Our Special Issue for Special Kids

• Tame Your Child’s Anxiety
• Recognize ‘Invisible’ Disabilities

Picky Eating, Crafts for Spring & More

PLUS:
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Starting Therapy – How to Support Your Anxious Child
Before COVID-19, the Centers for Disease Control estimated that up to one in five children in the U.S. will experience a mental disorder in any given year. A year of pandemic stress, closed schools and distance from peers and family has contributed to a spike in that number. Therapy can be a big help. Here’s how to get started.

4 Things Moms of Kids With Invisible Disabilities Want You to Know
While some disabilities demand recognition because of a wheelchair, hearing aid or portable oxygen tank, others are more subtle. Here is what parents of kids with invisible disabilities wish more people understood.

don the cover

Tame Your Child’s Anxiety
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directory

32 Special Needs

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editor’s note

By Jill Wolfson

Special Challenges

This has been a challenging year for everyone – especially for parents and especially for those whose kids need extra support even in the smoothest of times. This issue of Bay Area Parent has been created with you in mind.

Our article on page 14 is worth reading even if your child doesn’t fit into this category. It might open your eyes a little. Some children have obvious additional needs. A hearing aid announces an auditory problem; a wheelchair is sign of a physical issue.

But other challenges are less immediately recognizable. Maybe a child is dealing with ADHD or anxiety or another difference that can go unrecognized and even mislabeled as bad behavior or poor parenting. Learn more about this topic and discover four things that parents of kids with “invisible” disabilities wish that more people – family, friends and teachers – understood about their experience. And if this is your family situation, you can take solace in the fact that you are not alone.

Even before the stresses of the pandemic, anxiety in kids has been on the rise, according to the Centers for Disease Control. Therapy is often recommended as a meaningful tool. On page 10, Bay Area writer Summer Batte, author of a new book on the subject and herself a parent of a child with an anxiety disorder, discusses the use of therapy and suggests ways to make the therapeutic process more fruitful and less stressful for your child.

Picky Eating Problem

In some children, picky eating is an early sign of a rarely known “invisible” disability. Avoidant Restrictive Food Intake Disorder can cause severe nutritional deficiencies, developmental delays and no end of family chaos. An article on page 28 will tell you how to spot this problem and what you can do to help your child.

Dear Teacher

Developmental experts note that the sooner you diagnose a childhood problem, the sooner you can get the proper interventions into play. Teachers are sometimes the first to flag a disability. This month’s Dear Teacher column on page 24 answers parent questions about slipping grades, signs of visual problems, potential learning disabilities and more.

I don’t know about you, but spring and its promise of renewal and rebirth is especially welcome in my household this year. You and the kids might want to honor that by getting a little crafty with the projects recommended on page 50.

Have a wonderful April.

– Jill Wolfson, editor
New Exhibits

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E-exclusives

If you have a child with special needs in your life, we know that you are always looking for resources and support. In addition to this special issue of Bay Area Parent, go to our website, where you’ll find helpful articles on tutoring, camps, IEP advice and more. bayareaparent.com/articles/special-needs.

Check out our website for support on parenting during the COVID-19 pandemic. We have resources for at-home learning, ways to bust boredom, tips on staying calm or adopting a pet. bayareaparent.com/article/coronavirus-updates-for-families.

Is there anything more important than the health of our family, especially in this challenging time? A section of our website is packed with articles to help with all aspects of health, including information about vitamins, maintaining good eye health, preventing parent burnout and more. bayareaparent.com/articles/health-wellness.

Our Magazines

- Choosing a Summer Camp – Camp will be different this summer for sure, but it can still be an important rite of passage. This digital-only publication tells you what to look for when vetting a swim camp, how to help a first-time camper and more. bayareaparent.com/magazines.

- Private School Guide – Look for this online-only round-up of the area’s private schools. Plus, get tips on turning your child into a lifelong learner, improving math and memory skills and more. bayareaparent.com/magazines.

Mom & Me Photo Contest

We’re celebrating Motherhood in the month of May! Enter your favorite Mom & Me photo for a chance to have it published in our May edition. Photos can include Mom or mom figure and child(ren). Don’t wait! Submissions and voting continue through April 2. One photo per family, please. For more details on this contest go to bit.ly/3957AUC.

We also offer a continually changing array of promotions with the opportunity to win great prizes, so be sure to check out our website often. Follow us on Facebook to stay in the know. bayareaparent.com/contests. bit.ly/2VyAN4F.
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Before COVID-19, the Centers for Disease Control estimated up to one in five children in the U.S. will experience a mental disorder in any given year; 4.4 million kids ages 3–17 had diagnosed anxiety. A year of pandemic stress, closed schools and distance from peers and family has contributed to a spike in young people struggling with their mental health.

Psychiatrist Tom Tarshis founded Bay Area Clinical Associates (BACA) in part to help address the shortage of psychiatrists, psychologists and therapists available to help kids in the Bay Area. In the second half of 2020, BACA – which has 37 clinicians and is growing – saw a 78 percent increase in families seeking help.

Therapy can be a huge help. But even if you think your child might benefit from talking to someone, you might not know when – or how – to bring it up with your kid, what to look for in a therapist, or what exactly you’re signing up for.

Here’s what I’ve learned as a parent and what Tarshis wishes families knew going into therapy.

Get Buy-In
Approaching your child about seeking help may not be as difficult as you think. Younger children often haven’t yet internalized any social stigma about therapy. And older kids? Tarshis says it’s often teens themselves who ask their parents to find them a therapist. At least in the Bay Area, “the great news is that our youth are empowered with respect to mental health,” Tarshis says.

I can corroborate this. My East Bay teen recently educated me: “Oh Mom, everybody has a therapist.”

Still, if you are the one to bring up the idea of therapy, keep the focus of the “problem” outside of your child. You can share that you know she’s going through a difficult time, and that you’d like to find someone who can help both of you learn some new skills to make things a little better.

Look for the Right Match
Therapists (sometimes also called counselors) include individuals with varying credentials and
degrees of authority. (Also, let’s be frank, a range of price points).

A licensed clinical social worker (LCSW) has a master’s level degree and can assess mental health conditions and provide psychotherapy (talk therapy). They or other master’s-level therapists are generally the most budget-friendly option. Psychologists and psychiatrists have doctorate-level degrees and higher rates. Both can diagnose mental health conditions and treat them, including with psychotherapy. However, only a psychiatrist – who is a medical doctor – can prescribe medications.

Who your child needs depends on many factors, and you might start by asking your pediatrician to share a recommendation. Once you’ve got some names, there are a couple of key things you should look for in a therapist. One is a good fit. Though this may seem like a luxury if you’re having difficulty finding any care, Tarshis says that an important predictor of success in therapy is having a good connection between child and therapist. By the fourth session, even a skeptical teen should be enjoying their sessions to some degree.

Second: Ask what tools the therapist uses. Psychotherapy encompasses many therapy types, so it’s important to know that cognitive behavioral therapy (CBT) is widely considered to be the most effective treatment for anxiety.

Check in With Yourself

Anxiety is heavily influenced by genetics. You may not have a diagnosable condition, but particularly during pandemic times, you and your child’s other caregivers can help your child by prioritizing your own mental health. I feel guilty every time I exercise instead of giving my teenage attention after a long day. But I also know if I don’t spend 30 minutes burning off frustration/anxiety/stress/cabin fever, I’m going to be a much worse parent for the rest of the evening.

In his practice, Tarshis recommends parents pick an evening and write down every positive thing and every negative thing they said to their child that day. As parents, we often default to negative reinforcement techniques, such as yelling at a child who is afraid of the dentist to get in the car because you’re running late for his appointment. Tarshis says “positive parenting” – making three positive statements for every one correction – is the top treatment for correcting behavioral conflict. It’s also extremely powerful in helping kids who are anxious or depressed.

Positive statements can be as simple as thanking a child for a hug or for putting a cup in the dishwasher the first time you asked. “If you as a caregiver create a positive, caring, open-communication environment,” says Tarshis, “you’re giving very strong protective effects for your child.”

Tarshis adds that parents have a big role to play in therapy. No matter the age of your child, the therapist should be checking in periodically to discuss how the family can contribute to treatment. “If you’re bringing in a child aged 10 or younger for treatment and your treatment provider is not meeting with you on a monthly basis,” says Tarshis, “that’s not gold standard care.”

Unlike visiting the pediatrician, therapy is more like a class, one in which your child gets to be the only student.
consensus right now is that video sessions can be as effective as office sessions, with the added benefit of making therapy logistically easier for families.

**Hold Insurance to Account**
Many clinicians run cash practices, leaving you to deal with the technicalities of insurance reimbursement. According to the American Medical Association, patients are self-paying for more than 26 percent of psychiatrist appointments each year. That is far more than in most other medical specialties. Insurance is obligated to cover mental and behavioral health; the 2020 California Mental Health Parity Act requires insurance to cover out-of-network costs in some cases. If your insurance provider isn’t responsive, you can contact the California Department of Insurance.

**Be Proud**
Deciding to work on managing anxiety takes guts! Your child is about to tackle worries and fears that feel very distressing. Tell her how proud you are that she’s taking on this challenge. And pat yourself on the back for supporting her.

**About the Author:** Summer Batte is the Bay Area author of *Name and Tame Your Anxiety: A Kid’s Guide*, due to be released this month by Free Spirit Publishing. In kid-friendly language, the book aims to help kids understand what is happening in their brains and shows how learning to manage anxiety can help them do the things in life they need and want to do – by practicing anxiety-taming strategies, going to therapy and/or taking medication. It includes information about how children can self-advocate for what they need to manage anxiety as well as how to interpret some of the common things adults say to kids about anxiety.

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**Resources**

**BOOKS FOR KIDS**

**BOOKS FOR PARENTS**
- *Little Panic: Dispatches from an Anxious Life*, by Amanda Stern (Grand Central Publishing, 2018)

**PODCASTS**
- *Ask Lisa: The Psychology of Parenting* (Started during the pandemic, so lots of current information here)
- *Your Anxious Child: 5-Minute Solutions With Edward Plimpton*

**WEBSITES**
- heysigmund.com
- childmind.org
- understood.org
- readbrightly.com (for book suggestions, including middle-grade books that tackle mental health)

— Tom Tarshis and Summer Batte
4 Things Moms of Kids With Invisible Disabilities Want You to Know

By Pam Moore

While some disabilities demand recognition because of a wheelchair, hearing aid or portable oxygen tank, others are more subtle. But that doesn’t make them any less real. Known as invisible disabilities, they affect 96% of people who have a chronic medical condition, according to one estimate. Caring for a child with any kind of disability presents extra challenges. For the parents of kids with invisible disabilities, those challenges often include the the perceptions of their communities – including friends, family, neighbors and teachers – perceptions that can be uninformed at best and hostile at worst. Here is what parents of kids with invisible disabilities, such as Autism Spectrum Disorder (ASD), Avoidant and Resistive Food Intake Disorder (ARFID) and hemophilia, wish more people understood.

