6/Magnesium Therapy. A megavitamin therapy for children with autism.

WIC – Women, Infants and Children. A Federal assistance program for healthcare and nutrition of low-income pregnant women, breastfeeding women and infants and children under the age of five.

Writing Therapy/Journal Therapy. The purposeful and intentional use of a written record of one's own thoughts or feelings to further psychological healing and personal growth.





13. APPENDIX A

Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)

Diagnostic Criteria for Autism Spectrum Disorders

DSM-IV Diagnostic Criteria for Asperger's Disorder

- A. Qualitative impairment in social interaction, as manifested by at least two of the following:
- (1) Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction
 - (2) Failure to develop peer relationships appropriate to developmental level
 - (3) A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest)
 - (4) Lack of social or emotional reciprocity
- B. Restricted, repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least one of the following:
- a) Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus
 - b) Apparently inflexible adherence to specific, nonfunctional routines or rituals
 - c) Stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements)
 - d) Persistent preoccupation with parts of objects
- C. The disturbance causes clinically significant impairments in social, occupational, and other important areas of functioning.
- D. There is no clinically significant general delay in language (e.g. single words used by age 2 years, communicative phrases used by age 3 years).
- E. There is no clinically significant delay in cognitive development or in the development of age-appropriate self-help skills, adaptive behavior (other than in social interaction), and curiosity about the environment in childhood.
- F. Criteria are not met for another specific Pervasive Developmental Disorder or Schizophrenia



DSM-IV Diagnostic Criteria for Autistic Disorder

- A. A total of six (or more) items from (1) , (2), and (3), with at least two from (1), and one each from (2) and (3):
- (1) Qualitative impairment in social interaction, as manifested by at least two of the following:
 - (a) Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction
 - (b) Failure to develop peer relationships appropriate to developmental level
 - (c) A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest)
 - (d) Lack of social or emotional reciprocity
 - (2) Qualitative impairment in communication as manifested by at least one of the following:
 - (a) Delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative method of communication such as gesture or mime)
 - (b) In individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others
 - (c) Stereotyped or repetitive use of language or idiosyncratic language
 - (d) Lack of varied, spontaneous make-believe play or social-imitative play appropriate to developmental level
 - (3) Restricted, repetitive and stereotyped patterns of behavior, interests, and activities, as manifested by at least one of the following:
 - (a) Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus
 - (b) Apparently inflexible adherence to specific, nonfunctional routines or rituals
 - (c) Stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements)
 - (d) Persistent preoccupation with parts of objects
- B. Delays or abnormal functioning in at least one of the following areas, with onset prior to age 3 years: (1) social interaction, (2) language as used in social communication, or (3) symbolic or imaginative play
- C. The disturbance is not better accounted for by Rett's Disorder or Childhood Disintegrative Disorder

DSM-IV Criteria for Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS)

This category is used when there is a severe and pervasive impairment in the development of reciprocal social interaction or verbal and nonverbal communication skills, or when stereotyped behavior, interests, and activities are present, but the criteria are not met for a specific Pervasive Developmental Disorder (such as Autistic Disorder or Asperger's Disorder). For example, this category includes "atypical autism" -- presentations that do not meet the criteria for Autistic Disorder because of late age at onset, atypical symptomatology, or subthreshold symptomatology, or all of these.



14. APPENDIX B

Minnesota Educational Criteria for Autism Spectrum Disorders

MN Rule 3525.1325 AUTISM SPECTRUM DISORDER (ASD) <https://www.revisor.mn.gov/rules/?id=3525.1325>

Subpart 3. **Criteria.** A multidisciplinary team shall determine that pupil is eligible and in need of special education instruction and related services if the pupil meets the criteria in items A and B. A determination of eligibility must be supported by information collected from multiple settings and sources.

A. An educational evaluation must address all three core features in subitems (1) to (3). The team must document that the pupil demonstrates patterns of behavior described in at least two of these subitems, one of which must be subitem (1). The behavioral indicators demonstrated must be atypical for the pupil's developmental level. The team shall document behavioral indicators through at least two of these methods: structured interviews with parents, autism checklists, communication and developmental rating scales, functional behavior assessments, application of diagnostic criteria from the current Diagnostic and Statistical Manual (DSM), informal and standardized evaluation instruments, or intellectual testing.

