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INSIDE: Directory of Specialized Medical Providers & Community Resources

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About Us...

Bright Feats

Your Medical, Educational and Special Needs Family Resource

Bright Feats directory is a list of medical providers and commercial businesses that are helpful to families with children of ranging abilities. We bring to this directory our own expertise, as a nurse and a teacher who are both parents of special needs children. Bright Feats is a quarterly publication.

This directory serves as a continued source of information as a result of our ongoing research and referrals. Please contact us if you would like to include a provider that is important to your family.

We invite you to visit our website at BrightFeats.com which includes resources, a message board, calendar, articles and other information for your family.

It is our personal mission to connect families with resources to help their children achieve.

Allie and Rori
Editors—Bright Feats

Connecting Families with Community Resources

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by Julie Vincent Rosenzweig, MS, OTR/L

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What Is CranioSacral Therapy?

by Robyn Walpert, MPT, CST-D and Kevin Rose, LMT, CST-D

CranioSacral Therapy is a very gentle, holistic approach to finding and treating sources of dysfunction. Alleviating dysfunctions allows the body to become balanced, which promotes integrated healing. CranioSacral Therapy helps to normalize the environment around the brain and spinal cord, as well as the fascial network of the body, directly improving the performance of all the body's systems.

The CranioSacral System refers to the Membranes and Cerebrospinal Fluid that surround, support and protect the Central Nervous System (brain and spinal cord). Circulation of cerebrospinal fluid provides shock absorption, and transports neurochemicals, hormones and immune cells. Cerebrospinal fluid also removes waste products and toxins, and supplies nourishment for the growth, development

and overall health of our brain and spinal cord.

The distribution and exchange of cerebrospinal fluid is contained within three layers of membranes. These membranes attach to the inside of the skull and to the tailbone, forming a 'fluid circulation sac' around the brain and spinal cord. Hence, the name: Cranio = Head; and Sacral (sacrum) = tailbone.

The three membranes are composed of fascia (connective tissue). Fascia also encompasses all anatomical structures from the largest to the smallest including muscles, nerves, bones, and blood vessels. Fascia is one continuous piece that extends without interruption from the top of the head to the tip of the toes, and superficial to deep.

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AND MANY MORE

Robyn Walpert MPT, CST-D & Kevin Rose LMT, CST-D
805 Douglas Avenue, Ste. 159 • Altamonte Springs, FL 32714
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Injury, inflammation, disease, surgery, and postural strain can cause fascial adhesions (sticky spots). These may also develop from gestational and birth factors, chemical or environmental toxicity, and physical, mental, or emotional stress. Adhesions tighten, and create areas of adverse tension, compromising motion. Motion is the key to life on all levels.

When structures can't move, they can't function. Our body must adapt and compensate for these areas of restriction, which, in turn, depletes energy. These dysfunctional body patterns within the body may cause abnormal biomechanical or biochemical effects.

The effects of adverse strain may remain local or reach distant regions of the body because of this interconnected fascial network. Imagine tugging on the bottom of your shirt. You can see and feel the tug transmit up to your shoulders. Similarly, local restrictions in fascia can "tug" on other areas.

The body functions as an integrated whole, and all body systems interact with the Central Nervous system. We are constantly adapting to input from inside and outside of the body to maintain a steady state of balanced and healthy function. Thus every single function of the body, consciously or unconsciously, is affected by the condition of the Central Nervous System. The state of the Nervous system regulates: Pain modulation, Sleep, Behavior, response to Stress, Sensory Integration, Postural tone and Motor control, Digestion, Elimination, Breathing, and Organ and Immune function.

Each body system has palpable, inherent qualities. Some qualities are obvious and some are subtle. It is obvious that we can feel the rate and quality of our breath. Similarly, when we "take our pulse", we are gathering information about our cardiovascular system.



As therapists, we evaluate and "listen with our hands" to the Craniosacral System, fascia, lymphatics, organs, muscles, bones, and energy systems. We look at how these systems are relating to each other. We are trained to look beyond the obvious to find the true origins, and facilitate release of restrictions that may not be found through other means of diagnostics.

