

# PUZZLE PIECES

*Solving the puzzle . . . empowering the child*

RUSH NEUROBEHAVIORAL CENTER • SPRING 2009



Meryl Lipton, MD, PhD  
Executive Director

Dr. Lipton shares her insightful observations regarding Dr. Barbara Kenefick, the RNBC 2008 Pearl Rieger award recipient, on page 5.

## Introducing Dr. Lauren Shin

RNBC is pleased to announce the addition of Dr. Lauren Shin, Child and Adolescent Psychiatrist, to our professional team. Dr. Shin previously held the position of Clinical Instructor at Cambridge Hospital, Harvard Medical School. Dr. Shin offers a broad expertise in serving children and adolescents with diverse psychological and neurological needs. We look forward to adding child psychiatric services and Dr. Shin to our professional multidisciplinary team.



Dr. Lauren Shin, PhD  
Pediatric & Adolescent  
Psychiatry  
Assistant Professor

### Services

Dr. Shin will divide her time between clinic hours to assess and treat patients, and research and teaching. She will be providing psychiatric services including consultation, therapy and medication management. Dr. Shin will also be collaborating with Rush University Medical Center, Departments of Pediatric and Psychiatry, to facilitate clinical training of resident physicians and medical students.

### Background

Dr. Shin completed her child and adolescent psychiatry fellowship at Cambridge Hospital – Harvard Medical School, and stayed on as a clinical instructor in psychiatry. Her training in general psychiatry was at the University of Chicago Hospitals – Pritzker School of Medicine. She wants to develop and contribute to new clinical studies pertinent to social-emotional learning difficulties in children. Dr. Shin looks forward to returning to Skokie, her hometown, and becoming part of the diverse team at RNBC.

## INSIDE THIS ISSUE

Goals that Work.....	3
Gala Review.....	4
How to Keep Friends.....	6
Social-Emotional Conference.....	9
Summer Student Workshops.....	10

## Motivational Strategies for Students

Many children begin to demonstrate a lack of motivation to complete academic work within the home and school settings, now that the school year is well



Greg Stasi, PhD  
Clinical Psychologist

on its way. Some students appear to be naturally enthusiastic about learning while many others require or expect their classroom teachers to inspire, stimulate, and essentially motivate them. Now the task at hand is to figure out how to increase motivation for these children who do not find academic tasks inherently rewarding.

### Factors that Impact Motivation

Unfortunately, there is no single magical formula for increasing the motivation of students. What we do know is that there are many factors that have an impact on a child's motivation to work and learn within school, including: interest in the subject matter, perception of the subject's usefulness, general desire to achieve, self-confidence, self-esteem, and the child's patience and persistence. Additionally, not every student is motivated or reinforced by the same values, needs, desires, and wants. Thus, it becomes much more important for the teacher to develop individualized plans to increase the natural motivation of students. Strategies that have been found to be successful in increasing the motivation of children in the academic environment include:



## Motivational Strategies

continued from page 1

### Strategies

- Establish the belief that students are competent and occasional imperfections result from outside factors.
- Avoid attributing success entirely to ability
- When a student fails, the child is more likely to persist if he or she can attribute the failure to a lack of effort, rather than a lack of ability.
- Take measures to keep a student from failing repeatedly, especially after he or she has made a serious effort at academic tasks.
- Excessively competitive evaluation systems including grading are likely to impair the learning of many students. Competition will encourage students to persist only to the extent that they believe additional effort will enable success.
- Evaluate students at least partly, but not exclusively, on effort put into the task.
- Encourage students to believe it is their own behavior, rather than external circumstances, which is the key factor in success or failure.

### Research

There has been some research examining what teacher qualities and characteristics are best to increase the motivation of their students. The research finding of special importance is that good everyday teaching practices can do more to increase student participation and interest in academics rather than concerted efforts to attack motivation directly. Specific qualities of “good teaching” that have been found to increase interest in academics for ‘unmotivated’ students include:

- An enthusiastic teacher
- The ability of the teacher to be able to relate the material at hand to the real world

- The ability of the teacher to actively involve students in daily class discussions and lectures
- The use of appropriate, concrete, and understandable examples.