(1) Qualitative impairment in social interaction, as documented by two or more behavioral indicators, for example: limited joint attention and limited use of facial expressions directed toward others; does not show or bring things to others to indicate an interest in the activity; demonstrates difficulties in relating to people, objects, and events; a gross impairment in ability to make and keep friends; significant vulnerability and safety issues due to social naiveté; may appear to prefer isolated or solitary activities; misinterprets others' behaviors and social cues.

(2) Qualitative impairment in communication, as documented by one or more behavioral indicators, for example: not using finger to point or request; using others' hand or body as a tool; showing lack of spontaneous imitation or lack of varied imaginative play; absence or delay or spoken language; limited understanding and use of nonverbal communication skills such as gestures, facial expressions, or voice tone; odd production of speech including intonation, volume, rhythm, or rate; repetitive or idiosyncratic language or inability to initiate or maintain a conversation when speech is present.

(3) Restricted, repetitive, or stereotyped patterns of behavior, interest, and activities, as documented by one or more behavioral indicators, for example: insistence on following routines or rituals; demonstrating distress or resistance to changes in activity; repetitive hand or finger mannerism; lack of true imaginative play versus reenactment; overreaction or under-reaction to sensory stimuli; rigid or rule-bound thinking; an intense, focused preoccupation with a limited range of play, interests, or conversation topics.

B. The team shall document and summarize in an evaluation report that ASD adversely affects a pupil's performance and that the pupil is in need of special education instruction and related services. Documentation must include:

(1) An evaluation of the pupil's present levels of performance and educational needs in each of the core features identified by the team in item A. In addition, the team must consider all other areas of educational concern related to the suspected disability;

(2) Observations of the pupil in two different settings, on two different days; and

(3) A summary of the pupil's developmental history and behavior patterns.



15. APPENDIX C

List of Assistive Technology

**iPhone, iPad and iPod touch
Apps for (Special) Education**



**App list: app icon, title with link, and description provided. Authored by Eric Sailers.
Updated 4/10/2010. Based on a list by Samuel Sennott.
Eric Sailers & David Niemeijer**











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Communication Apps

Icon	App Title	App Description
	<u>ABA Flash Cards</u>	In this set of 52 images, learn actions via text, photo and real audio.
	<u>ArtikPix</u>	Currently for iPad only, ArtikPix has flashcard and matching activities with 560 cards for articulation practice.
	<u>DAF Assistant</u>	Delayed auditory feedback and frequency shifting to help improve stuttering.
	<u>Expressionist</u>	Cartoon drawings with 120 commonly used expressions in seven categories and 1000+ nouns.
	<u>iCommunicate</u>	Pre-loaded pictures and storyboards/routines (e.g., schedule) facilitate language comprehensive.
	<u>iConverse</u>	AAC tool to express six different icons representing basic needs: food, drink, sick, bathroom, help, break.
	<u>In My Dreams</u>	Learn reading, matching and sign language skills via animations paired with text and recorded audio.
	<u>iPrompts</u>	Visual prompting tool containing original artwork for schedules, a timer, choice prompts and a library.










Communication Apps

Icon	App Title	App Description
	<u>iSpeak Spanish</u>	Uses high quality text-to-speech to translate English to Spanish and Spanish to English.
	<u>iSpeech</u>	List of sounds for developmental ages 3 to 7+, and explanations for forming and teaching the sounds.
	<u>iSpeech Toddler Sign</u>	Two animated children, Sadie and Sammy, animate 30 signs each, with accompanying explanations.
	<u>iTranslate Plus</u>	Translate words and whole sentences in 52 languages, and use text-to-speech with 43 voices in 16 languages.
	<u>Jolly Holiday</u>	Learn prepositions while decorating the tree, then learn the signs to Rudolph the Red Nose Reindeer.
	<u>Learn to Talk</u>	Over 160 interactive flash cards to learn nouns, verbs, early syntax and word combinations.
	<u>Locabulary Lite</u>	Audio output for expressing phrases (“hello”), moods (“I am happy”), assistance (“Call the doctor”) and restaurants.
	<u>Look2Learn</u> – AAC	AAC system with photos and preloaded voices to express wants and needs.