1 Sensory processing issues are not discipline issues. According to the American Occupational Therapy Association, sensory processing affects virtually all aspects of a child’s daily life, including motor coordination, school performance and relationships. A child with a sensory processing disorder could have perfect vision and hearing, but when he is in a crowded mall, his brain cannot
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manage all of the auditory and visual information he's receiving through his eyes and ears. While each kid reacts differently to overstimulation, some will scream or become physically aggressive.

What may look like defiance is just a child doing his best to manage a stressful environment. The assumption that a lack of discipline indicates a failure by the parent is usually without merit. For example, one mom, Jaime, has a 5-year-old son with level one high functioning ASD. She says, "discipline will not prevent him from being overwhelmed by his environment."

Lainie Gutterman, the mom of a 7-year-old boy with ASD, agrees. When her son is having a meltdown, "staring, pointing and offering your two cents is not helping the situation and will most likely cause my son or myself to feel worse and [his] behaviors to escalate." Similarly, Jennifer Lynn, whose son has ADHD, wishes people understood that she's not being rude or indulging her children when she leaves a party abruptly. "It's just that we see the warning signs and are trying to help our kiddo avoid a meltdown." Events like family gatherings or vacations, which are fun for most people, "are stressful for our family because it's just too much everything."

A little compassion goes a long way. Regardless of their child’s diagnosis, every parent interviewed described the pain of receiving judgement instead of compassion. Sarah Cottrell, whose son has hemophilia, is tired of challenging people's assumptions about his diagnosis. She says, "He doesn’t have AIDS and hemophilia isn’t caused by incest. Enough with the wild theories because we need compassion and empathy for the unseen pain issues and unending fear and anxiety over covering his insurance."

Parents of kids with sensory processing disorders describe organizing their days around their kids’ strict routines. Every parent understands how easily the best laid plans for meals, naps and bedtimes can implode. What many parents don’t understand is how much higher the stakes are when your special needs child depends on predictability for a sense of safety. Parent Lisa Rosen says she must wake up 90 minutes before her kids in order to prepare for the non-stop mental and physical energy her son requires.

“When adults look at my child, they see a happy kid ... But I know that if one thing is off in our routine, I’m dealing with Hiroshima.” Her son Ezra, age 3, has sensory processing disorder and is speech delayed. Something as seemingly minor as the smell of a classmate’s detergent could cause him to melt down to the point where she must carry him out of the classroom. She describes her family’s disappointing lack of understanding when she could not attend the funeral of a family member, due to a lack of childcare coupled with Ezra’s regimented schedule and complex needs.

“The predictability some kids require doesn’t just extend to schedules and environments, but also to food. Brianna Bell and Jennifer Gregory both have a child with sensory processing disorder that makes them intolerant of many foods. Because of this, Bell hates sharing meals with friends. “There is so much pressure from others for her to eat this and that and not be so picky,” she says. “I feel rude bringing my own food but she starves if I don’t. And people just don’t understand and assume she’s spoiled.”

Gregory says that her family doesn’t often eat together, often serves alternative meals, and that they allow screens at the table. This all works for them. She wants people to understand that for her family, “mealtime is chock full of stress and anxiety and the goal is to get food into our son’s belly because he doesn’t eat enough. If an iPad distracts him from smells and texture and allows him to eat more, so be it.”

Parents describe not only a shortage of kindness from other parents, but also from other children. Lisa Beach recalls her son’s adolescent years as being particularly isolating. He is now 20 with a diagnosis of Asperger’s Syndrome. Beach’s advice to parents is simple: “Teach [your] kids to reach out and include rather than label and judge.”

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diagnosis, pay for therapies or just get through the day, it is not helpful to insist nothing’s wrong because their kids look so “normal” or that her IQ is so high. What may be intended as a compliment can be a slap in the face of a parent who has committed precious time, energy and money to her child’s disability.

Samantha Taylor’s 13-year-old has high functioning autism, generalized anxiety disorder and an eating disorder, while her 10-year-old has dysgraphia and anxiety. Taylor is open with her friends and family about her kids’ diagnoses, but because they appear “normal,” people are often shocked when her kids say something inappropriate or react in a way that is out of proportion to the situation.

“While it might look to everyone in our lives that we are holding it all together, I worry about my boys every single day,” Taylor says. “I wake up thinking about what I can do to make their day easier and go to bed wondering if I did enough.”

In search of a supportive community, Taylor ended up creating a Facebook group for moms of kids with special needs (facebook.com/groups/285395548495413).

One mother who prefers anonymity describes feeling frustrated when people judge her for coming to her son’s aid. He is in his early 20s and has high functioning Asperger’s Syndrome. While she may appear overprotective, that is not the case. “High functioning individuals are acutely aware that they are different and sometimes have self-confidence issues,” she says. “Shaming them for needing help is not productive and can contribute to anxiety and depression. Thoughtless comments can sometimes ‘undo’ progress that has been made.”

You’re an advocate. Parents of kids with invisible disabilities are not just responsible for feeding, clothing, loving, disciplining and teaching their kids. They must also advocate in a system that does not always have their child’s best interests at heart.

One mom, who preferred to remain anonymous, describes the challenge of having a 12-year-old son who has ADHD and a learning disability. His teachers have low expectations, and she recalls an Individualized Education Program (IEP) meeting where a teacher was clearly impressed with her son’s “C.”

To compensate for his teachers’ low expectations, this mom says she always reminds her son “[he] is smart and his IQ reflects that. There is no reason he shouldn’t be able to get an A if he is provided with the right services.”

She also described a general lack of understanding of her son’s diagnosis among his teachers, which she feels causes them to set unreasonably high expectations of him in other areas, such as his ability to get organized or follow a schedule.

Delaina Baker, whose son is dyslexic and has an auditory processing disorder, shares similar struggles with her son’s school. She wishes teachers were more accommodating of his IEP. “It is my right to fight for my child and if you challenge my knowledge of his disability, I can assure you, I’ll have a spreadsheet, charts, and back-up data to prove it,” she says.

But she is grateful to have found an ally in her son’s Exceptional Student Education (ESE) coordinator, whom she feels is her son’s only advocate beside herself.

Parenting is hard enough without adding other people’s assumptions to the equation. Parents of kids with invisible disabilities just want the world to know that it is only okay to assume one thing: They and their kids are doing the best they can.

Pam Moore is a freelance reporter who writes often about children and families.
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An individualized education plan (IEP) is a key component of your child’s special education plan. By law, schools are required to provide services to kids who qualify. An IEP meeting is where goals will be set and provided services determined by educators and the child’s guardians.

This can be very intimidating for parents. With preparation and research prior to the meeting, parents will feel more informed and confident. The time spent before will lead them to be better advocates in developing a plan that will help their child succeed and be happier in school.

Below are six steps to help you prepare for your child’s IEP meeting.

**Talk to the Teacher**

It is important to talk to your child’s teacher to determine how things are going at school. The teacher can help identify your child’s strengths and challenges and may suggest what services would be helpful. If possible, observe your child in the classroom to get a feel for how social interactions and classroom learning are going. Knowing this information, as well as current math and reading levels, will help you assist in setting goals during the IEP meeting.

**Read Up**

The school should send home a notice of the meeting that states who will attend, the reason for meeting and, if applicable, goals set in the previous IEP meetings. Carefully read the information so you understand what to expect.

You may also consider studying special education laws that pertain to your child’s needs so you know what services you can legally ask for. There are many websites and books available to help parents prepare. The more knowledge you have, the more confident and comfortable you will feel during the meeting.

**Set Goals**

Prior to the meeting, write down any questions you have. This is also a great time to consider and make note of what visions and goals you have for your child. Bring your notes to the meeting for reference. Having a list of questions will help ensure that you cover everything you had hoped, even if the emotions of the meeting make it more difficult to remember your questions and concerns.

Don’t be afraid to ask for additional services for your child. The school may not provide everything you have in mind but it never hurts to ask.

**Get Organized**

Collect any paperwork you need or would like...
Is Your Baby Meeting Important Milestones?

If you have concerns about your child’s development, don’t wait! Early intervention services are available.

California Early Start is a state and federally funded program that provides free developmental assessments to infants and toddlers and, if needed, important therapeutic services.

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- Evaluation; Early Intervention Instruction; Physical, Occupational, Speech and Behavioral Therapy
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- For more information, on the California Early Start Program, visit Golden Gate Regional Center at ggrc.org or call us at 888-339-3305.
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Is Your Baby Meeting Important Milestones?

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to bring to the meeting and gather it in one place so it is neat and organized. Bring your notes from your observation, your list of questions and goals to set, along with any pertinent medical paperwork. If you have had any private evaluations done, bring copies of those as well.

Bring an Advocate
Because IEP meetings can be intimidating, it can be helpful to bring an advocate. This can be be a lawyer or, simply, a spouse or co-parent. Having a person there for support and as a co-advocate can boost confidence. Be sure to let your school know in advance who will be attending the meeting.

Be Confident
You know your child best. You are the best person to represent his or her needs, challenges and successes. Dress appropriately for the meeting, bring the documents and notes you prepared, and speak confidently and lovingly about your child. Your preparation and concerns will be apparent to everyone at the meeting. You will have the reassurance that you were prepared and did your best to help your child.

Sarah Lyons is a freelance writer.

Books to Help Prepare for Your Child’s IEP Meeting
Here are a few books to help you understand and prepare for your child’s IEP meeting.

- **Better IEP Meetings Everyone Wins**, by Cynthia M. Herr and Barbara D. Bateman.
- **Wrightslaw: All About IEPs**, by Peter W.D. Wright and Pamela Darr Wright.
- **Wrightslaw: From Emotions to Advocacy: The Special Education Survival Guide**, by Peter W.D. Wright and Pamela Darr Wright.
- **The IEP from A to Z: How to Create Meaningful and Measurable Goals and Objectives**, by Diane Twachtman-Cullen and Jennifer Twachtman-Bassett.
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When Your Child Needs Extra Help

By Peggy Gisler & Marge Eberts

Holding Back a Year

The school wants to keep my son in third grade again next school year. They say he is not working on grade level in reading, math, science or social studies. Do you think that this is a good idea?

– Looking for an answer

If retention is truly going to be successful, it definitely needs to be done in the lower elementary grades. Whatever problems your son has, retention is not likely to solve them. Many years of research have shown retention to be ineffective in helping children improve the skills that caused them to be retained in the first place. Most children do not “catch up.” Furthermore, although some retained students do better at first, these children often fall behind in later grades. In addition, retention after fifth grade is rarely successful. Plus, it is usually very traumatic for older children.

