

Understanding Learning Differences

by Karen Grites, Educational Services Director, Children's Health Council

The Children's Health Council has long been a place to address learning differences in children. Back in 1953 when Dr. Clark began bringing professionals together "under one roof," the struggling learner was at the front of the line receiving services. Identifying specific learning problems has always been a first step before intervening to fix the problem. Thus our diagnostic expertise preceded any treatment plan, often providing the guidance that a school needed to support struggling young learners.

Our expertise grew into taking a multimodal look at a child, which means analyzing the multiple factors that contribute to a child's development including environmental, cognitive, social/emotional and behavioral. A child's learning, however, continued to be an ever present component to be addressed. This was true even when the diagnosis was primarily a mental health disorder such as those that are related to attention, depression or anxiety. It is not surprising that the Children's Health Council today leads the way in supporting a child's learning in groundbreaking and powerful ways. Regular classrooms have always had students who learn differently. Sometimes these students get referred for special education services, but because eligibility for services is never a guarantee, as many as 15-20% of students referred are not considered eligible. Many of the students who do receive special education spend 50% or more of their day in a classroom with a regular education teacher. It is for those teachers that Schools Attuned®, a program offered at CHC, makes a significant difference.

Schools Attuned® gives teachers cutting edge information about brain functioning, learning strategies and a sophisticated assessment method for determining a student's strengths, weaknesses and a customized management plan. The training equips educators with specialized teaching methodologies and targeted accommodations and interventions for students who need something different in order to learn.



After a week of training, teachers' comments include:

- I have zero tolerance for ridicule and create an environment free of put downs
- I provide more written directions and reminders
- I focus on teams and groups as well as individuals
- I write all steps down for assignments
- I find ways for all students to succeed
- I know how to construct creative groupings
- I face students when talking so they can see my gestures
- I allow more time for students to think and complete activities and respond to oral questions.
- I provide more frequent breaks for those students who need them
- I foster increased student self-awareness of strengths and weaknesses
- I use strengths first and accommodate weaknesses to develop strategies
- I am more patient and accepting of learning differences.

After the training, teachers also say that their own behaviors change and they no longer:

- Judge students
- Require as much fine motor skill work
- Make assumptions about incomplete assignments
- Talk to the whiteboard
- Are as rigid
- Are as didactic
- Make assumptions
- See students in terms of generalizations
- Focus as much on handwritten work
- Do as much large group teaching
- Teach all kids the same way

Changes in the classroom include:

- Accepting students who do not verbally participate
- Taking into consideration home and emotional situations
- Not labeling students
- Not singling out different learners
- Offering options for more hands on choices
- Adding options to use technology
- Slowing the pace
- Increasing flexibility
- Celebrating students who become more confident in their way of learning
- Including parents more in training
- Increasing effectiveness in classroom management

The Children's Health Council continues to care about learning differences in children and provides assessment, therapy, specialized school placement and professional training. Training teachers through programs such as Schools Attuned® has enabled us to reach over 2,000 teachers who affect thousands more students each year. We believe Esther Clark would be proud to know that "CHC's one roof" extends over the schools and homes of children who have a CHC trained Schools Attuned® teacher!

Inside this Issue

3 Meet CHC's New Staff Members
Dr. Ramsey Khasho
& Suzanne Altstaetter

4 CHC Clinic - Addressing
Learning Differences

5 Training the Next Generation
of Mental Health Professionals

From the CEO



Dear Friends,

In 1953, Esther B. Clark founded this organization to be a place where children with different needs could come for help to reach their full potentials. Today, CHC continues to be an organization actively working both to address and anticipate needs and to provide a comprehensive approach to making a measurable difference in our community's children and families.

We offer an array of programs and services that can be individualized for each child and family. One of our core service areas is the assessment and treatment of learning differences, which can have a profound effect on how children grow.

Research continues to provide new information about learning differences and styles and how many children integrate and process information differently. Research also is discovering a great deal about how behavioral and emotional factors, as well as specific disabilities, influence learning. CHC is committed to offering children the tools they need to be more effective learners and training and educating parents and professionals to understand and support the different learning styles of children.