## Publication Announcement

RNBC is pleased to announce the publication of Dr. Gregory Stasi and Dr. Lori Tall. Bibliographic information for their work is as follows:

Stasi, G. & Tall, L. (in press). Learning disabilities in children and adolescents. In S.J. Hunter & J. Donders (Eds), Principles and practice of lifespan developmental neuropsychology. Cambridge, UK: Cambridge University Press.

The chapter highlights the current literature regarding learning disabilities (LD) in children and adolescents (reading, mathematics, and written expression). Focus is on changes in identification (response to intervention vs. DSM-IV criteria), social and emotional characteristics associated with LD, as well as a brief review of available treatment interventions.

The chapter is a review of trends in neuropsychology for neuropsychologists as well as a text book for graduate students studying neuropsychology

To better serve you, RNBC is redesigning Puzzle Pieces to deliver information in a digital format.

This will be the last hard-copy issue. We look forward to continuing to provide cutting-edge information and useful resources to you in the future.

To continue receiving news updates from RNBC, visit [www.rnbc.org](http://www.rnbc.org), select electronic newsletter and register to receive the new publication.

### RNBC Mission Statement

*Rush NeuroBehavioral Center serves the medical, psychological and educational needs of children with neurobehavioral issues with a special emphasis on social-emotional learning disorders.*

## Goals That Work

We all set goals in the various aspects of our lives, but not all goals we set are carefully structured for success. It's no wonder that most New Year's resolutions have been discarded before the end of January!

In the Executive Functions Program we teach students to set their own goals using a format derived from the business world. This format shows how to create **SMART Goals**, goals that are **Specific, Measurable, Attainable, Relevant**, and have a Timeframe. Creating **SMART Goals** will give your child the best chance for success.

Take a look at the table below to see how a common goal statement measures up against the **SMART Goals** criteria. You can see how the goal statement gets progressively better throughout this example.

**S**pecific—Keep the focus of your goal narrow.

**M**easurable—How will you know if you are meeting your goal?

**A**ttainable—Set reasonable, realistic goals.

**R**elevant—Set goals that will change your life in ways that you want.

**T**imeframe—When will you meet your goal?

	S	M	A	R	T
To help your child achieve their goals, help them to make <b>SMART Goals</b> . <b>SMART Goals</b> are <b>Specific, Measurable, Attainable, Realistic</b> and have a <b>Timeframe</b>					
<b>I will do better in math.</b>			✓	✓	
<b>I will do better on my math tests.</b>	✓		✓	✓	
<b>I will get an 85% or higher on all my math tests.</b>	✓	✓	✓	✓	
<b>I will get an 85% or higher on all my math tests for the rest of this grading period.</b>	✓	✓	✓	✓	✓

## Celebrating 12 years of Changing Children's Lives

Even in the face of a difficult economy, efforts to improve the lives of children with brain-based social and academic learning challenges thrived on October 16th at the RNBC Twelfth Annual Awards Dinner at the Four Seasons Hotel Chicago.. The fund raising event was very successful. The proceeds will continue supporting the Center's education, research, training and outreach endeavors. Ann and Dennis FitzSimons, Christina and Ron Gidwitz, Keith and Rodney Goldstein, Mary Hasten and Brien O'Brien, Joanie and Andy McKenna, Peggy and Dick Notebaert, Susan and Nick Noyes, Anne and Chris Reyes, Margo and Jon Ward were the 2008 co-chairs of the awards dinner.