CranioSacral Therapy is an effective modality for preventative health, as well as for any range of health concerns. It has proven to be helpful in puzzling conditions, and cases that have not responded well to other approaches. CranioSacral Therapy helps to shift the regulation of the body to a more balanced and optimal state restoring our natural abilities to heal and function.

Robyn Walpert and Kevin Rose hold Advanced Diplomat level certifications in CranioSacral Therapy. They've worked extensively with clients and therapists from around the world as educators and practitioners for the Upledger Institute. They combine their years of experience in integrative manual therapies for people of all ages at their practice in Altamonte Springs.

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Let's Change Our Kids' Lives!

by Jonathan Mooney

The end of summer is always bittersweet for me. I remember the annual rush of anxiety that always seemed to precede yet another year of sitting alone at my desk in the school hallway.

Now, as teachers better understand what puts kids like me out there – my AD/HD and frustration with dyslexia – and develop more sensitive teaching styles, that feeling increasingly gives way to hope for the students I see around the country.

Yes, I was one of those kids. As hard as I tried, I simply couldn't meet my teachers' expectations, especially when trying to read and sit still. Many punished me for moving about. But it didn't have to be that way. It took years for me to realize I wasn't the problem. I wasn't a bad kid. Or a stupid kid. No, my

I wasn't a bad kid. Or a stupid kid. No, my strengths were just different from what teachers expected and required.

strengths were just different from what teachers expected and required.

My experience shows how a different environment and institutional culture can change a kid's world: I dwelled at the bottom of the heap in primary school only to soar to the top of my class at Brown University.

The changes we need are really quite simple, but require some serious introspection. First, let's toss out the idea that some kids are normal! We all know that differences make individuals interesting. My differences – dyslexia and AD/HD were labeled a 'disability'

in the classroom. I felt like an outsider. However, beyond the classroom, my energy, ingenuity and spell checker have led to great successes – two published books and national speaking engagements, just to name a few – because of my 'disabilities,' not despite them.

Sure, I was different from many of my classmates, but my 'disabilities' only existed in the context where the skills I lacked were central to the measure of my worth. Most of the time, my teachers and school administrators were trying to 'fix' my 'problems.' Teachers and tutors wasted incalculable hours trying to get me to pass spelling tests. But, rarely did they help me find ways to work around my severe dyslexia. Imagine that! Even early in the computer age, spell checker programs proved my third-grade spelling tests obsolete.

Instead of trying so hard to achieve something so futile, they could have helped me develop my strengths. That would have prepared me for my future and boosted my self-confidence. Ironically, I did best in preschool and in college, when I was allowed to learn by exploring my interests and working with my strengths.

Next, let's treat kids like people. They will notice. In grade school, the few teachers who were able to teach me did so because they saw me as a whole person. I remember vividly the day one of my fondest advocates, Mr. R., asked me "Jon, how are you?" It was a simple question I'll never forget because those four words communicated respect that I had not previously received from a teacher.

Throughout the year, Mr. R., asked me questions like, "Jon, how do you think?" and "Jon, what do you love to do?" Those questions sprouted an understanding of

myself that would help me for the rest of my life to work around my weaknesses and exploit my strengths and passions.

Sometimes Mr. R.'s responses were just what I needed to hear. When I told him early in the year that I thought school stinks, he nodded, validating my frustrated efforts to fit into an institution that couldn't accept me as I was. After telling him that I loved to write stories, but I couldn't spell, he told me to say "and I can't spell." Besides, he said, in his class, spelling didn't count. Finally! I could set free my imagination, without choking on silent letters and homonyms!

Also, let's look at kid's strengths, not just their weaknesses. Mr. R. did, when he taught me to follow what was 'right' about me, and didn't worry about what was 'wrong.' He allowed me to build models, because I was good at it. He integrated his lessons into each project, and I learned! Most important, he didn't try to turn me into a student like all the rest.