- Through our assessment services in the Clinic, we sort out emotional, behavioral and developmental factors that may affect a child's learning and help develop the best treatment protocol to support the child.
- In the Esther B. Clark School, we try to do the same thing for children who have very serious emotional and/or behavioral impediments to learning.
- Schools Attuned®, offered through our Educational Services division, is a training program for teachers that looks at brain development and translates neurological research into a way of identifying learning differences in children before they become barriers to their academic success.
- Through our Parent Education program, parents develop knowledge around children's development so that they are better able to recognize a learning problem at all stages of their child's life.

At Children's Health Council we are interested in helping children who present with all kinds of learning differences and styles and our Outcomes Measurement and Evaluation division regularly evaluates our programs and services to ensure their effectiveness. We are committed to giving help to children and families regardless of their financial status. CHC has been a vibrant organization for more than 50 years. Today we are growing and developing around our core services and envision a future where our programs for children with learning and other emotional, behavioral and developmental challenges are increasingly available throughout the community.

Sincerely,

Stephen A. Joffe, M.S.W.

Did You Know?
CHC continues to recruit and train a linguistically and culturally diverse staff.

CHC FOUNDER

Esther B. Clark, M.D. (1900 - 1990)

BOARD OF DIRECTORS 2006-2007

Mark T. Gates, *Chair*

Ross Jaffe, M.D., *Vice Chair*

James Otieno, *Secretary*

Lawrence M. Schwab, *Treasurer*

Stephen A. Joffe, M.S.W., *Chief Executive Officer*

Mark Berryman, CPA

Elizabeth Dumanian, M.S.W.

Curtis Feeny

Rita deSales French, Ph.D.

Susan M. Hyatt

Christine Johnson, Ph.D.

Mary Johnson

Robert A. Keller

Suzanne Killea

Michèle Kirsch

Bren Leisure

Kelly Look, M.D.

Patrick J. McGaraghan

Lisa Mooring

Joseph Seiger

Elizabeth Shen

David Stevenson, M.D.

Deborah Stipek, Ph.D.

Dee Tolles

Rosalie Whitlock, Ph.D.

Quin Whitman

Ex Officio:

Margaret Meier Brush, *Auxiliary President*

Michael J. Lazarus, *Summer Symphony Co-Chair*

Kim LeMieux, *Summer Symphony Co-Chair*

EXECUTIVE MANAGEMENT

Stephen A. Joffe, M.S.W.

Chief Executive Officer

Susan Albert, M.A.

Esther B. Clark School Director

Lynne Huffman, M.D.

Outcomes Measurement and Research Director

Karen Grites, M.A.

Educational Services Director

Tom McPherson, M.A.

Client Services Director

Bruce G. Fielding, Jr.

Chief Financial Officer

Terry Kurfess, M.A.

Development and Community Relations Director

Carol Rocuzzo, M.B.A.

Human Resources Director

Please send your comments to:

New Futures

The Children's Health Council

650 Clark Way

Palo Alto, CA 94304

Spotlight on New CHC Employees



Ramsey H. Khasho, Psy. D.

Ramsey joins the staff at CHC as Mental Health Department Head for School-Aged Child Services. He is a licensed clinical psychologist with over ten years of experience working with children, adolescents and families. Dr. Khasho has provided expert testimony regarding the psychological evaluations of children and adolescents in the California Juvenile Court System. He is also an adjunct faculty member with the University of San Francisco and teaches graduate level courses for the School of Education.

Ramsey obtained a B.A. in Psychology from the University of Illinois at Chicago. He received his M.A. and Psy. D. in Clinical Psychology from the Illinois School of Professional Psychology Chicago Northwest Campus. "I was drawn to CHC because of its renowned expertise in the field of child, adolescent and family mental health and its commitment to clinical excellence."

Ramsey is married and has a baby daughter. When not at CHC he enjoys spending time with the family, dining out, photography and leisurely reading the morning paper over coffee.