The night began with a standing-room-only education hour entitled: "From the Synapse to the Schoolhouse." Moderated by award winning author Alex Kotlowitz, an expert, multidisciplinary panel focused on the components of children's social behavior. The presenters were Dr. Jean Decety, professor and neuroscientist at the University of Chicago, Dr. Clark A. McKown, Associate Director and Research Director at RNBC and Dr. Jenny Wojcik, Superintendent of Rondout School District 72 in Lake Forest.



(L-R) Jenny Wojcik, Clark McKown, Alex Kotlowitz and Jean Decety



Pearl H. Rieger (L) and Dr. Barbara Kenefick

Professor Decety showed images of children's brains demonstrating empathy pathways. Dr. McKown reported on RNBC's new research that is determining how to assess and measure children's individual social strengths and deficits. He reported that these results will be used to create interventions for children with social-emotional learning deficits. Then, Dr. Wojcik talked about the application of progressive teaching of social-emotional learning curriculum in her school district. The presentations generated lively discussion.

At dinner, Mr. Roger Plummer, founding chairman of the RNBC Advisory Board, and Dr. Meryl Lipton, RNBC's Executive Director, presided over giving this year's Creating the Future Award to Carole (Mrs. Jack) Sandner. The Award celebrates this recipient's work advocating for children with learning differences by seeking the optimal environment and educational experience that they need to grow, develop and reach their highest potential. In presenting the award, Dr. Lipton commented, "As if raising eight adopted children was not enough in itself, Carole has been a 24/7 compassionate and knowledgeable community advocate. She is ever advocating for children's interests related to their receiving the education and care they need to be successful." Carole was recognized for her unique combination of vision, courage and insight. Carole asserted "When you look at children, you don't know whose IQ is the highest or the lowest, who has ADHD or who has severe dyslexia, and that's what I love."



Meryl Lipton (L) and Carole Sandner

The spry octogenarian, Dr. Barbara Kenefick, was honored with the Pearl H. Rieger Award, which pays tribute to an individual who has made a significant difference in the lives of children with neurobehavioral issues. The award's namesake, Pearl Rieger, told the audience that Dr. Kenefick has created some of the country's preeminent programs for children with brain-based issues. Then, a "Kenefick Kid," 25-year-old Alexei Nabarro, who flew in from Connecticut, and his mother Vicky Butler, who flew in from Ireland, shared their stories about working with Dr. Kenefick. Alexei summed up why they came to honor Dr. Kenefick by saying that the awardee has "through a genuine understanding of how a child can develop and a staggering level of wisdom for creating the systems and structures they need to do so, Dr. Kenefick creates self-sustaining people. Take it from me, she's cool." Dr. Kenefick is now founder and director of the Academic Support Program at Berkshire School in Sheffield, MA.

### ADVISORY BOARD

Julie Vander Wee, Chairperson	Ann FitzSimons
Roger Plummer Founding Chairman	Michael Friedman
Harvey Alter	Keith Goldstein
Daniel Alvarez II	Mary Hasten O'Brien
Rae Ann Alvarez	Patti Heller
Arthur Balourdos	Bill Jacobs
Ann Bartram	Linda R. Jacobs
Suzanne Bessette-Smith	Bryant Keil
Leslie Bluhm	Robert Kohl
Amy L. Carbone	Molly Perry
Bette Cerf Hill	Joanne Plummer
Chrissy Collins	Theodore Schmidt
Kevin M. Collins	Nancy Schwab
Kathleen Cowie	Alan Sebulsky
Connie Falcone	Carla H. Westcott
	Laurie Yorke

### FRIENDS OF THE CENTER

Dean Buntrock	Fred A. Krehbiel
Rosemarie Buntrock	David Miniati
Joan Cusack Burke	Susan Blankenbaker Noyes
Miles Collier	Abby McCormick O'Neil
Parker Collier	Andrew Rosenfield
Carey Cooper	Betsy Rosenfield
Cheryl Kraff Cooper	Jack Sandner
Philip H. Corboy	Gregory J. South
Nancy Crown	Molly South
A. Steven Crown	Jonathan P. Ward
Mary A. Dempsey	Margo Ward
Christina Gidwitz	Bryant Yunker
Ronald J. Gidwitz	Nancy Yunker
Samuel Gotoff	



**Dr. Barbara Kenefick**

## Celebrating Dr. Kenefick

Every once in a while, we are lucky to find a wise person along our journey in life. That person helps us understand, develop perspective and be more effective in life tasks.