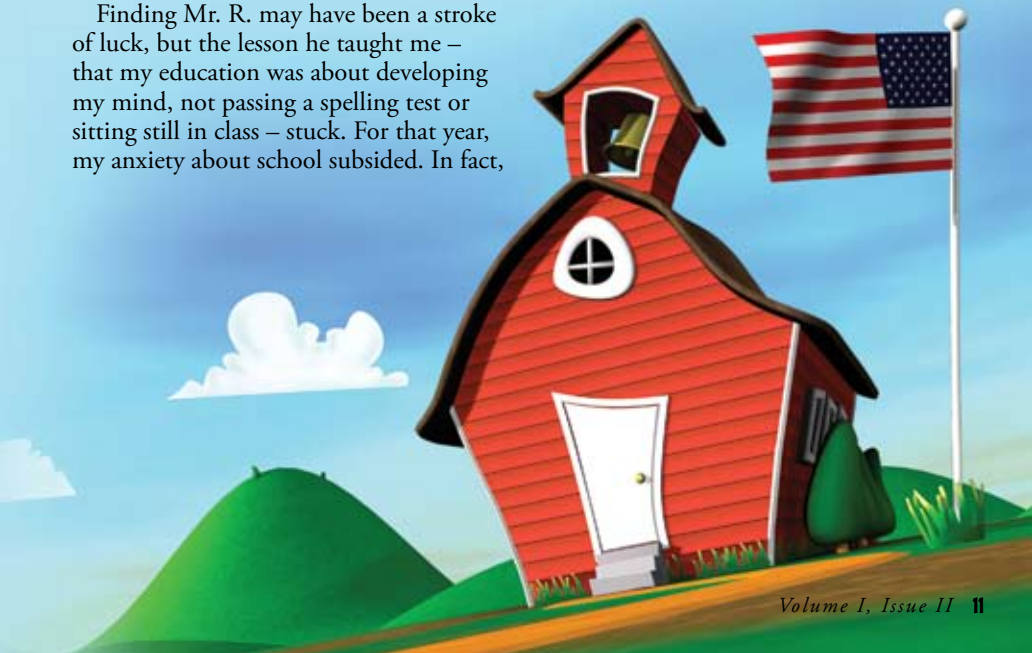
Finding Mr. R. may have been a stroke of luck, but the lesson he taught me – that my education was about developing my mind, not passing a spelling test or sitting still in class – stuck. For that year, my anxiety about school subsided. In fact,

I was excited to get up in the morning!

In the long run, coupled with the confidence I gained from Mr. R.'s attention and respect, his take on education helped me begin advocating for myself and taking an active role in my school decisions. These changes are possible for all kids, if we as parents and teachers reevaluate our ideas about education and our expectations about our children. They deserve it!

Jonathan Mooney is a dyslexic writer and activist who learned to read when he was 12-years-old. He since earned an honors degree in English Literature at Brown University and has written and published two books.

The first, "Learning Outside The Lines" (now in its 14th printing) hit bookshelves when he was 23. Coupled with his most recent book, "The Short Bus," Jonathan has established himself as one of the foremost leaders in LD/ADHD, disabilities, and alternative education.



Teaching Johnny To Pay Attention!

by Carmen McGuinness

The ability to pay attention is critical to learning. Children learn what they notice, and learn best what they attend to long enough to make judgements about. Children are by nature curious and eager to discover and to please their adult mentors. However, many children cannot focus and maintain attention well enough and long enough to be successful learners. These children have not mastered control over what they attend to and for how long they can maintain that attention. For many a creaking floorboard across the room is enough to divert them from their task. For others sounds are part of a daily din that is hardly noticed. Likewise, visual stimuli might distract or be missed

...many children cannot focus and maintain attention well enough and long enough to be successful learners.

entirely. In short, children with attention problems are not tuned-in to the signals that tell their peers to stop, look, and listen, or to ignore and carry on with the task at hand. Like all children, children with attention problems have a broad range of personality differences. Some may bump headlong into peers, hurting body and feelings along the way. Others might avoid interaction of any sort, as it requires attention and care. While others might sit quietly ignored, lacking even the attention to notice that they are going unnoticed. Regardless of how their challenges manifest, all of these children are at risk of learning difficulties, sinking further and further behind their attentive

peers. Research shows us that they are also at risk of decreased self-esteem, social problems, family difficulties, and potential long-term psychological effects.

Many parents of children with attention problems resort to medication, feeling they have no alternative. Others seek psychological, occupational, vision, diet, or educational therapies to address underlying causes. Clearly no two children are alike in every way, and different remedies work well for different children. For all children with attention problems, a good course of treatment will include an intervention that has been shown to improve the child's ability to *pay attention*. One such intervention *by that very name* was first used on children and adults who had suffered traumatic brain injury, and has since 1999 (Kerns, et al) provided tremendous results with children diagnosed with Attention Deficit Disorder. Pay Attention! uses a repetitive format with a hierarchical distribution of tasks, across the various types of attention. Let's look at what attention is and how Pay Attention! trains it.