Suzanne Bonifert Altstaetter, M.S. CCC-SLP

Suzanne has worked as a pediatric speech/language pathologist for 12 years in medical, private practice and academic settings. Originally from Dallas, Texas she received a B.S. from the University of Texas, Austin and a M.S. from the University of Texas, Dallas. Previously Suzanne was employed as Head of Pediatric Programs at the University of Texas, Dallas in the neurology department as well as a part-time adjunct faculty member. She also spent time

working towards a Ph.D. in the department of Behavioral and Brain Sciences.

"I am excited to be a part of CHC because of the true multidisciplinary approach to treatment, the commitment to serving children in need who cannot afford services and the incredible growth happening agency-wide and openness to new ideas for reaching out to the community to provide services."

In her spare time, Suzanne loves to take classes and perform as a dancer/singer/actor in the community as well as in church ministry. She and her husband enjoy exploring the beautiful Bay Area and are mesmerized by the temperate climate, mountains, water and natural beauty.

CHC Collaborating in New KidConnections Program

by Joan Baran, Ph.D., Licensed Psychologist, MH Dept. Head—Young Child Program Developer of MH CE, Children's Health Council

Research supports that when children are appropriately identified with developmental or emotional needs and these needs are targeted, children do better. Children also tend to be more successful when they attend preschool, with some children needing preschool more than others due to significant risk factors such as parental mental illness, poverty, a teen parent or in-utero drug exposure.

As a result of relationships built among CHC and other mental health agencies and county-based partners, a proposal was made in Spring 2006 to First 5 Santa Clara County to develop a county-wide project aimed at identifying the highest risk children in the county and then providing them with the appropriate resources—including preschool—so they can develop to their fullest potential. The idea was well received and KidConnections was formed.

KidConnections is part of an evidenced-based, collaborative project involving multiple non-profit mental health agencies throughout Santa Clara County including CHC, as well as First 5, the court system, Department of Social Services and the Department of Mental Health. Its mission is to use a strengths-based, family-centered and culturally sensitive approach to develop a shared understanding of a child's development and to promote growth.

All children ranging in age from 0-5 in Santa Clara are eligible for the program, although four demonstration sites representing children who are of the highest risk will be especially targeted. Families, based on need, can be connected to a high quality preschool, a specialized home visitation program

to work on parenting/promoting a child's development, parent training classes and comprehensive family supports. The most important component of the program is that each family participating in the project will have a "Family Partner" who speaks their language to help identify needs and then help families obtain needed supports and resources.

Part of the Family Partner's role is to conduct an emotional/developmental screening of the young child. If any child receives a "positive" screen (meaning there is a possible area of concern) and/or if the parent has a concern, the child and family will then receive a more in-depth assessment with members of the KidConnections team of professionals representing mental health, occupational therapy, speech/language therapy, medicine and education. Further assessment may involve a school visit, home visit, consultation with a mental health/developmental specialist and/or an evaluation to address a single area or multiple areas of need with various members of the team. To minimize barriers for families and maximize parental participation, all of these services are offered in San Jose either at the parent's home, the child's school or at the Center for Learning Achievement.

In the first month of the program, over 300 families have already been identified as needing some assistance and were referred into the project. Children who would not otherwise have been identified are receiving supports and services to help them thrive. CHC is uniquely qualified to assist in this effort of early intervention and promoting emotional/developmental growth of the special 0-5 population.

CHC Clinic-Educational Assessment Addresses Learning Differences

by Corinne Callan, M.Ed., and Erin Shinn, M.Ed. Educational Specialists, Children's Health Council

Educational assessment addresses more than just learning disabilities. It can shed light upon academic interventions for children with complex medical needs, psychosocial problems, autism spectrum disorders, attentional concerns and more. Becky's story depicts the role of the educational specialist in the assessment process at CHC.

On the way home from soccer practice and piano lessons, Becky mentions that she has a project due on Monday. Becky's mother asks her how much she has left to finish. Becky responds, "I have not even started! It shouldn't take long."