For those of us fortunate enough to work with children with learning differences or be the parents of those children, Barbara Kenefick is that wise person. At this fall's RNBC Gala, Barbara received the *Pearl Rieger Award* that is given to a professional who makes a significant difference in the lives of children.

Barbara a pioneer in the area of learning differences, has created learning environments, and been the source of understanding, acceptance and high standards for her students. She is revered by the students and parents she has touched in her many years of service. The Barbara Kenefick Center for Learning at Berkshire Academy established in 2004 reflects the gratitude of the students and families she has touched. Barbara's acceptance speech was

filled with important messages about understanding and helping children with learning differences develop their capabilities.

*Dr. Meryll Lipton*

### This is a written version derived from Dr. Kenefick's speech given at the Awards Dinner.

The meaning of this award is beyond the power of words for me to describe. That it is given, in the name of Pearl means so much to me. Pearl and I have been colleagues for over a decade, although we have met for the first time tonight. We have had many talks in the past, through the night and into the wee hours. The clarity of Pearl's words makes a kid come to life. The strengths and weakness she describes make it so easy for us to work with the children that she sends to our school.

### Importance of Language

I said that this award has a meaning beyond the power of words. Some of you know that 5 months ago, I had a stroke and in one moment, I was left wordless. I think often of the saying that the limits of our world are defined by language, so without language I lost my world. I was wordless and barely able to write and barely able to read and had forgotten even the rules of phonics that I knew so well and taught for many years. For the next three weeks, I spent at times almost 20 hours a day with a dictionary trying to relearn phonics. I was eventually able to write the content that I wished to portray.

The next task became relearning to speak. I had to work as hard at speaking as I had done at writing. And you can see that I have made slow, but steady progress. During my recovery period, the following **five teaching principals** became very important to me.

- The freedom of choice for everyone. Students have to commit to the possibility of working hard on his/her disability. I cannot do that for them
- The commitment to change and to make a choice is very important and brings about the burden of responsibility as we know every decision has a cost. For these kids, the cost was often reduced time for socialization, for making friends or just down time
- The need for regulation and monitoring of their behavior
- The importance of self talk and, finally
- Accommodations can only go so far. Compensatory strategies must be limited. There are no reserve seats for life

### Fostering a Love of Learning

As I thought of the energizing power of language, I realize how important it is for my students to really love language. The first thing we need to do is build new batteries or recharge the old ones, to get them attracted to language. This can even be done with adolescents by having them write letters to friends or loved ones. I believe each of my students has to make a choice, as I did, to commit their resources to learning. We, as caring adults cannot make that choice for them; it has to be their own. The importance of choice is not so much that every child should be taught, it is that every child should be given a desire to learn. Establishing a desire to learn has become my very first priority. Every choice has a cost; every choice bears the burden of responsibility. It is easy when you don't do something well not to employ it, but it is very important for us to exercise the abilities we want to strengthen. Everyday activities concentrated in short periods of time, done incrementally with effort, may be rewarded when we have finally achieved success.

There often comes a time to regulate behavior. I have learned that for me, self talk works almost better than technology. Talking through daily events and problems, yields patterns for planning and prioritization. For anyone struggling to maintain attention, self talk helps in shifting from task to task and being able to cope with an activity. We can also learn to stop doing something when it is no longer productive.