Communication Apps









Icon	App Title	App Description
	<u>Mobile Articulation Smarty Speech</u>	Over 600 words (organized by sound) to practice articulation in flash cards with user and data features.
	<u>Model Me Going Places</u>	With six locations (e.g., playground), each has photos (with narration) of children modeling the behavior.
	<u>MyTalk</u>	AAC software with photos and voice recording feature that can be used with web authoring service.
	<u>Pocket SLP Articulation</u>	With 400 images, practice phonemes in various positions of words or sentences, and save/email data.
	<u>Proloquo2Go</u>	Full AAC solution with over 7000 symbols, natural sounding voices, automatic conjugation and more.
	<u>Sentence Builder</u>	With 100 pictures, it helps elementary aged children to build grammatically correct sentences.
	<u>Sign 4 Me</u>	With more than 11,500 words in the library, you can learn signed English from a 3D avatar.
	<u>Sign Smith ASL</u>	With more than 1,200 signs, you can learn American Sign Language from a 3D avatar.



Communication Apps

Icon	App Title	App Description
	<u>Speak It!</u>	Copy or type text for text-to-speech using natural sounding voices.
	<u>StepStones</u>	Visual schedules for 9 sequential activities can be checked for completion, and more activities can be added.
	<u>TapSpeak Button</u>	Record audio for an unlimited duration, then communicate single messages by tapping a big (red) circle.
	<u>Visules</u>	Uses drawings and photos to communicate schedules and actions.
	<u>Voice4U</u>	With over 130 icons and recorded audio, express feelings, thoughts, actions and needs.
	<u>WhQuestions</u>	With built-in data tracking, there are over 300 “wh” questions for who, what, where, why, how.











Organization Apps		
Icon	App Title	App Description
	ABC Data	Data collection tool for counting behaviors by simple tallies or percentages, recording duration and emailing the data.
	AppBox Pro	With 18 applications in one, there are currency/unit converters, tip/loan/periodic calculators and a translator.
	Awesome Note	Combines notes with to-dos that are transferred to email, Google Docs and Evernote.
	Behavior TrackerPro	Track ABC data, frequency and duration, and high frequency data, and graph them.
	Bump	By bumping two phones together, exchange contact information and photos without typing.
	Dictionary	Using predictive text, search for a word and its definition/synonym in content from dictionary.com or thesaurus.com.
	Dropbox	Dropbox files to view, download for offline viewing, capture and sync photos and videos, and share links.
	Evernote	Create text, photo and audio notes that synchronize to your computer.








Organization Apps		
Icon	App Title	App Description
	First Then	Audio-visual prompting tool for scheduling daily events or steps to complete an activity.
	FlashCards	Upload a .csv file online that imports text to the app, then add photos and audio to your flash cards.
	Google Mobile	Access Google Apps and search using your voice, and use Safe Search for content filtering.
	Grocery IQ	Build lists by scanning the barcode with your iPhone camera, or by using the predictive search feature.
	IEP Checklist	Provides a list of items (with description and ed code) to complete for an IEP.
	iResponse	With free desktop software, this is a classroom responder system for enabling interactive lectures.
	iReward	With this motivation chart, choose the behavior, the reward from your camera or photos, and optional praise.
	iRewardChart	With this motivation chart, assign tasks, track progress, and pay rewards for achievements.











Organization Apps		
Icon	App Title	App Description
	ITPADD	Apps for a calculator, timer, tally counter, schedules and storybooks.
	Keynote Remote	Control a Keynote slide presentation on your computer from your iPhone or iPod touch.
	myHomework	Keep track of homework, classes, tests, and projects with number reminders on the app icon.
	Percentally	Data collection with automatic percentage conversion, and sharing to clipboard, email and Google Spreadsheet.
	Picture Scheduler	To aid in recall of details, record audio and video notes to accompany a photo in a listed schedule.
	Tallymander	Counting tool for tracking scoring systems, (e.g., basketball game), compute for data analysis, and share a .csv file.
	Time Timer	Improves time management with a visual depiction of time, and optional audible and vibrate signals for iPhone.
	ToDo	Task Management with alerts, subtask, checklists, and synchronization with Outlook or iCal.











Organization Apps		
Icon	App Title	App Description
	Whiteboard	Use shapes to specify meaning in images from your camera and photo album, and invite others to view.
	Wikipanion	Using predictive text, search for Wikipedia entries, and bookmark the whole entry or individual sections.