This is the third time Becky has put off an assignment until the last minute since the start of 5th grade. Her parents are becoming concerned — middle school is just around the corner! They've tried checking her planner, calling her teachers and limiting television time. Her parents decide to bring Becky to the Children's Health Council for a multidisciplinary assessment to better understand why Becky is struggling and how to help her.

Becky's parents meet with a clinician to discuss their concerns and share Becky's background information. They comment that Becky is athletic, sociable and caring. Despite these strengths, school is becoming more of a struggle. She seems to know the basics, but the 5th grade requires that she writes more essays and completes larger projects. Studying for tests is challenging and taking tests is worse. School is a place Becky once loved, but it is now becoming a source of anxiety.

Educational testing includes a standardized achievement test to assess reading, writing and math skills. In order to target areas of concern, the educational specialist also assesses underlying skills necessary for academics such as memory. Not only does the educational specialist look at Becky's levels of performance on measures, but also at how she approaches tasks.

Some things educational specialists keep in mind when watching Becky complete the tests are:

- the effectiveness of problem solving strategies • responses to open-ended questions compared to multiple choice questions
- an ability to follow directions • use of critical thinking skills
- organizational skills

Many times test scores do not capture the difficulties a child has with the task. For example, scores do not indicate the effort

required to perform the task. This is why an individualized assessment is important, not only to understand the child's learning profile, but also to make recommendations that address the child's weaknesses while maximizing his or her strengths.

After completion of testing, the clinicians meet with the parents to discuss results and recommendations. In Becky's case, there is no diagnosis of a specific learning disability in reading, writing or math. However, Becky does demonstrate some processing

weaknesses related to organization and planning as well as the speed and ease at which she is able to work. Given these results, in the public school arena, Becky is not likely to qualify for academic support services. Nonetheless, there is still a lot that can be done to support Becky at school and at home.

At the Children's Health Council, educational specialists also offer educational therapy services to help the child develop strategies to enhance learning. As a part of the assessment process, we also provide general recommendations.

Areas that our recommendations address include:

Organization

- developing a homework management plan • breaking down assignments/projects into more manageable segments
- study skills • note taking

Reading

- decoding • comprehension

Writing

- organization and content • editing techniques

Math

- calculations • problem solving

After the assessment is complete, Becky's parents have a meeting at the school to discuss CHC recommendations. The school agrees to provide Becky with study guides for tests, extended test taking time, outlines for essays and examples of the finished product. Becky's family is supporting her by bringing her to CHC to meet with an educational specialist. With these supports in place, Becky is feeling less anxious and is becoming a more independent learner.

For more information contact Tom McPherson at 650.688.3625.



EBC School - Promotes Learning Strategies

by Priya Gupta, M.A., Teacher, Esther B. Clark School

The Esther B. Clark School seeks to promote all aspects of a student's development — emotional, behavioral and academic. The children in our program present with a wide variety of educational gifts and challenges, some arriving with innate learning disabilities that have contributed to difficulties in school. Many students begin their treatment having been stagnant in past educational environments. Some regard school and academics as an endless source of frustration and failure. We already know that our nation's reading crisis has been reaching epidemic levels of catastrophe. In fact, at least one in five learners is at risk for developing a reading disorder. School districts across the country are attempting to resolve this problem of sub-standard achievement scores that have been noted as far as the president's office. The solution comes from understanding the neurological processes that we engage in when performing different academic tasks. It is our job to recognize and support a child's unique learning style using effective, researched-based teaching interventions so that all students will experience the satisfaction and confidence that stem from making clear learning gains. There is no better way to improve the morale of a struggling student than to provide an opportunity for successful reading, writing or mathematical problem solving to occur. Ultimately, a child's education is a partnership between home and the class-

room. In time, students are able to complete homework with more independence using the learning modifications taught by trained special educators. Older students will find that learning new conceptual models of language and math will allow them to pass courses needed for exiting high school. Greater success in the classroom often helps to improve a student's attitude about learning, and the excitement to participate in school grows exponentially. For some families, not having to endure daily battles over



wanting to avoid school is a major, welcomed shift. Understanding learning differences empowers learners and their families, and for some students, having alternative, helpful learning strategies will be the foundation for achievement and growth that continues to serve them throughout their lives.