There is still time left in this school year for you and the teacher to devise a plan that will start working on improving your son’s skills. Testing might be advisable to make sure that his academic problems are not a learning disability and should find out exactly where his problems lie.

The teacher needs to immediately pinpoint exactly what skills the child lacks in each subject area and to tell you what help the school can provide. You will also definitely need to work with him, get a tutor or enroll him in a learning center now.

Fortunately, there is an entire summer to bring up his many weak skills. Summer school, a tutor or a college learning center for reading and math help are all good choices.

Frequently, multiple skill weaknesses are connected to reading problems. You should start reading aloud nightly with your son to bolster his confidence in his ability to read.

Go also online to the Dear Teacher website where you will find ways to improve his reading in the Skill Builders section. By starting to work now and throughout the summer, your son should be better prepared to handle the challenges of fourth grade and avoid being retained.

Grades are Slipping

My son’s grades have slipped this year. What are some possible reasons?

– Worried

Don’t immediately decide your child needs a lot of extra help. Instead, investigate if he may have one of the common pitfalls on the following checklist that can easily be remedied, putting him back on the good grades track:

- Minor health problem
- Vision problem
- Hearing problem
- Sleep deprivation
- Poor nutrition
- Too much TV viewing
- Excessive time online
- Forgetting books and papers at home or school
- Too many after-school activities
- A pattern of poor attendance
Signs of Vision Problems

My children always pass the vision screening at school. Beyond this, are there any signs of possible vision problems that I should be looking for?

Seeing

Vision plays an extremely important role in childhood development academically, socially and athletically. Parents should take advantage of any vision screening opportunities that may be available.

Parents should be aware that the following list of complaints and signs may indicate that a child has a problem affecting the eyes or vision:

■ Does your child seem to have difficulty seeing objects that you or other children see well?
■ Does your child hold objects close to the face when trying to focus or sit close to the television?
■ Does your child have frequent headaches?
■ Is there an unusual appearance to the eyes?
■ Is there frequent blinking or eye rubbing? Is there swelling or redness in one or both eyes?
■ Is there unusual sensitivity to light?
■ Does your child close or cover one eye?
■ Do one or both eyelids droop, or does one eyelid tend to close?
■ Is the iris (colored part of the eye) different in color in the two eyes?
■ Do the eyes tend to “dance” or show to-and-fro movements (nystagmus)?
■ Do the eyes appear to turn in, out, up or down, or tend to intermittently drift off center?
■ Is there a head tilt or turn, particularly when concentrating on objects at a distance or near?
■ Does your child complain of seeing double?
■ Does your child lose his or her place when reading?
■ Does your child have difficulty remembering what he or she reads?

If there is a family history of significant pediatric eye or vision disorders or a potential eye or vision problem is detected during a screening examination, the child is usually referred for a comprehensive eye examination by a pediatric ophthalmologist or an eye care specialist appropriately trained to evaluate and treat pediatric patients.

Learning Disability Services

What should parents do after a school agrees that their child has a learning disability and is eligible for services?

Next Step

The special education process is complicated at best. So the first step parents should make is to educate themselves on federal and state laws and regulations concerning special education services.

A good source for this information is the Parent Training and Information Center (PTI) in your home state. The centers do have different names in each state.

You can easily find the one in your state by visiting the Center for Parent Information and Resources online at parentcenterhub.org. Many states also have Community Resource Centers (CRC) that largely provide the same services but focus more on helping parents with low incomes or limited English proficiency.

Both PTI and CRC centers will provide parents with information on the phone or through emails and websites. They are staffed with knowledgeable people. Many really understand the process of getting the right help for children with learning disabilities, as they often have children with disabilities.

These centers often have workshops, conferences and seminars for parents. They also may publish newsletters. Most of their services are free. However, parents should ask if there are costs for the services that they are seeking.

Reversing Letters and Numbers

My son who is in kindergarten writes certain letters and numbers backward a lot of the time. He especially confuses the letters “b” and “d.” He also will write the numbers 2 and 5 backward. How can we help him write these letters and numbers correctly?

Confused

Relax. It is generally considered normal for children under the age of 7 to reverse “b” and “d,” along with some numbers. Time and instruction usually stop these reversals. If not, there is the possibility of the existence of more serious problems.

You can accelerate the correct writing of letters and numbers in several ways. One way is to over teach a letter or number that is frequently reversed before going on to another letter or number.

You can start by making a huge “b” with masking tape on the floor. Your son should walk along the letter while saying its name. The next step can be having him trace the letter on a piece of paper with a finger.
and then a pencil while saying it. Then the child can copy the letter while saying how it is formed. Each step should be repeated many times over several days.

The confusion between “b” and “d” can be improved by having your son put his fists together and sticking up his thumbs to show how the letters face. Or you can have him stretch out both hands and use his thumbs to form “L’s.” Then the backs of his wrists or palms can be labeled appropriately with these letters for additional help to be used when he is writing.

Myths About Stuttering

Parents: Much of what we think that we know about stuttering is actually a myth. Many very successful people, like Winston Churchill and Marilyn Monroe, have had severe stuttering problems. The Stuttering Foundation offers a list of facts to counter the myths. You can learn more by visiting the organization’s website at stutteringhelp.org.

Myth: People who stutter are not smart.
Reality: There is no link whatsoever between stuttering and intelligence.

Myth: Nervousness causes stuttering.
Reality: Nervousness does not cause stuttering. Or should we assume that people who stutter are prone to be nervous, fearful, anxious or shy? They have the same full range of personality traits as those who do not stutter.

Myth: Stuttering can be “caught” through imitation or by hearing another person stutter.
Reality: You can’t “catch” stuttering. No one knows the exact causes of stuttering, but recent research indicates that family history (genetics), neuromuscular development, and the child’s environment, including family dynamics, all play a role in the onset of stuttering.

Myth: It helps to tell a person to “take a deep breath before talking” or “think about what you want to say first.”
Reality: This advice only makes a person more self-conscious, making the stuttering worse. More helpful responses include listening patiently and modeling slow and clear speech yourself.

Myth: Stress causes stuttering.
Reality: As mentioned above, many complex factors are involved. Stress is not the cause, but it certainly can aggravate stuttering.

Peggy Gisler and Marge Eberts are longtime educators. Marge lives in the Bay Area where she is a volunteer teacher in the San Ramon Valley School District. Peggy is the director of special education at a high school. Send questions and comments to dearteacher@dearteacher.com.

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10 Bay Area locations
Parents raising a picky eater are in good company. According to research, about 25 percent of children and teens experience problems with feeding or eating, making pickiness one of the more prevalent parental complaints. Happily, pickiness is a passing childhood phase for most kids. It can even be a healthy sign that children are eating intuitively, according to their own internal cues of hunger or fullness, says Devan Weir, a registered dietitian on staff at THIRA Health, a mental health treatment center for women and girls in Washington state.

In some children, though, picky eating is an early sign of Avoidant Restrictive Food Intake Disorder (ARFID), a little-known eating disorder that can cause severe nutritional deficiencies, developmental delays, and family chaos. The term is unfamiliar to most parents and healthcare providers, even though ARFID affects between five and 14 percent of children and nearly a quarter of those in treatment for eating disorders, according to the Journal of Eating Disorders.

What is ARFID?
Sometimes characterized as extreme pickiness, ARFID is an eating disorder involving an aversion to food and eating. “This isn’t just picky eating,” says Weir. “ARFID is really extreme to the point where it’s causing malnutrition and medical consequences.”

Formerly called “selective eating disorder,” ARFID is a relatively new diagnosis defined in the 2013 edition of the DSM, the Diagnostic and Statistical Manual of Mental Disorders published by the American Psychiatric Association. Although experts believe that ARFID is on the rise, plenty of healthcare providers haven’t heard of the condition, notes Weir. “Up to 63% of pediatricians and sub-specialists are unfamiliar with it, so parents often need to search around to find support and help.” Blood tests don’t detect ARFID, making the disorder even harder to identify and treat, according to the National Eating Disorder Association (NEDA).

The condition occurs in adults but is more common in children, particularly in those on the autism spectrum. Children with ARFID may have an anxiety disorder or sensory processing disorder. Researchers report that youth with ARFID are more likely to be male and have other psychiatric or mental health conditions.

The most visible symptoms of ARFID are similar to other eating disorders and include dramatic weight loss, lethargy, cold intolerance and digestive problems like constipation, cramps or “upset stomach.” But unlike anorexia nervosa, ARFID isn’t characterized by a distorted body image or fear of weight gain, says Mehri Moore, M.D., THIRA’s medical director and founder.
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Food Fears

Because children with AFRID often report gastrointestinal discomfort after eating, they may begin to fear foods that might bring on symptoms and be afraid of choking or vomiting. They may have little motivation to eat and claim to be full or suffering from a stomachache when mealtimes roll around. As the disorder progresses, children may whittle down their list of acceptable foods to a single type or texture, protesting if anything else touches their plate.

Without treatment, ARFID can persist into adulthood; one study found that over 17% of adult women seeking treatment for gastrointestinal problems met at least some of the diagnostic criteria. Per NEDA, ARFID can cause neurological and growth problems in children as the body slows its metabolic process to conserve energy. In extreme cases, nutritional deficiencies can cause fatal electrolyte imbalances or cardiac arrest.

Warning Signs

Stalled growth and “falling off the weight chart” can be red flags for ARFID, especially when accompanied by low energy, difficulty concentrating, fears about food and disinterest in eating. But caregivers won’t always notice dramatic weight loss when their child has ARFID or another eating disorder, notes Moore.

In fact, changes in eating-related behavior without any change in weight should peak parental interest, says Moore. “When children and teens show either an increase or decrease in their interest in food, or do things like hide food in their bedroom, and parents don’t notice any change in weight, that’s a time to become curious.”

If picky eating doesn’t resolve by grade school, becomes more extreme as children get older and seems to be affecting a child’s physical or mental health, an evaluation may be in order, says Weir. “Parents can start with their pediatrician and find additional resources and support from the Ellyn Satter Institute, the National Eating Disorder Association and THIRA Health, where we specialize in eating disorder recovery.”

Parents need support, too. Eating disorders like ARFID are not only developmentally dangerous for children, but extremely challenging for caregivers, says Moore. “Often, we’ll see that parents are doing a balancing act, making different meals for different family members while trying to manage extreme food preferences for one child. Because of the strain that an eating disorder places on everyone in the household, it’s important to seek out whole family healing.”