Reading Apps		
Icon	App Title	App Description
	ABC Animals	Interactive animal flash cards with audio that provide the letter name, associated animal name, and the phonetics.
	abc Pocket Phonics	Combines three apps in one with letter sounds, letter writing practice and 170 first words.
	Alphabet Animals	All 26 letter in interactive flash cards that make sounds and animations with touched.








Reading Apps		
Icon	App Title	App Description
	<u>Curious George Birthday</u>	In this book, discover George's birthday surprise as you listen to the book or record your voice.
	<u>Emperor's New Clothes</u>	The classic has been slightly alerted to accompany a narrated book with original art.
	<u>eTextbooks</u>	When connected to the internet, access your eTextbooks to read them and to view your notes.
	<u>Goldilocks & The 3 Bears</u>	The interactive book has story narration with words that are highlighted as they're read.
	<u>ICDL Books for Children</u>	Thousands of children's books (e.g., Three Little Pigs) from 60 countries in various languages with illustrations.
	<u>iLook</u>	High contrast, white on black picture book with five categories (e.g., animals, food) for young children.
	<u>iMotherGoose – Bugs</u>	Talking picture book with full color pictures that speak the insect name when touched.
	<u>iStoryTime Kids Books</u>	The books are illustrated, include text, and are narrated with pages that turn automatically or manually.











Reading Apps		
Icon	App Title	App Description
	Kindle for iPhone	Download and read Kindle books, highlight and take notes, and select alternate text and background colors.
	Little Red Riding Hood	The talking, interactive book has story narration paired with text and animated objects.
	My Friend Isabelle	Learn about two friends with differences in this narrated story paired with highlighted text.
	See Read Say	Includes all 220 DolchWords spoken at the push of a button, and individual progress is tracked.
	Sesame Street	In this book, watch Elmo and friends chase a puppy as you listen to the book or record your voice.
	Stanza	Download from over 50,000 free books, and read them with tabbed navigation, copy support and note sharing.
	Stories2Learn	Create personalized stories using photos, text and audio messages.
	StoryKit	Create a story by drawing, taking a photo, typing and recording your voice, then upload the story to a website.










Reading Apps		
Icon	App Title	App Description
	The Cat in the Hat	The interactive book is narrated with words that highlight as they're read, and zoom when pictures are touched.
	Three Little Pigs	The interactive book has story narration paired with text, and the characters can be touched to make sounds.
	weesay ABC	Pre-loaded, or create your own album of alphabetical sounds and images using the camera and microphone.

Writing Apps		
Icon	App Title	App Description
	Chicktionary	Using the timed or untimed mode, use letters to create words and retrieve the word definitions.
	Dragon Dictation	Voice recognition to speak, see and edit your text, then share it to the clipboard, SMS and email.







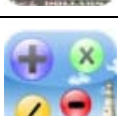


Writing Apps		
Icon	App Title	App Description
	Dragon Search	Voice recognition to speak, see and edit your text, then search on Google, YouTube, Wikipedia, iTunes & Twitter.
	FirstWords: At Home	With pictures of over 30 items around the house, touch a letter to hear it and drag it to the correct word position.
	iWriteWords	In easy or regular mode, trace numbers, lowercase and uppercase letters using numbered prompts.
	MindMeister	Create, view and edit mind maps, then share them to a website to view and edit further.
	Spel It Rite Pro	From two choices, select the correctly spelled word as quickly as possible.
	Textfree	Utilizing a Textfree email account, send and receive unlimited texts free for a whole year.
	Word Magic	With a picture shown and a letter missing in a word, select the correct choice for reinforcers and rewards.
	Word Scramble 2	Among scrambled letters, tap three or more to create words in a single player, multi-player or live game online.








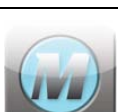


Math Apps		
Icon	App Title	App Description
	123 Animals Counting	Touch 40 different animals with sounds to see and hear numbers counted.
	Arithmaroo1	With time and scores in various levels, the game format makes counting fun.
	Cloud Math	Practice adding, subtracting, multiplying and dividing with a timer, levels of difficulty and solution choices.
	Coin Math	Learn how to add and match coins, and pay for items.
	Cute Math	Seven cute activities for counting, adding and subtracting with manipulatives, solution choices and verbal praise.
	Freddy Fraction	Use Freddy, an alien, to determine the equivalence among fractions, decimals and percents.
	Graphing Calculator	Scientific calculator and high resolution function plotter to trace multiple equations on the same graph.