For information about space available for new students, or to schedule a visit, contact 650.322.3065 or email: ebcschool@chconline.org

Training the Next Generation of Practitioners

by Dr. Glen Elliott, Ph.D., M.D., Chief Psychiatrist, Children's Health Council—Author of *Medicating Young Minds*

Anyone reading this article is apt to appreciate the value of working with well-trained, experienced mental health professionals. For many years, the Children's Health Council (CHC) has endeavored not only to be a home for such individuals but also to help in training new professionals entering the field. Over its history, CHC has proudly provided superb training for many different kinds of specialists. This article focuses on training child and adolescent psychiatrists. Child and adolescent psychiatrists must first complete medical school and then train as a "general psychiatrist," which entails 3 or 4 years of training in various types of settings and treatment approaches with patients of all ages. Only then can they sign up for two more years of training in their specialty. There, they learn to apply previously acquired skills to younger patients and discover the many unique features of working with a developing mind and the parents and numerous other caregivers who affect that development. Since the mid-1980s, CHC has had an affiliation with Stanford



Child and Adolescent Psychiatry, inviting their residents to come to this extraordinary setting. I am proud that I obtained part of my training here at CHC as a resident and then helped to craft the first formal collaboration with CHC when I joined the Stanford faculty. Now, 20 years later, one strong draw for my becoming Chief Psychiatrist at CHC was the opportunity to help in the training of Stanford residents. At present, two Stanford residents work at CHC roughly half time for all of their second year of child psychiatry training. It is an extraordinary opportunity not only for the trainees but also for CHC clients. Residents bring years of training, recent exposure to the latest diagnostic and treatment methods, and lots of energy and enthusiasm. I and other staff at CHC offer years of experience and a strongly supportive environment.

If you and your child need psychiatric care, CHC has much to offer, not least a milieu in which the future child and adolescent psychiatrists are forged.

Planned Giving

The Children's Health Council established the Esther B. Clark Legacy Society to recognize and honor those who have remembered CHC in their estate plans. These individuals are providing for future generations and children and families who will need our programs and services.

A planned gift can come in the form of:

- bequests • retirement plan assets • life insurance
- lifetime use gifts • charitable trusts • other assets

If you are considering a planned gift, you should consult with your accountant, financial advisor and/or your estate planning attorney.

If you have already included CHC in your estate plan, please let us know, or if you would like more information, contact Terry Kurfess at 650.617.3820.

Corporate and Foundation Funding

The Children's Health Council has funding for programs and services from a number of corporations and foundations, including:

- All Kinds of Minds Institute
- Business Objects Foundation
- Dudley-Vehmeyer-Brown Foundation
- The Health Trust
- The William Randolph Hearst Foundation
- Leslie Family Foundation
- The Louis R. Lurie Foundation
- Palo Alto Weekly Holiday Fund
- Lucile Packard Foundation for Children's Health
- Silicon Valley Community Foundation
- TOSA Foundation
- The Valley Foundation
- Yahoo! Employee Foundation

This support enables us to continue key programs and start new ones:

- Financial Assistance for families who need help to obtain services for their children
- Art Therapy, Classroom Technology and Parent Education and Involvement activities in the EBC School
- Children with Complex Medical Conditions and Group Therapy programs
- Schools Attuned® training for teachers
- Outcomes Measurement and Research activities at CHC and at other nonprofit organizations in the community
- Kids First™: Parenting Through Divorce program
- Diagnostic Placement Classroom in the EBC School

Corporations and foundations also generously sponsored the 2006 Summer Symphony (complete listing in the Summer 2006 issue of New Futures).

A big thanks to all our corporate and foundation donors—your support makes an incredible difference in the lives of the children and families we serve!

Endowment Fund Reaches \$30 million

The 50th Anniversary Endowment Campaign, launched at the beginning of CHC's 50th anniversary, has doubled our endowment to \$30 million. The success of the campaign strengthens CHC's financial position and ensures that we will be able to provide financial aid for families served in the outpatient clinic as well as to enhance children's success in school and excellence in research and professional training.