Malia Jacobson is a nationally published health and family journalist.
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<td>AbilityPath</td>
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<td>Provides services and support to individuals with special needs and developmental disabilities in Santa Clara and San Mateo counties.</td>
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<td>smcfc.org/locations</td>
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<td>Access Santa Cruz County</td>
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<td>Resource guide for those with special needs or physical challenges including educational, social, recreational, legal and accessibility information and services.</td>
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<td>Online Resource</td>
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<td>800-514-0301 ada.gov</td>
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<td>California Department of</td>
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<td>Canine Campanions for Independence</td>
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<td>866-CCI-DOGS (224-3647) cci.org</td>
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<td>Care.com</td>
<td>Childcare</td>
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<td>Join to post a listing or search for caregivers in your area, who are rated by others who have used their services.</td>
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<td>Online Resource care.com/special-needs/los-gatos-ca</td>
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<td>Center for Independent Living, The</td>
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<td>The Center for Independent Living (TheCIL) provides advocacy and services that increase awareness, collaboration, and opportunity among people with disabilities and the community.</td>
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<td>510-841-4776 thecil.org</td>
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<td>Center for Learning and Autism Support Services (CLASS)</td>
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<td>800-538-8365 classaba.com</td>
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<td>855-772-8847 centriahealthcare.com</td>
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<td>Cerebral Palsy Group</td>
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<td>An online resource for anyone who has been affected by cerebral palsy, brain injuries, or birth injuries.</td>
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<td>866-510-0717 cerebralpalsygroup.com</td>
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coachart.org | | Recreational | CoachArt offers free art and athletic lessons to chronically ill* children and their siblings between the ages of 5-18. (*See website for qualifying diagnoses) |
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| **Music Place, Inc.**  
408-445-2787  
musicplace.com | | Recreational | In both private and small group settings, Music Therapy uses clinically-based, creative musical interactions to support your child’s development towards IEP goals and objective. |
| **Regional Center of the East Bay**  
San Leandro, Concord and Hayward  
510-618-6100  
rceb.org | | Multiple | We serve people of all ages with developmental disabilities. We also serve infants and toddlers with a developmental delay as well as those who are at high risk for developmental disability or those who have an established risk for developmental disability. |
| **San Andreas Regional Center**  
San Jose, Watsonville, and Salinas  
408-374-9960  
sanandreasregional.org | | Multiple | Provides case management and community services for those whose intellectual or developmental disabilities cause severe impairments in their daily lives. |
| **Sensation Nation, The**  
Multiple locations in Silicon Valley  
866-292-5290  
thesensationnation.com | | Physical, Developmental | Recreation and therapy services. |
| **SNAPkids (Special Needs Aquatic Program)**  
Berkeley and Palo Alto  
510-495-4102  
snapkids.org | | Physical | We empower children with special needs to exercise, swim, connect with others, make friends and enjoy the gifts of childhood through a community based and accessible adapted aquatics program. |
## Special Needs Directory

<table>
<thead>
<tr>
<th>NAME, ADDRESS, PHONE &amp; WEBSITE</th>
<th>ZIP CODE</th>
<th>SERVICES</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| **Special Needs Professionals of Silicon Valley**  
Serving the Peninsula and South Bay  
408-599-4351  
specialneedsprofessionals.org | | Multiple | SNP strives to better support professionals who help families and children with unique needs. |
| **Tutor Corps (Formerly Meyers Learning Center)**  
415-990-1322  
tutorcorps.com/about/locations | | Educational | Provides effective, personalized tutoring for students who want academic support. Our tutors work one-on-one with students in all grade levels to help them achieve their educational goals. We provide both remedial support for struggling students and enrichment for those who want to hone their skills. |
| **Spectrum Center Schools & Programs**  
510-741-5440  
spectrumschools.com | | Multiple | Special education programs for behavior, academic and professional development. |
| **Stuttering Foundation, The**  
800-992-9392  
stutteringhelp.org | | Online Resources | We provide free online resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering. |
| **Valence LLC, Kae Saetern**  
Serving the Bay Area  
209-756-5932  
kaecs@protonmail.com | | Developmental Education | Specializing in one on one tutoring in reading, writing and math, and work with all learning differences in children. |
| **Visit California**  
California Attractions for Special Needs Families  
visitcalifornia.com/experience/great-california-attractions-special-needs-families | | Recreational | California theme parks, museums and playgrounds offer perks and creature comforts for a wide range of abilities. |
| **Vista Center for the Blind and Visually Impaired**  
Palo Alto 650-858-0202  
Santa Cruz 831-458-9766  
San Jose 408-295-4016  
vistacenter.org | | Physical | Services for the visually impaired/blind. |
| **Wrightslaw Yellow Pages for Kids**  
Online Resource  
yellowpagesforkids.com/help/ca.htm | | Multiple | Find programs and services for children with disabilities. |
| **Alameda** | | | |
| **Epilepsy Foundation of Northern California**  
909 Marina Village Pkwy., #239  
800-632-3532  
epilepsynorcal.org/about-us | 94501 | Multiple | General resource for services and education regarding epilepsy. |
| **Albany** | | | |
| **SuperBrain Neurofeedback**  
1496 Solano Avenue  
510-255-1877  
superbrainneurofeedback.com | 94706 | Behavioral | Neurofeedback benefits are similar to the benefits of meditation. Optimizing the brain and regulating the central nervous system can have a positive effect on all other aspects of your life such as increased focus, improved sleep, reducing anxiety, improved self-esteem and self-regulation, and better stress management. |
| **Berkeley** | | | |
| **BORP (Bay Area Outreach & Recreation Program)**  
3075 Adeline Street, Suite 200  
510-849-4663  
borp.org | 94703 | Recreational | BORP is headquartered in Berkeley, and is a provider and promoter of accessible sports and recreation opportunities for children and adults with physical disabilities in the greater San Francisco Bay Area. |
| **CIP Berkeley**  
877-566-9247  
cipsummer.com  
cipworldwide.org | 94704 | Multiple | CIP’s Summer Programs help high school students with autism, ADHD, and other learning differences learn valuable skills to make successful transitions to college and beyond while having fun with peers. For more information about Berkeley’s unique summer program, visit cipsummer.com or visit cipworldwide.org to learn about their comprehensive year-round programs. |
Why AbilityPath? Our team values evidenced-based care with a family-centered approach to provide families with the highest quality therapy experience. We share this information in bi-weekly parent group meetings and offer support to the families we serve. Our team of therapists and early interventionists collaborate often with each other, and with the rest of the child’s care team, to provide the most holistic care for the child and the family. We offer speech, physical, and occupational therapy in several locations including Burlingame, Redwood City, Palo Alto, and Sunnyvale.

“My son has progressed so much in just a few months of speech therapy! AbilityPath has such amazing and compassionate therapists.”

Children’s Classes - AbilityPath offers a variety of children’s classes and caregiver-child classes facilitated by an early childhood special education teacher or speech, occupational, or physical therapist.

Learning Links - An inclusive preschool where children of all backgrounds, temperaments, and abilities are welcome. Our play-based curriculum is supported by a highly qualified staff with low child to teacher ratios. Enrolling in Burlingame, Mountain View, and newly reopened Palo Alto.

Speech, Occupational, and Physical Therapy
Social Skills Groups | Developmental Classes | Caregiver-Child Classes
Learning Links