Math Apps		
Icon	App Title	App Description
	KidCalc Math Fun	Activities for number recognition, counting and math operations using flash cards, puzzles and games.
	Kids Math Fun – Kindergarten	With choices and data collection, practice addition and subtraction of two single digit numbers.
	Math Drills	Drills for adding, subtracting, multiplying and dividing with number lines, hints and facts.
	Math Magic	Adding, subtracting, multiplying and dividing with visual supports, solution choices, reinforcers and rewards.
	MathSpin3	With data collection, spin the wheel and determine if the numbers are greater than, less than or equal.
	Money – Learn to Count	Customize the values of money, then select the correct value that corresponds to bills and coins pictured.
	Pop Math	In adding, subtracting, multiplying and dividing, pop pairs of bubbles that match the equation with the solution.








Music Apps		
Icon	App Title	App Description
	<u>Air</u>	Vocal and piano samples arranged in an every changing composition.
	<u>Beatbox</u>	Channel your inner hip-hop self to create fresh beats anywhere.
	<u>Bloom</u>	Create elaborate patterns and unique melodies by simply touching the screen.
	<u>Drum Kit</u>	Create and record drum track as you're playing along to songs from your iPod library.
	<u>Finger Piano</u>	Without any skill needed, play the piano with your finger.
	<u>Flick Tunes</u>	Control your music library by flicking to advance and reverse songs, adjust volume, fast forward and more.
	<u>GrooveMaker Free</u>	Create full-length electronic, dance and hip-hop tracks by layering the music.
	<u>MixMeister Scratch</u>	DJ music by selecting a song in your iPod library, then select a scratch style and begin scratching.







Music Apps		
Icon	App Title	App Description
	Pandora Radio	Start with the name of one of your favorite artists or songs, then Pandora creates a station of similar music.
	Preschool Music	Four musical activities that include colorful, interactive illustrations.
	Shazam	Point your device toward music to determine the song that is playing.
	Tap Drum Pad	An 8 pad with eight sound sets that includes acoustic and electric sounds.
	Tap Tap Revenge 3	Tap and shake to the beats featuring tons of free tracks by popular artists in offline or online modes.
	TonePad	Create songs by simply touching the screen and seeing notes light up.
	Trope	Create soundscapes by tracing your finger on the screen, varying the tone with each movement.
	Vocal Zoo	Touch real animal photos to play animal sounds individually or in chorus.




Music Apps		
Icon	App Title	App Description
	White Noise	Provides ambient sounds from the environment (e.g., waves on the beach) to help you relax or sleep.









Song Apps		
Icon	App Title	App Description
	Five Little Monkeys	Musical counting game based on the popular rhyme with toys that react to touch.
	Itsy Bitsy Spider	Based on the popular song, every item is interactive, and the spider navigates you from screen to screen.
	Kid Songs Kwiz Game	As a popular kid song plays, touch the corresponding picture from a field of four.
	Old MacDonald	Musical book with twelve interactive pages that play the song in varied languages or instruments, or records your voice.











Song Apps		
Icon	App Title	App Description
	<u>Puff the Magic Dragon</u>	An animated video plays as the classic song is sung.
	<u>Toddler JukeBox</u>	Listen to five classic songs (e.g., B-I-N-G-O) and one original song by a children's artist.
	<u>Wheels on the Bus</u>	Musical book with eight interactive pages that plays the song in varied languages or instruments, or records your voice.
	<u>World of Lullabies</u>	Audio and lyrics provided for ten lullabies (e.g., This Old Man, Twinkle Twinkle Little Star).

Art Apps		
Icon	App Title	App Description
	<u>Art Camera</u>	With 33 filters, your photos can mimic art styles (e.g., Warhol) and be shared to email, Facebook or Twitter.








Art Apps		
Icon	App Title	App Description
	Camera Zoom 2	Zoom in/out with your iPhone camera, take pictures by pressing the volume and utilize the timer.
	ColorSplash	For a dramatic effect, convert your photos to black and white while maintaining the details in color.
	Cooliris	Photo and video content displayed on a stunning, endless wall, and search across multiple websites.
	Curious George	With virtual stickers and 45 colors, paint 56 unique pages of Curious George and friends.
	Doodle Buddy	Finger paint with colors, and tap the screen to include stamps on pictures or provided backgrounds.
	Doodle Kids	Using a finger, draw random shapes in random colors and random sizes, then shake to clear the screen.
	Flickr	Search and capture photos and videos, tag, do batch uploads and share to the Flickr community.
	Gorillacam	Take photos by pressing anywhere on the screen, or use features such as a self-timer, time lapse and rapid-fire.