The first gift to the Campaign was a \$5 million lead gift from the David and Lucile Packard Foundation. Lucile Packard played a critical role in providing early support and involvement when Esther B. Clark founded the Children's Health Council in 1953. Her daughter, Susan Orr, continues the family's legacy as a former board member, co-chair of the successful capital campaign and member of the Endowment Campaign's honorary committee. These women represent two generations of continuing commitment to CHC.

Susan Ford Dorsey, also a lead contributor to the Endowment Campaign, is a past President of the Board and Honorary Chair of the Campaign. "The Children's Health Council gives families and children the chance to reach their full potential with services and programs that are unique in this community. The success of this campaign demonstrates the generosity of the board, former board members, our honorary committee, the Auxiliary and donors, as well as their ongoing confidence in the mission of this organization."

We thank everyone who helped us reach our goal and recognize the volunteer leadership who worked tirelessly for the duration of the campaign. Bill Floyd, a past Board Chair and Treasurer chaired the effort, supported by Linda Clark, former Auxiliary President, Marilyn Pratt, Past Board Chair and Endowment Vice Chair, Barbara Silverman, Endowment Vice Chair and Maddy Stein, past Board Chair. Each of these individuals has a long history with the Children's Health Council and has played an instrumental role in the past, present and future of the agency.

If you would like to contribute to the Endowment Fund, please contact Terry Kurfess, 650.617.3820.

Did You Know?

Spaces are available in the EBC School
For more information phone: 650.322.3065
or email: ebcschool@chconline.org

The following special gifts were made to CHC in memory or in honor of loved ones between September 15, 2006 and January 15, 2007

MEMORIALS

- Ann and Dave Barclay**
David F. Barclay
- Esther B. Clark, M.D.**
Dr. and Mrs. Maurice Osborne, Jr.
- Wally Cunneen**
Bobbie and Charlie Munch
- Bob Deal**
Chuck and Marion Hauser
- Dennis Ditmars**
Mrs. Gustave Jamart
- George Ditz**
Mrs. Lorraine Ditz
- Betty Evans**
The Children's Health Council Auxiliary
Ms. Sonya Basegio
Mr. and Mrs. Myles R. Berg
Dr. and Mrs. W. Rupert Bodden, Jr.
Mr. and Mrs. Dalton B. Buttermore
Dr. and Mrs. K. Gordon Campbell
Carolyn L. Compton
Dr. and Mrs. R. C. Drewes
Jack W. and Janice L. Heidmiller
Helen R. Helson
Jim and Connie West
- Ernie Faxon**
Dr. and Mrs. R. C. Drewes
- Josephine Hancock**
Mr. and Mrs. Myles R. Berg
- Myrtle Harris**
Mr. and Mrs. Myles R. Berg
- Nelli "Jo" Iverson**
Anonymous
- Jean B. Legg**
Marion B. Raff
- Lee Merrill**
Chuck and Marion Hauser
- Jean Mitchell**
Dr. and Mrs. R. C. Drewes
- Christopher Phillips**
Dotty Phillips
- Nasus Raze**
The Leeds-Minkin Family
- Helen Rubin**
Mr. Michael J. Lazarus
- Mark Coplen Santana**
Doris Coplen Santana
- Herman Spector**
Don and Elayne McCabe
- Susan K. Thede**
Mr. Robert H. Thede
- Frederic and Katherine West**
Patricia and Stephen West
- Dr. Harry A. Wilmer**
Peter and Mary Mills