abilitypath.org
<table>
<thead>
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</tr>
</thead>
</table>
| **Through the Looking Glass**  
3075 Adeline St., Suite 120  
800.644.2666  
lookingglass.org | 94703 | Multiple | TLG provides direct services to families of infants and children within the Bay Area in which a parent, parenting grandparent and/or child has a disability, medical issue or developmental concern. |
| **Boulder Creek** | | | |
| **Camp Krem**  
**Camping Unlimited**  
102 Brook Lane  
831-338-3210  
campingunlimited.org | 95006 | Recreational, Educational | Provides children and adults with developmental disabilities a full program of recreation, education, fun and adventure including summer camp and year-round programs. Special note: Camp Krem’s property was destroyed in the CZU fire and they are actively fundraising in order to rebuild. Please visit their website for more information. |
| **Burlingame** | | | |
| **Autism Learning Partners**  
1350 Old Bayshore Highway, Suite 45  
888-805-0759  
autismlearningpartners.com | 94010 | Behavioral, Developmental | ALP is a full service provider specializing in the treatment of developmental disabilities offering ABA therapy, Social Skills classes, parent training and additional related services. |
| **Avalon Academy, The**  
818 Mahler Rd.  
650-777-9130  
theavalonacademy.org | 94010 | Educational | The Avalon Academy is a school dedicated to providing exceptional educational services to children with movement disorders such as cerebral palsy. |
| **Avalon Therapies**  
818 Mahler Rd.  
650-777-9130  
theavalonacademy.org/services | 94010 | Multiple | Avalon Therapies is a leading provider of therapy for children and adults with a variety of challenges including Autism Spectrum Disorder, Expressive/Receptive Language Delay and Cerebral Palsy. |
| **Grins n Giggles, AbilityPath’s Party Place | McCarthy Center for Children & Families**  
1764 Marco Polo Way  
650-333-0971  
grinsngiggles.org/contact-us | 94010 | Recreational | A fun, safe and inclusive party place. Play structures to kid-sized tables and chairs, our space was intentionally designed for children aged two to five. |
| **LearningLinks Preschool by Ability Path McCarthy Center for Children & Families**  
1764 Marco Polo Way  
650-259-8544  
learninglinks.org | 94010 | Educational | Our play-based curriculum enhancing the development of the whole child. Designed to engage students of all abilities developing a strong desire to learn. |
| **Campbell** | | | |
| **ABRITE Organization**  
256 E. Hamilton Ave., Suite C  
844-322-7483  
abrite.org | 95008 | Developmental | Offers early childhood, language and communication intervention, parent teaching, assessment, undesirable behavior reduction, IEP and classroom assistance, and applied behavior analysis workshops for families of children with autism. |
| **Thriving Minds Learning Center**  
1875 S. Winchester Blvd, #102  
408-628-0378  
thrivingmindslearning.com | 95008 | Educational | A dedicated provider of education and learning to children with special needs and learning difficulties in reading, spelling, and math. We take a multi-sensory approach with a specialization in helping students identified with dyslexia, ADHD, autism, language-based and processing disorders. |
| **Capitola** | | | |
| **CCCIL Central Coast Center for Independent Living**  
1350 ~ 41st Ave., Suite 101  
831-462-8720  
cccil.org | 95010 | Family Services | Disabilities organization for support and advocacy. |
| **Speech Righter**  
820 Bay Ave., Ste. 212  
831-854-2060  
speechrighter.com | 95010 | Developmental, Physical | Pediatric therapeutic learning center offering speech-language & occupational therapy, social skills groups and summer programs. |
| **Concord** | | | |
| **Diabetes Youth Families**  
5167 Clayton Road, Suite F  
925-680-4994  
dyf.org | 94521 | Physical, Developmental | Provides education and recreation within a supportive community, encouraging personal growth, knowledge and independence. |
<table>
<thead>
<tr>
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<th>ZIP CODE</th>
<th>SERVICES</th>
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</thead>
<tbody>
<tr>
<td><strong>Crestline</strong></td>
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</tr>
<tr>
<td>AbilityFirst Camp Paivika</td>
<td>92322</td>
<td>Developmental, Recreational</td>
<td>Camp for children and adults with disabilities.</td>
</tr>
<tr>
<td>600 Playground Drive</td>
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<tr>
<td>Cedarpines Park</td>
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<tr>
<td>909-338-1102, ext. 5003</td>
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<td>camppaivika.org</td>
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<tr>
<td><strong>Cupertino</strong></td>
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<tr>
<td>Development is Child's Play!</td>
<td>95014</td>
<td>Physical</td>
<td>We are a pediatric therapy facility with highly skilled therapists, specializing in pediatric occupational therapy and sensory integration.</td>
</tr>
<tr>
<td>10011 N. Foothill Blvd., #109</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>408-865-1365</td>
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<tr>
<td>developmentschildsplay.com</td>
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<td></td>
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<tr>
<td>Hamaguchi &amp; Associates, Pediatric Speech-Language Pathologists, Inc.</td>
<td>95014</td>
<td>Developmental</td>
<td>Speech therapy assessments, individual or group therapy sessions for children to age 12.</td>
</tr>
<tr>
<td>2011 Stevens Creek Blvd., #145</td>
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<tr>
<td>408-366-1098</td>
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<tr>
<td>hamaguchiandassociates.com</td>
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<tr>
<td><strong>Danville</strong></td>
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<tr>
<td>Down Syndrome Connection of the Bay Area</td>
<td>94526</td>
<td>Multiple</td>
<td>Offers services including Down Syndrome Education Alliance, Expression Connection and Communication Readiness Programs, Peer Development Classes, Education Advocacy, New Patient Outreach, Support Groups &amp; More.</td>
</tr>
<tr>
<td>101-J Town and Country Drive</td>
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<tr>
<td>925-362-8660</td>
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<tr>
<td>dsconnection.org</td>
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<tr>
<td>Quest Therapeutic Camp</td>
<td>94526</td>
<td>Physical, Developmental</td>
<td>Camp for kids with behavioral, social and emotional difficulties.</td>
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<tr>
<td>907 San Ramon Valley Blvd., #202</td>
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<tr>
<td>800-313-9733</td>
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<tr>
<td>questcamps.com</td>
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<tr>
<td><strong>East Palo Alto</strong></td>
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<tr>
<td>AbilityPath’s Family Resource Center</td>
<td>94303</td>
<td>Educational, Family Services</td>
<td>Provides parent-to-parent support, outreach, information and referral services to families of children with special needs and disabilities, and the professionals who serve them.</td>
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<tr>
<td>1070 Beech Street</td>
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<tr>
<td>650-259-0189</td>
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<tr>
<td>smcfcrc.org/locations</td>
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<tr>
<td>Hemophilia Foundation of Northern California, The Camp Hemotion</td>
<td>94608</td>
<td>Recreational</td>
<td>Residential camp for young people living with bleeding disorders, known carriers and their siblings.</td>
</tr>
<tr>
<td>6400 Hollis St., #6</td>
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<tr>
<td>510-658-3324</td>
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<tr>
<td>hemofoundation.org/programs/services/camp-hemotion.html</td>
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<tr>
<td>North Region SELPA</td>
<td>94608</td>
<td>Multiple</td>
<td>The North Region Special Education Local Plan Area is a multi-district SELPA located in northern Alameda County which includes Alameda, Albany, Berkeley, Emery and Piedmont Unified School Districts. The SELPA is responsible for ensuring that every child residing within these five districts who is eligible for special education receives appropriate services.</td>
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<tr>
<td>1275 61st Street</td>
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<tr>
<td>510-525-9806</td>
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<tr>
<td>northregionselep.org</td>
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<tr>
<td><strong>Emeryville</strong></td>
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<tr>
<td>Friends of Children with Special Needs</td>
<td>94536</td>
<td>Developmental</td>
<td>FCSN provides information and assistance to children with special needs, adults with special needs, and their communities. We provide opportunities for individuals with special needs to give back to their community through volunteer work and jobs.</td>
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<tr>
<td>2300 Peralta Blvd.</td>
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<tr>
<td>510-739-6900</td>
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<tr>
<td>fcsn1996.org</td>
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<tr>
<td>CSLOT (Center for Speech, Language, Occupational &amp; Behavior Therapy)</td>
<td>94538</td>
<td>Multiple</td>
<td>A complete diagnostic and therapeutic center for disorders of communication, movement, behavior, and accented English. Serving both children and adults, CSLOT offers intensive short-term programs as well as ongoing programs for the treatment of all speech, language, voice, movement, and sensory integration disorders at all levels of severity.</td>
</tr>
<tr>
<td>39420 Liberty Street, Suite 150</td>
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<tr>
<td>510-794-5155</td>
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<tr>
<td>cslot.com</td>
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<tr>
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<td>ZIP CODE</td>
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</tr>
<tr>
<td>Lafayette</td>
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<tr>
<td>Child’s Play Therapy Services, PC</td>
<td>94550</td>
<td>Physical, Developmental, Educational</td>
<td>Quality pediatric occupational therapy and speech and language services for children with a variety of developmental challenges.</td>
</tr>
<tr>
<td>Lafayette</td>
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<tr>
<td>Camp Hope</td>
<td>94550</td>
<td>Mental Health</td>
<td>Camp for children ages 6-17 who have experienced the loss of a significant loved one.</td>
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<tr>
<td>Lafayette</td>
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<tr>
<td>Speech Therapy &amp; Accent Group</td>
<td>94550</td>
<td>Developmental</td>
<td>Offering speech-language therapy, an accent acquisition program, communication &amp; listening skills program, consulting and advocacy.</td>
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<tr>
<td>Lafayette</td>
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<tr>
<td>Los Gatos</td>
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<tr>
<td>Addison-Penzak Jewish Community Center</td>
<td>95032</td>
<td>Recreational</td>
<td>Provides programs for kids and teens with special needs to have fun, make friends and participate in an array of activities including sports, swimming, and arts and crafts.</td>
</tr>
<tr>
<td>Lafayette</td>
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<tr>
<td>Contra Costa County Department of Child Support Services</td>
<td>9453</td>
<td>Family Services</td>
<td>DCSS supports children’s futures, assisting parents and guardians by establishing, collecting, and distributing child and medical support for minors.</td>
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<tr>
<td>Lafayette</td>
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<tr>
<td>Mill Valley</td>
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<tr>
<td>Helix School, The</td>
<td>94941</td>
<td>Educational</td>
<td>The Helix School nurtures the capabilities of children with autism and autism-like developmental challenges in a dynamic, relationship-based, interdisciplinary educational setting.</td>
</tr>
<tr>
<td>Mill Valley</td>
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<tr>
<td>Vibe Speech Therapy</td>
<td>94941</td>
<td>Developmental</td>
<td>Engaging, interactive and compassionate speech therapy online for children &amp; adults. Sessions tailored to our clients’ needs and strengths. More progress in less time with privacy and flexibility.</td>
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<tr>
<td>Millbrae</td>
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<tr>
<td>Bronzini Dental Group, Pediatric Dentistry</td>
<td>94030</td>
<td>Dental Health</td>
<td>We do our best to customize the delivery of oral health care to each individual, based on their specific needs and questions.</td>
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<tr>
<td>Millbrae</td>
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<tr>
<td>Moraga</td>
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<tr>
<td>Mental Health and Autism Insurance Project</td>
<td>94556</td>
<td>Mental Health</td>
<td>Assists families with children with autism spectrum disorders (and later other mental health conditions) to obtain medically necessary treatments through their health plans.</td>
</tr>
<tr>
<td>Mountain View</td>
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</tr>
<tr>
<td>LearningLinks by Ability Path McCarthy Center for Children &amp; Families</td>
<td>94040</td>
<td>Educational</td>
<td>Our play-based curriculum enhancing the development of the whole child. Designed to engage students of all abilities developing a strong desire to learn. Infant, toddler, junior preschool, preschool, pre-k, and special education.</td>
</tr>
<tr>
<td>Mountain View</td>
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<tr>
<td>Oakland</td>
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<tr>
<td>Ability Now Bay Area</td>
<td>94602</td>
<td>Multiple</td>
<td>We educate and empower adults with disabilities and their families through advocacy, wellness, and building independence. Our unique programs include education, communication, computer literacy, vocational training, wellness and community integration.</td>
</tr>
</tbody>
</table>
Going to the dentist can be uncomfortable and scary for anyone, especially for a child with special needs. However, your child’s experience at the dentist does not have to be a bad one. The pediatric dentists and orthodontic specialists at Alameda Pediatric Dentistry are ready, willing, and able to help. Our dentists and staff have completed additional training with a focus on working with autistic and special needs children, as well as using protective stabilization, Nitrous, conscious sedation, or general anesthesia if needed.

We urge you not to delay a visit if you’re concerned with how your child may react. The pediatric dentists and orthodontic specialists at Alameda Pediatric Dentistry welcome all children in our office and have created a comfortable environment for them to call their dental home. We reserve quieter times for patients who thrive with a less stimulating environment and have private rooms with dim lights to create a calmer atmosphere. We also offer desensitization visits. We carry several tactile and sensory toys to help alleviate anxiety and provide a safe space for our patients to get used to coming for their check-ups.

We understand children with special needs may have specific triggers that could make their first appointment more challenging, and we’ll work together with you to find solutions that will keep your child calm and comfortable.