My recovery has been a time of discovery. I have been increasingly aware of the battle my students with disabilities have fought. Like the most resourceful of my students, I will accept no limit on language to be relearned. If I could have presented a paper for tonight's gala, I would have had greater comfort. Instead, my message has been filtered, because of my learning to speak again. This situation has, however, allowed us to be together tonight celebrating the power of the spoken word.

## Keeping Children's Friendships Warm When Cold Winter Gives Way to Spring Rains



Nadine Wengroff, MS, CS

During these last cold and dark days of late winter, we often find ourselves lacking energy, especially after a busy day or week. It is not uncommon for children, especially those that struggle within the social arena, to have this experience as well. We all tend to spend more time alone during these winter months, but children are even more likely to spend time at home engaging in solitary activities, rather than make the extra effort it takes to engage with peers. Like many of us, they may find it takes even more energy than usual to be social. As parents, here are some suggestions to help your child maintain or develop social connections.

### Extracurricular Activities

This is a good time to consider extracurricular activities that tap into a particular interest, so as to increase the likelihood of her/him connecting with a like-minded peer. A recent glance at a local park district brochure revealed offerings in lego robotics, magic for the Harry Potter fan, cooking, as well as various other physical and artistic endeavors.

### Social Challenges

Children that face social challenges need assistance all year long, but particularly during this time of year. They may find it takes more energy to be social. Friendships that may have begun earlier in the school year may require some reenergizing. The status of your child's friendships with peers may have changed. Discuss this with your child, or ask a teacher if there are any classmates that your child seems to be "clicking" with.

**“Friendships  
may require  
reenergizing”**

### Strategies

Play dates need to be well thought out to help children be successful

- Schedule playdates for a time when you will be home and available
- Help your child prepare for the social experience prior to the play date
- Suggest that s/he put away any "special" toys that s/he would rather not share, so as to avoid any potential conflict
- Help your child brainstorm possible activities
- Be available during the play date to facilitate any potential negotiations

For younger children, or for children who tend to get disorganized and/or emotionally dysregulated, consider providing the following structure during the play date:

- If necessary, divide the scheduled activities into 15-30 minute increments
- Change activities as needed
- Have a snack on hand to provide as a break
- Suggest they bundle up and go outside to play, if weather permits

### Outings

If holding the play date at home seems too stressful, plan an outing for the play date. Kids may need a change of environment and an out-of-house activity can provide this. Consider a trip to one of the many museums in the area. Try to find an exhibit that focuses on a shared interest. Good resources for locating these activities are local papers, or bulletins from community centers listing offerings of events that may be appealing for both children. For those who enjoy a more physical activity, consider: indoor miniature golf, batting cages, or an indoor pool.

Assisting in maintaining a sense of social connectedness will help insure that within the social domain, your child will continue to grow, develop and feel successful.

## TEEN SOCIAL PROGRAM

One week in June, 2009

1-4pm each day - Monday - Friday

(The program session runs for 5 days, 3 hours each day)

This is a group experience designed for high-school aged boys and girls with a history of social-emotional learning issues. Together, we work to create an environment to support self awareness, increase social skills, to learn coping strategies, and to promote personal change in a peer supported environment. We aim to have fun while exploring and engaging in a variety of group experiences that promote a sense of inclusiveness and increased social competence.

This is the sixth year we are offering this successful concentrated summer program.

Jonathan Levin, LCSW and Greg Stasi, PHD will lead the group.

If this group sounds right for someone you know, please contact Jonathan Levin at RNBC, 847-763-7958.

June 2009

## Bringing Research and Clinical Services Together



Clark McKown, PhD  
Associate Executive Director

Rush NeuroBehavioral Center (RNBC) has developed into a fully staffed multifaceted arm of RNBC in just three short years. The department now includes eight staff, not counting regular contributions from most of the RNBC staff. Those staff members are working on four large projects focused on the nature, assessment, and treatment of social difficulties.