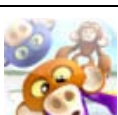

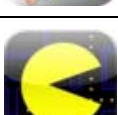
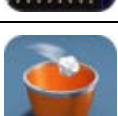
Art Apps		
Icon	App Title	App Description
	iColoringBooks	With many pen colors, paint included images, or use downloaded images from the internet.
	Itsy Bitsy Spider	A musical coloring image with 70 elements to paint, and the image has a button for saving to your photos.
	Photo Booth Classic	Take four photos to recreate black and white photo strips, then share to your camera roll, Facebook or Twitter.
	Photo Sketch	Use one of your photos to create a high quality, hand drawn rendering of that image.
	Photo Bucket	Upload photos to your Photobucket albums, search and download photos, and share image URL and html code.
	Photoshop Mobile	Edit photos for cropping, colors, filters like soft focus, and effects like warm vintage, then share the final products.
	Pic Pop	Use the Pic Pop box to cycle through your photo library, and double tap a photo to spin to the next one.
	PicMix	Mix two or more photos in a montage, then edit the detail and add backgrounds.



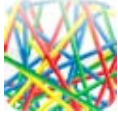







Art Apps		
Icon	App Title	App Description
	<u>SculptMaster 3D</u>	Using your fingers, create digital sculptures by painting clay-like material.

Game Apps		
Icon	App Title	App Description
	<u>21 & FUN!</u>	Before the clock reaches zero, find out how many 21s you can get, using cards featuring crazy characters.
	<u>Animal Match</u>	Improve memory skills with matching animals in one of four difficulty levels (6, 12, 20, 30).
	<u>Bubble Wrap</u>	Pop some bubbles to make all your worries disappear.
	<u>Chutes and Ladders</u>	Shake or touch to roll the dice in this multilevel board game to climb ladders and slide down chutes.










Game Apps		
Icon	App Title	App Description
	Dora – Rainbow Ride	Along with a built-in coloring book, tilt your device to steer Dora on a rainbow slide and count the crystals she collects.
	Garbage Pail Kids	In a timed game, improve visual discrimination by finding five differences between sets of two cards.
	Lightsaber Unleashed	With sound effects and dueling music, swing your device around like a light saber.
	Littlest Pet Shop	With three pets to collect, keep your pet happy as you play, dress and dance with it.
	Monkey Diving	Touch various colored monkeys to make them dive in the water without hitting their heads on rocks.
	Monopoly	Play the original board game where you shake to roll and you can buy, sell and trade properties in various modes.
	PAC-MAN	Play the classic game by tilting your device to control PAC-MAN in normal or easy mode.
	Paper Toss	Factoring in varying fan speeds, flick crumpled paper into an office waste basket.







Game Apps		
Icon	App Title	App Description
	Pickin' Stix	Closely observe the intertwined sticks to choose the top stick on the pile.
	Preschool Adventure	With six interactive activities, learn colors, shapes, body parts, numbers, animal matching and sounds.
	Real Racing	Touch or tilt the device to steer one of 48 cars in twelve unique tracks and five game modes.
	Scrabble	Play the favorite crossword puzzle by shaking your device and dragging and dropping the letter tiles.
	Skee-Ball	Flick or tilt the device to roll the ball and win tickets and prizes.
	The Oregon Trail	With Facebook connectivity, play eight mini-games (e.g., fishing) and confront setbacks (e.g., disease) in the game.
	Uno	Set the classic card game in single, multiplayer or live mode to play and interact with your friends.
	Yahtzee Adventures	Travel the globe as you shake the device to roll during various game modes.