If you would like more information about how we can make your child’s visits as seamless as possible, please give us a call!
<table>
<thead>
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<tbody>
<tr>
<td>AEFCT (Autism Experts Empowering Families and Children Together) 66 Franklin Street, Suite 300 510-588-8844 aefct.com</td>
<td>94612</td>
<td>Multiple</td>
<td>Helps with advocacy and protection for disabled people and their families.</td>
</tr>
<tr>
<td>Disability Rights California 1330 Broadway, #500 510-267-1200 disabilityrightsc.ca.org</td>
<td>94612</td>
<td>Multiple</td>
<td>Helps with advocacy and protection for disabled people and their families.</td>
</tr>
<tr>
<td>PranaMind 459 West MacArthur Blvd. 877-459-6463 pranamind.com</td>
<td>94609</td>
<td></td>
<td>Training your child’s brain &amp; body to work better together in the comfort of your home. Interactive Metronome-Home is a virtual state of the art neurotechnology brain training approach that is tailored to meet your child’s specific needs.</td>
</tr>
<tr>
<td>Raskob Day School 3520 Mountain Blvd. 510-436-1275 raskobinstitute.org</td>
<td>94619</td>
<td>Educational</td>
<td>Raskob Day School is a Comprehensive Academic Program that serves bright students with mild to moderate learning disabilities, grades 3-8. The Clinic provides 1:1 Educational Therapy, and the Diagnostic Assessment program offers comprehensive neuropsychological evaluations for students age 6 through adulthood.</td>
</tr>
<tr>
<td>Seeds of Awareness 2501 Harrison Street 510-788-0876 seeds-of-awareness.org</td>
<td>94612</td>
<td>Multiple</td>
<td>A collaboration of psychologists, marriage and family therapists, school counselors, and trainers who provide therapeutic and educational services to schools and community members.</td>
</tr>
<tr>
<td>United Cerebral Palsy of the Golden Gate 1521 Webster St. 510-832-7430 ucpgg.org/about-ucpgg/contact</td>
<td>94612</td>
<td>Multiple</td>
<td>Promotes, advocates and supports the inclusion, independence and empowerment of people with cerebral palsy and other disabilities.</td>
</tr>
<tr>
<td><strong>Occidental</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Coelho Epilepsy Youth Summer Camp through The Epilepsy Foundation of Northern California’s 2136 Bohemian Highway 800-632-3532 epilepsynorcal.org/our-programs/campcoelho</td>
<td>95465</td>
<td>Recreational</td>
<td>Camp for children ages 9-17 with epilepsy.</td>
</tr>
<tr>
<td><strong>Palo Alto</strong></td>
<td></td>
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</tr>
<tr>
<td>Athena Academy 525 San Antonio Ave. 650-543-4560 athenaacademy.org</td>
<td>94306</td>
<td>Educational</td>
<td>A non-profit educational institution established in 2010, devoted to educating bright dyslexic children, grades 1 - 8.</td>
</tr>
<tr>
<td>Bay Area Friendship Circle 3921 Fabian Way, #A023 650-858-6990 bayareafc.org</td>
<td>94303</td>
<td>Developmental, Social, Family Services</td>
<td>We match teen volunteers to children and young adults with special needs involving them in social, recreational and educational experiences which provide them with a sense of inclusion and motivation.</td>
</tr>
<tr>
<td>LearningLinks by Ability Path McCarthy Center for Children &amp; Families 3864 Middlefield Rd. 650-259-8500 learninglinks.org</td>
<td>94303</td>
<td>Educational</td>
<td>Our play-based curriculum enhancing the development of the whole child. Designed to engage students of all abilities developing a strong desire to learn. Junior preschool, preschool, pre-k, and special education.</td>
</tr>
<tr>
<td><strong>Pleasant Hill</strong></td>
<td></td>
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</tr>
<tr>
<td>Special Olympics Northern California 3480 Buskirk Ave., #340 925-944-8801 sonc.org</td>
<td>94523</td>
<td>Physical</td>
<td>Special Olympics Northern California provides athletic opportunities to children and adults with intellectual disabilities. They offer a variety of sports programs all year round, helping athletes of all ability levels to build confidence.</td>
</tr>
</tbody>
</table>
Aviation camp  
Summer 2021 • Ages 5-12

Discover the science and wonder of flight with hands-on experiments, flight simulation, real aircraft and more!

HILLER AVIATION MUSEUM
601 Skyway Rd., San Carlos
www.hiller.org • (650) 654-0200

All programs health compliant.

2021 SUMMER DAY PROGRAM
June 7- August 13 • 7:30 am - 5:30 pm
FOR AGES 2-14

CAMP TIKI
SUMMER 2021

Feature:
• Specially Camps
• 3 Week Grade Level Review Courses
• Weekly/Themes with Daily/Special Activities

The health and safety of our camps and staff is our top priority. Our COVID-19 protocols ensure an exciting summer fun safe and enriched environment.

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Contact Us to Schedule a Live Virtual Tour!

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(408) 984-3418
myncc.net

“A NATURAL PLACE TO PLAY”

On Campus & Virtual Classes
Ages 2 - K

COVID-19 Prepared

887 Pomeroy Ave., Santa Clara • myncc.net
(Near Kaiser Hospital & Homestead Rd)
info@myncc.net • 408-984-3418
#4344070911(Preschool) #4344070922 (Daycare)

CHANGING LIVES THROUGH BRAIN FITNESS

Sensory Processing
Working Memory
Attention & Concentration

Time to Improve
Training your child’s brain & your body to work better together.

IM Home
Training your child’s brain & body to work better together in the comfort of your home. Interactive Metronome-Home is a virtual state of the art neurotechnology brain training approach that is tailored to meet your child’s specific needs. To learn more about IM-H call 1 (877) 459-6463.
<table>
<thead>
<tr>
<th>NAME, ADDRESS, PHONE &amp; WEBSITE</th>
<th>ZIP CODE</th>
<th>SERVICES</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Pleasanton</strong></td>
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<tr>
<td>Tri-Valley SELPA</td>
<td>94566</td>
<td>Multiple</td>
<td>We are a regional office that assures the provision of special education and related services to students with disabilities ages 0-22 residing in east Alameda County. Our SELPA is comprised of Sunol Glen, Pleasanton, Dublin, and Livermore Valley Joint unified school districts, Mountain House Elementary School District, and Alameda County Schools, the programmatic arm of the Alameda County Office of Education.</td>
</tr>
<tr>
<td>4665 Bernal Ave.</td>
<td></td>
<td></td>
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<tr>
<td>925-426-9144 tri-valleyselpa.org</td>
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<tr>
<td><strong>Redwood City</strong></td>
<td></td>
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</tr>
<tr>
<td>CATCH Clinic</td>
<td>94061</td>
<td>Developmental</td>
<td>Offers Relationship Development Intervention (RDI) consultation to families, teens and adults affected by Autism Spectrum Disorder. Services include parent training, treatment planning, child remediation and career readiness.</td>
</tr>
<tr>
<td>1694 Hampton Ave.</td>
<td></td>
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<tr>
<td>650-483-7174 catchclinic.com</td>
<td></td>
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</tr>
<tr>
<td>Developmental Pathways for Kids</td>
<td>94062</td>
<td>Physical, Developmental</td>
<td>Pediatric occupational therapy, physical therapy and speech language services for children birth through 8 years.</td>
</tr>
<tr>
<td>452 Grand St.</td>
<td></td>
<td></td>
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<tr>
<td>650-366-0486 developmentalpathways.com</td>
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<tr>
<td>Tests for Tots</td>
<td>94061</td>
<td>Developmental</td>
<td>Comprehensive speech or language assessments for preschoolers.</td>
</tr>
<tr>
<td>San Francisco Bay Area</td>
<td></td>
<td></td>
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<tr>
<td>650-817-8687 tests4tots.com</td>
<td></td>
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<tr>
<td>Weingarten Children’s Center</td>
<td>94062</td>
<td>Developmental, Educational</td>
<td>Serving children who are deaf or hard of hearing, teaching them to listen, speak and learn through proven spoken language and cognitive development curriculum, family-centered education and innovative technology.</td>
</tr>
<tr>
<td>3518 Jefferson Ave.</td>
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<tr>
<td>650-365-7500 weingartencc.org</td>
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<tr>
<td><strong>Sacramento</strong></td>
<td></td>
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<tr>
<td>California Department of Rehabilitation</td>
<td>95814</td>
<td>Multiple</td>
<td>Provides services to teens and young adults with a qualifying disability.</td>
</tr>
<tr>
<td>(services for eligible adults and teens)</td>
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<tr>
<td>721 Capitol Mall</td>
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<tr>
<td>800-952-5544 dor.ca.gov</td>
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<tr>
<td>California Foundation for Independent Living Centers</td>
<td>95814</td>
<td>Developmental</td>
<td>Information about independent living issues, rights, center locations, employment, news and disability legislation.</td>
</tr>
<tr>
<td>1000 G St., #100</td>
<td></td>
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<tr>
<td>916-325-1690 cflic.org</td>
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<tr>
<td>California State Council on Developmental Disabilities</td>
<td>95834</td>
<td>Multiple</td>
<td>Works to insure that people with developmental disabilities and their families receive the services and supports they need.</td>
</tr>
<tr>
<td>3831 North Freeway Blvd. #125</td>
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<tr>
<td>916-263-7919 scdd.ca.gov</td>
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<tr>
<td>Camp Ronald McDonald</td>
<td>95817</td>
<td>Recreational</td>
<td>Residential summer camp program and engaging year-round activities for its participants to inspire fun, friendship, social interaction and spiritual growth.</td>
</tr>
<tr>
<td>2555 49th St.</td>
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<tr>
<td>916-734-4230 campronald.org</td>
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<tr>
<td>Camp Sunburst</td>
<td>95825</td>
<td>Recreational</td>
<td>Services include a camp for children with HIV/AIDS and their families.</td>
</tr>
<tr>
<td>2143 Hurley Way, #240</td>
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<tr>
<td>916-440-0889 sunburstprojects.org</td>
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<tr>
<td><strong>Salinas</strong></td>
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<tr>
<td>Coastal Kids Home Care</td>
<td>93901</td>
<td>Medical, Family Services</td>
<td>Coastal Kids Home Care improves the quality of life for children healing from injury or short-term illness, coping with chronic conditions or developmental delays, and those facing the end-of-life. Our staff provides in-home nursing, specialized therapies, social services and bereavement counseling to support the whole family.</td>
</tr>
<tr>
<td>1172 S. Main Street, #125</td>
<td></td>
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<tr>
<td>800-214-5439 coastalkidshomecare.org</td>
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<tr>
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</tr>
<tr>
<td>Monterey County SELPA</td>
<td>93901</td>
<td>Multiple</td>
<td>Special Education Local Plan Areas (SELPAs) were created by state legislation to assist in ensuring that a free appropriate public education is provided to all students who are eligible for and require special education and related services. All of the school districts within Monterey County and the Monterey County Office of Education are members of the Monterey County SELPA.</td>
</tr>
<tr>
<td>Monterey County SELPA</td>
<td>93901</td>
<td>Multiple</td>
<td></td>
</tr>
<tr>
<td>Monterey County SELPA</td>
<td>93901</td>
<td>Multiple</td>
<td></td>
</tr>
<tr>
<td>Monterey County SELPA</td>
<td>93901</td>
<td>Multiple</td>
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</tbody>
</table>