As the Research Director, I am particularly proud that our research and our service to children and families increasingly operate together. Children who have been our patients have, for example, participated in our social-emotional assessment project. Parents of participating children receive a report and a feedback consultation with two team members. Parents have reported to us that the information they receive helps them understand their children. In an effort to enhance our clinical care, we include a summary of the assessment findings in children's clinical records.

Another example of the integration of research and clinical service is our social skills group intervention treatment study. In this study, children who struggle socially are participating in a year-long weekly social skills group intervention that is closely supervised by Clinical Department Chair, Dr. Bernadette Evans-Smith. The department is collecting data to monitor student progress as the year unfolds.

### A Study of Children's Social-Emotional Learning

Children between the ages of 6 and 14 who have a history of an autism-spectrum disorder, ADHD, or a reading disorder are eligible to participate in a research study currently being conducted at RNBC.

There are two main goals to this study:

**Goal Number One:** Develop better methods for assessing children's ability to perceive, interpret and reason about social information. We call these abilities "social-emotional learning abilities."

**Goal Number Two:** Test our ideas about the nature of children's social-emotional learning abilities.

**For parents who choose to have their child participate, the study involves:**

- Completing some Parent and Teacher questionnaires
- Attending two meetings at RNBC

At the first meeting, we will interview parents while the participating child completes a few assessments. At the second meeting, we will have the child complete several tests that measure a wide range of social-emotional learning skills, including reading nonverbal cues about others' feelings, inferring what others think, and solving complex social problems.

We are grateful to the funders who make this work possible, and to the parents and children who participate in these projects. The data we collect will allow us to better understand how children think about social-emotional information, and how their thinking influences their behavior. Our great hope is that, armed with better strategies for understanding why children struggle socially, we may develop more effective and tailored ways to help children succeed socially. The benefit to the family is that we share with parents what we learn about their child.

**Participation in this project is free of charge.** If you are interested in learning more about the study, please call the study coordinator, Nicole Russo at (847) 763-7937 for more information.

### Currently Recruiting for Year-Round Social Development Groups

These groups are designed to support children who struggle with friendships. RNBC groups are run by psychologists, social workers, and educational consultants.

For more information, please contact Nadine Wengroff at 847-763-7944.



## CENTER SPOTLIGHT

RNBC welcomes a new professional . . .



Jason Johnson  
Research Assistant

**Jason Johnson** joined RNBC in August 2008 as a Research Assistant. He is contributing to multiple research projects that examine social-emotional learning, primarily focusing on the school based assessment and clinic based intervention portions of the Social-Emotional Learning Initiative. The goal of the social-emotional learning project is to develop ways of assessing children's social-emotional learning that can be used to develop targeted treatments for children who struggle socially. We continue to seek a better understanding of children's social-emotional learning, to provide insight into each child's strengths and weaknesses, and to intervene to promote children's social-emotional development. Additionally, Jason assists with data collection, management and analysis for other research projects at the center. As part of a video coding team, he is helping to develop a behavioral coding system to further examine social-emotional learning in the intervention groups.

Jason received his bachelor's degree in Biology from Monmouth College. Prior to working at RNBC, he worked at the John G. Shedd Aquarium and DePaul University. While at DePaul, Jason worked on research focusing on HIV/AIDS prevention in youth, both domestically and in Kenya. He also completed graduate coursework in the School of Psychology, focusing on children and adolescents. In his free time, Jason can be found playing or watching just about any sport, with softball and golf being his favorites to play. He also enjoys a good book,

friends, cooking, and concocting new flavors of homemade ice cream.

## New Mental Health Legislation

On October third, 2008 President Bush signed the **Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity Act**. Congress included the parity bill in the Emergency Economic Stabilization Act, the legislation created to address the economic situation, addressing insurance coverage for people with psychiatric disorders.