IN HONOR

- Sylvia Bankoff**
Mr. and Mrs. George B. Saxe
- Clarene Clark's Birthday**
Ms. Marilyn Crews
- Dean Clark's Birthday**
Malcolm Clark and Laurie Hodgen
- John and Ashley Consino**
Wannetta R. Anderson
- Elizabeth Dumanian**
Ellen and Tom Ehrlich
Margot Parker and Joel Spolin
- EBC School Staff**
Mr. and Mrs. Bruce N. Baker
Elaine and Eric Hahn
- Rachael Esterkin**
Terry Kurfess
- Curtis and Christina Feeny**
Nicole and Keith Goldstein
- Robert Garcia**
Terry Kurfess
- Debbie Hill**
Terry Kurfess
- Ross and Eve Jaffe**
Mindy Goldman
- Terry Kurfess**
Mr. and Mrs. David MacKenzie
Betsy and Matt Matteson
- Mr. and Mrs. Phillip MacBride's 50th Wedding Anniversary**
Mr. and Mrs. Robert P. Shepard
- Christopher Mow**
Anonymous
- Mary and Glenn Nelson**
Anne Ayers Butler
- Heidi Rado**
Ms. Annette Rado
- Anne Scholes**
Mr. and Mrs. Marvin Siegel
- Dustin Slater**
Ms. Lynn R. Slater
- Nancy Stewart**
Terry Kurfess
- Dr. Nancy Sullivan**
Jeffrey and Yvonne Cunningham
- Ted and Shannon Taylor**
Mr. and Mrs. Richard Taylor

* Memorials and tributes to honor and remember those special to you can be arranged through contacting the Development and Community Relations Office, 650.326.0643. Care has been taken to provide an accurate listing as of January 15, 2007. Please accept our apologies for any error or omission.

45th Annual Masters' Domino Tournament



The Masters' Domino Tournament, now in its 45th year, is set for March 24th. The event, sanctioned by the International Domino Association, is put on by the Children's Health Council Auxiliary and benefits the many services and programs offered at CHC. The tournament is held at the Menlo Circus Club.

Tournament registration fee is \$140 for advanced players and \$70 for novices. Play begins at 9:30 a.m. *There are prizes for everyone!*

For information about the event and the registration form visit: www.chconline.org/content/donors_aux.html or call Nancy Schumacher, CHC Auxiliary, 650.617.3816.



48th Summer Symphony 2007

Save July 15, 2007 for the 48th Annual Summer Symphony

This unique musical experience, which benefits the Children's Health Council, is enjoyed by thousands each summer and is truly a Bay Area tradition.

Mark your calendar now for an afternoon of picnicking, music and friends.

It is an event that you do not want to miss and an afternoon that makes an enormous difference in the lives of children and their families who face developmental, behavioral, emotional and learning challenges.

If your corporation or business would be interested in partnering with CHC for this incredible event, contact Debbie Hill at 650.617.3846.

Register **NOW**
to receive the monthly
CHC Online Newsletter
filled with updates and
information on events and
programs offered at CHC.
Visit www.chconline.org
to sign up.

The EBC School is Accepting Private Referrals

The Esther B. Clark (EBC) School is a non-public, therapeutic day school for students with significant emotional, behavioral and learning challenges. With up to eight full-day classrooms, each designed to accommodate up to twelve students, the EBC School offers specially designed curricula for students between the ages of eight and sixteen. Classroom organization and format cater to children with moderate to severe social and emotional problems, behavior problems, and mild speech and language or specific learning disabilities.

Private parent referrals are accepted. The referral process is the same as for a district referral. Parent referrals are funded by the family.

For more information contact Elizabeth Guare at 650.322.3065 or email: ebcschool@chconline.org

If you prefer *not* to receive mailings from the Children's Health Council, please let us know by calling 650.326.0643, by writing to Development & Community Relations Children's Health Council, 650 Clark Way, Palo Alto, CA 94304 or emailing: info@chconline.org

Parent Education Register now for 2007 Winter Classes

In its first six months, the Parent Education program offered 23 classes on a variety of topics for parents of infants through adolescents. **Many of the classes are free.**

This winter, classes include:

- Behavior Management of Defiant Adolescents Through Natural and Logical Consequences
- Temper Tantrums: Handling Your Child's Strong Emotions (ages 1–4)
- Mothers and Daughters: Keeping the Bond While Letting Go (ages 10–14)
- Child and Adolescent Depression
- Helping Your Child Sleep Through the Night (ages 1–4)

For further information about our Parent Education program please visit: www.chconline.org or email: sgarber@chconline.org.