San Francisco

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<thead>
<tr>
<th>NAME, ADDRESS, PHONE &amp; WEBSITE</th>
<th>ZIP CODE</th>
<th>SERVICES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Center of Northern California</td>
<td>94102</td>
<td>Developmental, Behavioral</td>
<td>We support families living with autism from diagnosis through adulthood.</td>
</tr>
<tr>
<td>Best Buddies California</td>
<td>94103</td>
<td>Recreational</td>
<td>Nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for people with intellectual and developmental disabilities (IDD).</td>
</tr>
<tr>
<td>CASE (Community Alliance for Special Education)</td>
<td>94103</td>
<td>Family Services</td>
<td>CASE provides attorney and non-attorney representation on a sliding fee basis, as well as free technical assistance consultation on your child's educational program. So all parents-no matter what their child's disability-have access to the resources and services they need.</td>
</tr>
<tr>
<td>Edgewood Center for Children &amp; Families</td>
<td>94116</td>
<td>Behavioral</td>
<td>Promotes the behavioral health of children, youth, and families, and supports a positive transition to adulthood.</td>
</tr>
<tr>
<td>JFCS Center for Children &amp; Youth (Parents Place)</td>
<td>94115</td>
<td>Family Services</td>
<td>We offer parenting workshops, coaching and consultation, child behavior and school support, clinical and special needs services, parent/child activity groups, child and family therapy, and much more.</td>
</tr>
<tr>
<td>Kalmanovitz Child Development Center at California Pacific Medical Center</td>
<td>94109</td>
<td>Behavioral, Developmental, Educational</td>
<td>A multi-disciplinary team assists families and professionals with recommendations about the child/adolescent’s developmental, behavioral and learning needs by providing diagnostic information, treatment options, consultation, continuity of service and support for families.</td>
</tr>
<tr>
<td>KEEN (Kids Enjoy Exercise Now)</td>
<td>94119</td>
<td>Recreational</td>
<td>Empowers youth with disabilities by providing free, non-competitive, one-to-one programs of exercise, fitness and fun, led by volunteer coaches throughout the Bay Area.</td>
</tr>
<tr>
<td>Law Office of Aaron D. Robles</td>
<td>94104</td>
<td>Multiple in Special Education</td>
<td>A lawyer and teacher working zealously for his clients and their students.</td>
</tr>
<tr>
<td>Lighthouse, The</td>
<td>94103</td>
<td>Physical, Developmental</td>
<td>Camp and general services for the blind and visually impaired.</td>
</tr>
<tr>
<td>Madison Clinic for Pediatric Diabetes at UCSF Benioff Children’s Hospital</td>
<td>94158</td>
<td>Medical</td>
<td>We pay equal attention to the medical and emotional needs of our families to create treatment regimens that meet their individual needs and cultures and empowering them through education and advanced technology.</td>
</tr>
<tr>
<td>Parents Education Network</td>
<td>94118</td>
<td>Family Services</td>
<td>Offers lectures and workshops, teen support groups and school liaisons, resource guide, information and links for teachers of, parents of, and the children and teens with AD/HD and/or LD.</td>
</tr>
<tr>
<td>NAME, ADDRESS, PHONE &amp; WEBSITE</td>
<td>ZIP CODE</td>
<td>SERVICES</td>
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</tr>
<tr>
<td><strong>Peer Play</strong>&lt;br&gt;Dr. Francisco Rocco, Ph.D.&lt;br&gt;1426 Fillmore St., #317&lt;br&gt;415-944-9320&lt;br&gt;peerplaysfbay.com</td>
<td>94115</td>
<td>Multiple</td>
<td>Highly stimulating social skills playgroups for children with developmental vulnerabilities. GGRC and insurance funding available. Currently offering virtual and some in-person (outdoor) options.</td>
</tr>
<tr>
<td><strong>Pomeroy Recreation and Rehabilitation Center</strong>&lt;br&gt;207 Skyline Blvd.&lt;br&gt;415-665-4100&lt;br&gt;prrcsf.org</td>
<td>94132</td>
<td>Development/Physical</td>
<td>Provides accessible facilities to all members of the community, especially those with developmental disabilities and traumatic and acquired brain injuries, including adults, children, teens and seniors.</td>
</tr>
<tr>
<td><strong>Sound Speech &amp; Hearing Clinic</strong>&lt;br&gt;251 Rhode Island St, #101&lt;br&gt;415-580-7604&lt;br&gt;soundshc.com</td>
<td>94103</td>
<td>Developmental, Physical</td>
<td>A private practice in San Francisco dedicated to speech therapy and audiology services for children and adults.</td>
</tr>
<tr>
<td><strong>Support for Families of Children with Disabilities</strong>&lt;br&gt;1663 Mission St., #700&lt;br&gt;415-920-5040&lt;br&gt;supportforfamilies.org</td>
<td>94103</td>
<td>Family Services</td>
<td>Phone Line &amp; Drop-In Center, Information &amp; Resources, Resource Library, Support Groups, Parent Mentor Program, Educational Workshops, Special Family Events, Short-Term Counseling</td>
</tr>
<tr>
<td><strong>San Jose</strong>&lt;br&gt;<strong>Almaden Valley Children’s Therapy Center</strong>&lt;br&gt;6501 Crown Blvd., #100A&lt;br&gt;408-601-0993&lt;br&gt;almadenvalleychildrenstherapycenter.com</td>
<td>95120</td>
<td>Physcial</td>
<td>Comprehensive OT services centered on emotional regulation, engagement and relationships, and parent education and coaching.</td>
</tr>
<tr>
<td><strong>Angels on Stage</strong>&lt;br&gt;88 S. Third St., #226&lt;br&gt;888-871-3331&lt;br&gt;angelsonstage.org</td>
<td>95113</td>
<td>Recreational</td>
<td>Enhances the lives of children and young adults with special needs through the medium of professional performing arts.</td>
</tr>
<tr>
<td><strong>Breath California of the Bay Area/Camp Superstuff</strong>&lt;br&gt;1469 Park Ave.&lt;br&gt;408-998-5865&lt;br&gt;breathebayarea.org</td>
<td>95126</td>
<td>Recreational</td>
<td>Asthma education and camp.</td>
</tr>
<tr>
<td><strong>Children’s Discovery Museum</strong>&lt;br&gt;180 Woz Way&lt;br&gt;408-298-5437&lt;br&gt;cdm.org</td>
<td>95110</td>
<td>Recreational</td>
<td>Programs and resources designed to provide access and inclusion for families of children with mobility challenges, difficulty communicating, or who become easily stimulated.</td>
</tr>
<tr>
<td><strong>Head Start State Preschool</strong>&lt;br&gt;1290 Ridder Park Drive&lt;br&gt;408-453-6900&lt;br&gt;myheadstart.org</td>
<td>95131</td>
<td>Educational</td>
<td>Free Preschool and TK. Low income families &amp; children with Special Needs welcome. Health, nutrition and family support.</td>
</tr>
<tr>
<td><strong>Inclusion Collaborative of Santa Clara County</strong>&lt;br&gt;1290 Ridder Park Drive, #MC 227&lt;br&gt;408-453-6756&lt;br&gt;inclusioncollaborative.org</td>
<td>95131</td>
<td>Family Services</td>
<td>Offers training and technical assistance for successful inclusion through education, advocacy, and awareness.</td>
</tr>
<tr>
<td><strong>Joy &amp; Laughter Developmental Therapy</strong>&lt;br&gt;2262 N 1st St.&lt;br&gt;408-337-2727&lt;br&gt;jdttherapy.com</td>
<td>95131</td>
<td>Developmental, Physical</td>
<td>Pediatric therapy services offering occupational, speech and feeding therapy.</td>
</tr>
<tr>
<td><strong>Morgan Autism Center</strong>&lt;br&gt;950 St. Elizabeth Drive&lt;br&gt;408-241-8161&lt;br&gt;morgancenter.org</td>
<td>95126</td>
<td>Developmental</td>
<td>Morgan Autism Center’s mission is to help children and adults in the Bay Area with autism or other developmental disabilities maximize their potential in a dignified, positive and loving environment.</td>
</tr>
<tr>
<td><strong>PHP (Parents Helping Parents)</strong>&lt;br&gt;1400 Parkmoor Ave., #100&lt;br&gt;408-727-5775&lt;br&gt;php.com</td>
<td>95126</td>
<td>Family Services</td>
<td>PHP is a family resource and service center providing information, support groups, workshops, adaptive technology help, lending library, and activities for special needs families.</td>
</tr>
<tr>
<td><strong>Second Start/Pine Hill School</strong>&lt;br&gt;1325 Bouret Dr.&lt;br&gt;408-979-8210&lt;br&gt;secondstart.org</td>
<td>95118</td>
<td>Educational</td>
<td>Education students with Autism. Combines highly individualized curriculum with positive behavior approach applied throughout the day.</td>
</tr>
</tbody>
</table>
Nature Based **Summer Camps**

Join us this summer for a magical week connecting with nature. Every day brings a new adventure as we explore magical **redwood forests**, search for sea stars in **tide pools**, splash in **creeks**, bird watch in **wetlands** and build sand castles on the **beach**.

The Curiosity Lab is dedicated to connecting children with the beauty and wonder of nature. It’s time to **get out, get dirty** and **get happy**.

Open to curious 6-13 year olds.

Visit us at **thecuriositylab.com** and let’s get started!