The mental health parity legislation provides equitable coverage of medical-surgical and mental health and addiction benefits in healthcare plans that offer mental health coverage. This means that the insurance company must provide comparable benefits for mental health disorders as it does for other medical conditions. Yearly and lifetime caps, length of stay restrictions and caps on number of visits must be comparable to those for other medical conditions, which typically allow for higher coverage. The bill prohibits health insurance plans sponsored by businesses with 50 or more employees from imposing day and visit limits or applying different deductibles, copayments, out-of-network charges and other financial requirements for mental health treatment. The text of the Emergency Economic Stabilization Act can be viewed at [http://banking.senate.gov/public/\\_files/latestversionAYO08C32\\_xml.pdf](http://banking.senate.gov/public/_files/latestversionAYO08C32_xml.pdf). The section on mental health parity is located on pages 310-344.

The law becomes effective in 2010.

## A Prestigious Honor



Joseph Palombo is the recipient of the Annual Reiss-Davis Chair. This honor is bestowed to a mental health professional that has made an outstanding contribution to the field of Child and Adolescent Mental Health.

The Reiss-Davis Child Study Center is a respected Los Angeles institution that is identified with providing psychoanalytic psychotherapy to children and adolescents. It is also a training institutions for psychologists and social workers.

Congratulations! We are privileged to have Mr. Palombo on the RNBC team.

## Annual Conference Social-Emotional Learning Skills: From Theory to Practice

*The conference will focus on effective implementation of social-emotional learning skills within the school setting. Special emphasis will address the needs of children on the Autism Spectrum. Participants will gain insight into important research on Autism Spectrum Disorders and develop practical techniques to facilitate social interaction.*

**Monday, April 6, 2009**  
8:00 A.M. – 4:30 P.M.  
Oakton Community College, DesPlaines, IL



**Presenter: Nirit Bauminger, PhD**

### Audience

Teachers, parents, researchers, allied health and medical professionals

### Registration

A detailed brochure, including a registration form,  
is available at [www.rnbc.org](http://www.rnbc.org)



## Executive Functions Teacher Workshop

**Monday April 27, 2009, 8:15am - 3:45pm**  
Oakton Community College Ray Harstein Campus  
7701 Lincoln Ave., Skokie, IL Rooms P103 and P104



Participant's Name \_\_\_\_\_

School Name \_\_\_\_\_ Book Requested: level 3-5  level 6-12

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Daytime Telephone \_\_\_\_\_ Email Address \_\_\_\_\_

Program Fee is \$185.00 which includes breakfast, lunch and **one** Executive Functions curriculum notebook.

Do you want to receive future mailings  Yes  No

**Please make checks payable to RNBC. Send non-refundable program fee and registration form to the address below by April 17, 2009**

**Rush NeuroBehavioral Center**  
**Attn: Cate Gonley**  
**4711 W. Golf Road Suite 1100, Skokie, IL 60076**  
**Phone: (847) 763-7933, Fax: (847) 933-0874**

## Executive Function Skills Summer Student Workshops

### Middle School Sessions

(entering grades 6,7 & 8)

July 13-16, 2009

3:30pm - 5:30pm

or

July 27-30, 2009

3:30pm - 5:30pm

### High School Sessions

(entering grades 9,10, 11 & 12)

July 20-23, 2009

3:30pm - 5:30pm

or

August 3-6, 2009

3:30pm - 5:30pm

Participants will develop strategies over a course of four days in:  
Materials Management • Goal Setting • Note-Taking  
Test Preparation • Planning and Scheduling

The cost of each workshop is \$450.00, including materials

Student's Name _____	
School Name _____	Grade _____
Parent's Name _____	
Address _____	
City/State/Zip _____	
Daytime Telephone _____	
Email Address: _____	
Check Enclosed _____	Check Number _____
Credit Card Number _____	
Expiration Date _____	Signature _____
Name as it appears on the card _____	

Send non-refundable program fee and registration form to the address below:

**Rush NeuroBehavioral Center**

**Attn: Cate Gonley**

**4711 W. Golf Road Suite 1100, Skokie, IL 60076**

**Phone: (847) 763-7933, Fax: (847) 933-0874**

**Space is limited. Please register early for an available slot.**



Lincoln Park Branch Library  
1150 W. Fullerton Ave. Chicago

### Upcoming Library Presentation

Tuesday, April 28, 2009 at 7:00 PM

“Managing Meltdowns,” A collaborative approach that works...  
for parents and children with neurobehavioral problems

Presented by Joshua F. Mark, LCSW



Mr. Mark will present the practical clinical approach developed by Ross Greene, PhD. This collaborative model is based on the simple and positive notion that “children do well if they can.” Mr. Mark will share actual experiences teaching this model to parents, and utilizing the lessons learned directly with the children with which he works.

**April will be our last presentation for this school year.  
Please visit [www.rnbc.org](http://www.rnbc.org) in late summer for the fall schedule.**

## PARENT CONNECTIONS

*2009 Schedule:*

*April 15, May 20 and June 17*

*Wednesdays from 1:00- 2:30 p.m.*

Parents of children with neurobehavioral disorders often face many challenges unique to having children with these special needs. While a supportive friend or sympathetic family member is always appreciated, it can be helpful to talk with others in similar circumstances. That’s why **Parent Connections** was formed.

**Parent Connections is an opportunity to:**

- Participate in an informal, parent-led group comprised of other parents
- Share ideas on what has worked for you and your child
- Benefit from the experiences and suggestions of others
- Discuss issues or concerns you may have about your child
- Receive support and network with other parents

**Parent Connections** is held at RNBC, 4711 W Golf Road., Suite 1100, Skokie. There is no fee to participate in this program. If interested, please fill out the form below.

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

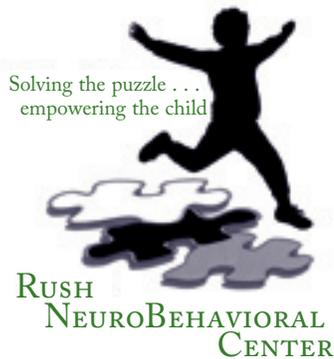
E-mail \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Child’s Name \_\_\_\_\_

Age/Sex \_\_\_\_\_ Age Diagnosed \_\_\_\_\_

Please mail to Cate Gonley at RNBC, 4711W. Golf Road, Suite 1100, Skokie, IL 60076  
or FAX to (847) 933-0874 or e-mail [cgonley@rush.edu](mailto:cgonley@rush.edu)



## Executive Functions Tutoring Services

RNBC offers tutoring in executive function skills for students in elementary, secondary, and higher educational settings.

Most tutoring sessions are scheduled individually or in small groups and take place at RNBC during after-school hours.

Tutoring sessions address issues related to goal-setting, planning, organizational skills and time management strategies.

For more information, please call Cate Gonley, at 847-763-7933

## RNBC STAFF

Meryl E. Lipton, MD, PhD  
Executive Director

Clark McKown, PhD  
Associate Executive Director  
Research Director

Daniel Alderson, BS	Ilene Milgram, MS
Deneb Arellano	Joshua F. Mark, LCSW
Michael Balthazor, PhD	Sarah Minton, MAT
Bridgette Battaglia	Joseph Palombo, MA
Georgia Bozeday, EdD	Sara Panian, CCC-SLP
Leslie Baer Cohen, PhD	Barbara Resnick, MS
Bemadette Evans-Smith, PhD	Nicole Russo, PhD
Kiersten Fischer	Lauren Shin, MD
Julie Gidaspow, BS	Michael Smith, BS
Cate Gonley, BA	Mara Stankiewicz, BA
Sharelid Gonzalez	Gregory Stasi, PhD
Jason Johnson, BA	Lori G. Tall, PsyD
Lori Johnson	Lea Ventura, BS
Melissa Lee, BS	Adelaide Walker, EdM
Jonathan Levin, MA, LCSW	Nadine Wengroff, MS, CS