Accessibility Apps		
Icon	App Title	App Description
	A Special Phone	In 3 easy steps (shake – verify – dial), make a call without looking and use 6 friends' images for speed dialing.
	Accessibility Settings	In the iPhone 3GS settings, use Voice Over for a screen reading, and Zoom for magnifying up to 500%.
	BigNames	With large, high-contrast text, it's easier to select and call a person from your contact list.
	Eye Glasses	Designed for the auto-focus camera on the iPhone 3GS, it magnifies items 2x, 4x, 6x, or 8x.
	iBraille	Type anything in the English-to-braille translator, and it will instantly translate to braille.
	iHear Dialer	Move your finger across the keypad to hear phone number digits, then select the digit by releasing.
	soundAMP R	The advanced processor amplifies soft and medium sounds, and softens loud sounds.



Accessibility Apps		
Icon	App Title	App Description
	Touch Mouse	With free desktop software, your device becomes a wireless track pad and keyboard for your computer.
	VOD	Using an FTP client, transfer DAISY files for playback or audiobooks.
	Voice Controls	After holding down the home button, speak voice controls to your iPhone 3GS to make calls and play music.
	Web Talk	Select text on a web page to be read aloud by male or female high quality voices.



16. ACKNOWLEDGEMENTS

A special thank you to all who participated in the revisions of the Autism Resource Guide in 2012:

Parents

- Brenda Bugbee
- Katie Christensen
- JoAnne Dittmer
- Kimberly Fritz
- Bobbi George
- Jenny Johnson
- Stacy Murphy
- Jon Poepke
- Rhonda Poepke
- Anne Ripka
- Chris Salls
- Melissa Salls
- Shannon Schusted
- Stephanie Selb
- Dawn Sieber
- Becky Thronson
- Jaci Williams

Anoka County

- Nancy Buckholtz, Developmental Disabilities
- Deb Edstrom, Public Health Nursing
- Louise Goetz, Developmental Disabilities
- Janet Bolander, Developmental Disabilities
- Carrie Burk, Children's Mental Health
- Julie Holman, Consultant
- Denise Kirmis, Children's Mental Health
- Jan Knutson, Developmental Disabilities
- Julie Ladeen, Program Planning
- Dave Loher, Developmental Disabilities
- Lyndsay Peterson, Developmental Disabilities
- Dave Podvin, Developmental Disabilities
- Nichole Rawlings, Developmental Disabilities
- Kathleen Spегgen, Developmental Disabilities
- Kerry Volkers, Developmental Disabilities
- Angie Wendt, Children's Mental Health

Hennepin County

- Jane Auger, Early Childhood Services

The Arc Greater Twin Cities

- Anne Roehl
- Wendy Watson

Anoka-Hennepin School District # 11

- Diane Nichols

Spring Lake Park School District # 16

- Jaclyn (Hall) Lawson

Community Agencies

- Jessica Page, Fraser

Private Practice

- Lisa Giebink

Volunteers

- Katie Wyman

Individuals who were previously involved in revisions to the Autism Resource Guide (2009-2011) include:

- Parents: Kim Blum, Linda Hurst, Andrea Jayne, Sarah Johnson, Kim Knutson, Jennifer Moss, Michael Smertneck, Julie Soja, Jennifer Thompson, Vicki Trimble, Lamco Annette Urey, Jerry Zeah
- Anoka & Hennepin Counties: Becky Berger, Renee Hepperlen, Sarah Hickman, Sarah Schmit, Mary Scott
- School Districts: Jae Anderson, Kristin Baden, Suzanne Brust, Shannon Campbell, Tracy Erickson, Megan Halverson, Karla Hoeschen, Lee Kaufman, Tonya Lee, Mary Mitchell Lundeen, Jen Meinert, Lisa Ouren, Tracy Templeton, Leann Wells
- Advocacy Organizations: Biz Kelly, Jacki McCormack, Charlie Yanisch, Jane Hubbard
- Private Practice: Mariko Ortner



Thank you to cover artist, Dustin Schaeffbauer. Dustin is a 2012 graduate of Lions Gate Academy. He begins his post High School Transition Program (AIM) in the fall of 2012. Dustin lives with his grandmother and enjoys drawing, reading, writing, video editing and Shaolin Kung-Fu activities. Dustin wants to someday become a famous movie director, "anime" cartoonist and paranormal investigator.

Thank you to the Anoka County Children & Family Council for funding outreach materials for the Autism Resource Guide.

The Autism Resource Guide can be accessed online at www.AnokaCounty.us/autismguide. If you have suggestions for changes or additions to this Autism Resource Guide, please email AutismResourceGuide@co.anoka.mn.us.



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