---

**The Renaissance International School**

In-person and online Montessori curriculum • Music • Art • Language Immersion

Following COVID-19 protocols • High cleanliness standards

Ages 2–Middle School • Enrolling Fall 2021

9:30am-11:00am **VIRTUAL INFORMATION SESSIONS** Register on our website

Pre-Primary/Primary • April 7, 2021 • Kindergarten/Elementary • April 1, 2021

510.531.8566 therenaissanceschool.org Oakland & Piedmont lic#010214382
<table>
<thead>
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<th>SERVICES</th>
<th>NOTES</th>
</tr>
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<tbody>
<tr>
<td><strong>Silicon Valley Down Syndrome Network</strong>&lt;br&gt;2400 Clove Dr.&lt;br&gt;650-690-2321&lt;br&gt;svdsn.org</td>
<td>95128</td>
<td>Family Services</td>
<td>Supporting new families when they receive diagnosis.</td>
</tr>
<tr>
<td><strong>Sunny Days Preschool</strong>&lt;br&gt;897 Broadleaf Lane&lt;br&gt;408-625-6198&lt;br&gt;pacificaautism.org/programs/sunny-days-preschool</td>
<td>95128</td>
<td>Educational</td>
<td>An inclusive program for ages 2 1/2 to 6, with a responsive, developmentally appropriate approach to child growth and learning.</td>
</tr>
<tr>
<td><strong>Thrive Therapy &amp; Social Center</strong>&lt;br&gt;1101 S. Winchester Blvd., #C-120&lt;br&gt;408-484-1028&lt;br&gt;thriveautismcenter.com</td>
<td>95128</td>
<td>Developmental, Behavioral</td>
<td>Focusing on autism, speech therapy, occupational therapy and behavioral analysis.</td>
</tr>
<tr>
<td><strong>San Leandro</strong></td>
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</tr>
<tr>
<td><strong>CHADD of Northern California</strong>&lt;br&gt;369 Santa Paula&lt;br&gt;chaddnorcal.org</td>
<td>94579</td>
<td>Developmental, Family Services</td>
<td>ADHD support, information and resources in the Bay Area.</td>
</tr>
<tr>
<td><strong>San Mateo</strong></td>
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</tr>
<tr>
<td><strong>Autism Society</strong>&lt;br&gt;P.O. Box 249&lt;br&gt;650-637-7772&lt;br&gt;sfautismociety.org</td>
<td>94401</td>
<td>Multiple</td>
<td>Grassroots, volunteer-run nonprofit organization striving to build a stronger, more connected and influential Bay Area autism community.</td>
</tr>
<tr>
<td><strong>Burkard School, The</strong>&lt;br&gt;2333 Palm Ave.&lt;br&gt;650-918-9945&lt;br&gt;theburkardschool.org</td>
<td>94403</td>
<td>Educational</td>
<td>Small independent K-8 school for bright children who need extra support with self-regulation, executive functioning, and/or social-emotional learning in the classroom.</td>
</tr>
<tr>
<td><strong>Child Mind Institute</strong>&lt;br&gt;San Francisco Bay Area&lt;br&gt;2000 Alameda de las Pulgas, Suite 242&lt;br&gt;650-931-6565&lt;br&gt;childmind.org</td>
<td>94403</td>
<td>Mental Health, Learning Disorders</td>
<td>Offering a wide range of services online and in-person for children, teens, young adults and families.</td>
</tr>
<tr>
<td><strong>Law Offices of Laura Croft, Esq.</strong>&lt;br&gt;Timeless Estate Planning&lt;br&gt;20 Park Rd., Burlingame&lt;br&gt;650-787-4142&lt;br&gt;<a href="mailto:laura@timelessestateplanning.com">laura@timelessestateplanning.com</a>&lt;br&gt;timelessestateplanning.com</td>
<td>94010</td>
<td>Legal Services</td>
<td>Estate planning services for families with special needs children.</td>
</tr>
<tr>
<td><strong>Law Office of Susan Foley</strong>&lt;br&gt;1212 B West Hillsdale Blvd.&lt;br&gt;650-345-2300&lt;br&gt;susanfoley.com</td>
<td>94403</td>
<td>Legal Services</td>
<td>Specializing in rights for students with autism, ADD, ADHD, cognitive-delays, learning disabilities, dyslexia, dysgraphia, language delay, Tourette’s syndrome, OCD, or other health impairments.</td>
</tr>
<tr>
<td><strong>Stanbridge Academy</strong>&lt;br&gt;515 E. Poplar Ave.&lt;br&gt;650-375-5860&lt;br&gt;stanbridgeacademy.org</td>
<td>94401</td>
<td>Educational</td>
<td>Inclusive K-12 school for students with mild to moderate learning differences and social communication challenges.</td>
</tr>
<tr>
<td><strong>Up Academy</strong>&lt;br&gt;151 W 20th Ave.&lt;br&gt;650-796-3848&lt;br&gt;upacademysf.com</td>
<td>94403</td>
<td>Educational</td>
<td>Progressive elementary lab school focusing on academic, emotional and physical growth through differentiated learning and project-based curriculum.</td>
</tr>
<tr>
<td><strong>San Rafael</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Autistry Studios</strong>&lt;br&gt;448 Du Bois St.&lt;br&gt;415-454-1037&lt;br&gt;autistrystudios.com/blog/index.php/contact</td>
<td>94901</td>
<td>Recreational</td>
<td>Helps teens and adults with Autism, Asperger’s and other learning differences become successfully independent by leveraging their interests and talents while creating community.</td>
</tr>
<tr>
<td><strong>Marin Autism Collaborative</strong>&lt;br&gt;899 Northgate Drive, #500&lt;br&gt;415-472-2373&lt;br&gt;marinautism.org</td>
<td>94903</td>
<td>Family Services</td>
<td>Comprised of a wide variety of providers, agencies and organizations give their time to ensure that families in Marin County affected by ASD receive the very best services throughout life.</td>
</tr>
<tr>
<td><strong>Santa Clara</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pacific Autism Center for Education</strong>&lt;br&gt;1880 Pruneridge Ave.&lt;br&gt;408-245-3400&lt;br&gt;pacificautism.org</td>
<td>95050</td>
<td>Physical, Developmental</td>
<td>Camp, education, general services.</td>
</tr>
</tbody>
</table>
We believe that all children should be able to grow, develop, and thrive to reach their full potential.

HelpMeGrowSMC.org

Have questions about your child’s early development?

Call or Text
650-762-6930

A Free Service available in English, Spanish and other languages.

Free Support & Services

Parent-to-parent support and resources for families of children with special needs and the professionals who serve them.

- Support Groups
- Support Line
- Abilisty Awareness Outreach
- IFSP/IEP Information and Support
- Parent and Provider Workshops

Receive Information and support from other parents of children with special needs.

smcfrc.org | info@smcfrc.org
## Social Thinking
404 Saratoga Ave., #200
408-557-8595
socialthinking.com/LandingPages/Mission
95050
Developmental
Social skills development.

## Via Services
2851 Park Ave.
408-243-7861
viaservices.org
95050
Multiple
A private, independent non-profit dedicated to helping individuals with disabilities and special needs achieve greater self-sufficiency and lead richer lives.

## Santa Cruz

### ABRITE Organization
749 37th Ave.
844-322-7483
abrite.org
95062
Developmental
Offers early childhood, language and communication intervention, parent teaching, assessment, undesirable behavior reduction, IEP and classroom assistance, and applied behavior analysis workshops for families of children with autism.

### Camp Kesem at UC Santa Cruz
PO Box 8385
ucsc@campkesem.org
campkesem.org/find-a-camp/camp-kesem-at-uc-santa-cruz
95060
Recreational
Camp for kids with a parent dealing with cancer.

### North Santa Cruz County SELPA
400 Encinal Street
831-466-5600
nsccselpa.org
95060
Multiple
The North Santa Cruz County Special Education Local Plan Area (SELPA) is comprised of 12 school districts and charters, and the Santa Cruz County Office of Education. These entities work together to offer a free appropriate public education (FAPE) providing programs and services of high quality and the establishment and maintenance of policies that assure compliance with federal and state law.

## Santa Rosa

### Galt Advocacy
1160 N Dutton Ave. #200
707-566-7600
galtadvocacy.com
94501
Family Services
Offers full service assistance to those with disabilities and their families, from education advocacy to disability services and more.

## Saratoga

### Reading Clinic, The
12770 Saratoga Ave.
800-790-5302
thereadingclinic.com
95070
Developmental
Bay Area multi-sensory tutor for reading, writing, comprehension and dyslexia.

## Seaside

### Chartwell School
2511 Numa Watson Road
831-394-3468
chartwell.org
93955
Multiple
We serve students, grades 1-12, who think and learn differently, by providing instruction to empower them with skills, strategies and social-emotional mindset they need to thrive in college and beyond.

## Sunnyvale

### Animal Assisted Happiness
1030 E El Camino Real, #279
650-887-0887
animalassistedhappiness.org
94087
Multiple
Founded in 2009, our mission is to enrich the lives of youth with needs through barnyard animal interactions at our Smile Farm and mobile visits.

## Woodside

### NCEFT (National Center for Equine Facilitated Therapy)
880 Runnymede Road
650-851-2271
nceft.org
94062
Multiple
NCEFT is dedicated to helping children, adults, and military Veterans with special needs reach beyond their boundaries through equine-assisted therapies, education, and research. Programs include Physical, Occupational, and Speech Language Therapy, Adaptive Riding (recreational horseback riding and horsemanship lessons adapted for an individual’s disability). Equine-Assisted Mental Health & Resilience Programs and Workshops, Mindfulness Programs, Happy Trails Camp, Social Skills Programs, Special Education School Programs, and Veteran and First Responder Programs.
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Check out our digital editions online at BayAreaParent.com/Magazines
Springtime Crafts

Spring has sprung! Celebrate the season, along with Easter and Earth Day, with these fun crafts from Lakeshore Learning.

Spring Sprouts (Ages 5 and up)
Grow a mini garden while reusing old paper towel rolls.

What You’ll Need:
- Eggshell with top quarter broken off
- Ring from bottom of paper towel roll to hold eggshell
- Three damp cotton balls
- 1/8 teaspoon alfalfa seeds
- Markers
- Scissors

Step 1: Cut a ring from the bottom of a paper towel roll (about 1 to 1 1/2 inches long).
Step 2: Set the empty eggshell in the towel ring.
Step 3: Draw a face on the eggshell with colored markers. Be careful not to break the eggshell.
Step 4: Place damp cotton balls inside the eggshell.
Step 5: Sprinkle seeds over the cotton and keep the cotton damp.
Step 6: In two or three days, the seeds will begin to sprout. Put the eggshell in a sunny spot. As the sprouts grow, children can give their eggs a “haircut.” Sprinkle the nutritious clippings on a salad or add to a sandwich at lunchtime.

Papier-Mâché Globe (Ages 6 and up)
You’ll have the whole world in your hands with this fun and educational project.

What You’ll Need:
- A round balloon
- Recycled newspaper
- Bowl of water-flour mixture (one part flour for two parts water) or starch
- Continent outlines template
- Tempera paint
- Paintbrush
- Markers

Step 1: Tear strips of newspaper about 1 inch wide, and blow up and tie a round balloon.
Step 2: Apply papier-mâché to the balloon by dipping strips of newspaper into the water-flour mixture, wiping off the excess and wrapping the strips around the surface of the balloon. Cover the surface completely at least three times. Let it dry overnight. The balloon can then be burst and will tear itself away from the inside of the dried globe.
Step 3: Paint the entire surface of the globe with a layer of blue paint.
Step 4: Print out the Continent Outlines Template (bit.ly/2k18RRx) and color and cut out each continent.
Step 5: Using a globe or map, glue the continents in the appropriate location on the balloon globe. Mark an “X” where you live.

Check It Out!
Looking for more crafting fun? Visit lakeshorelearning.com and click on crafts ideas, under resources.
Language immersion preschool offers lifelong benefits. Children who learn a second language in preschool become more than bilingual. Under the guidance of our nurturing instructors, they also improve academic performance, cognitive functioning, cultural awareness, and social and emotional development. All this translates into greater confidence, both at school and in life!

Enroll your child for early success. Call (877) 442-2555 to apply or schedule a Virtual Campus Tour Today! Or visit www.ksspreschool.com.

Pod openings now available at each of our campuses.

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Oakland-Montclair 1650 Mountain Blvd.
Oakland-Lincoln Highlands 2540 Charleston Street
Walnut Creek 2780 Camino Diablo
San Jose-Willow Glen 540 Sands Drive

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Locations throughout the Bay Area

*Grades offered vary by location. Preschool State License Numbers: 073402482, 013420588, 013421042, 434404890, 434413440, 434408056, 434407977, 434408877, 434410807, 434404336, 434406722. Copyright © 2021 Stratford Schools, Inc.