Focused attention is the ability to select and focus on specific stimuli. It is the first attentional choice the child has as he begins any learning process.

Sustained attention is the ability to maintain attention during repeated trials and over time. It requires what a classroom teacher might term *persistence*. Much of the grade hinges upon sustained attention, required of seatwork and homework alike.

Selective attention refers to the ability to focus on target stimuli and *mask*, or inhibit, non-target stimuli. Even the best run classroom will test the student's ability in this area, and this type of attention is often pivotal in the teacher's

perception of the student's relative behavior.

By the time the student reaches late elementary school he will be required to demonstrate *alternating attention*, stopping one task and beginning another, or switching attention between tasks. Arithmetic and mathematics require good alternating attention, such as when the student is multiplying numbers that require that the subtotals be *carried*, an addition task.

Divided attention is the ability to attend to two or more things at one time. Taking notes during a lecture, or reading and contemplating the material one is reading, are examples of when this sort of attention is needed. Likewise, mathematics word-problems require divided attention.

Parents and other adult mentors, such as coaches, dance teachers, and babysitters, need little prompting to think of dozens of examples of when these types of attention are needed outside the classroom. And indeed by the time the student is ready for employment, the demand mounts.

Pay Attention! employs a repetitive format for increasing each type of attention in turn, using familiar, child friendly visual and auditory material, building from simple to difficult, with a focus on incremental improvement in both quantitative tests and qualitative improvement in real life, the classroom, home, and the playground.

In the research cited above students age four to eleven made an average improvement of 20% in sustained and selective attention, and 35% in overall attentional capacity. On a math efficacy



control students made an average gain of 30%. In another study (Chenault, et al, 2004) researchers found that 11-14 year old dyslexic children with prior training in the Pay Attention! program demonstrated significantly higher gains in verbal fluency and composition following Pay Attention! intervention than did the control group.

Pay Attention! works because it is based on the nature of attention, training the five types of attention in keeping with the hierarchical and systematic nature of how children learn, with a focus on the repetition that empirical and case studies have shown to be an imperative component to treatment of children with attentional problems.

Carmen and Geoffrey McGuinness are the founders of Read America, based in Orlando since 1993. The McGuinnesses are the developers of Phono-Graphix® and Language Wise™, and authors of three books. Twenty-three year veteran advocates of cognitive therapies for the educational challenges of children with special needs, the McGuinnesses have recently opened the Praxis Education Center in Longwood, Florida.

Transition from Breast or Bottle Feeding to New Utensils: An Oral Motor Perspective

by Debra A. Beckman, MS, CCC-SLP

For many children with motor delays due to low muscle tone or cerebral palsy, the journey from breast or bottle to new utensils such as a cup or straw can be challenging. As your child begins attending preschool and then kindergarten, he or she will be expected to drink independently, as most day care and school staff will have limited time to assist children during snacks and lunch. Drinking enough during the day is very important for the health of all children. By working together with your therapist, you can help to make this journey toward independence easier for your child.

Why would using new drinking utensils be difficult? For most children, it is no problem. But children with oral motor impairment need to develop the muscle control needed to open the jaw, close the lips around the cup or straw, and control the lips, cheeks and tongue to draw the fluid into the mouth while breathing and swallowing.

Often, a child with mild oral motor impairment has steady weight gain, but slow. Real problems do not emerge until time to transition to new food types and utensils. It is important to find the utensil that is easiest for your child to use for drinking as you and your therapist work to change the child's muscle control, so that your child will be able to drink from any utensil, or no utensil - for example - at the water fountain.

The easiest drinking utensil is a flexible straw in a closed container, a straw bottle (*figure 1*). While the care giver controls the amount of liquid coming into the mouth, your child needs to be able to do the following:

1. Lift the tongue to the roof of the mouth
2. Control the liquid as it comes into the mouth
3. Coordinate sucking, swallowing, breathing

To drink from a regular straw in an open container, like a cup, your child needs to have a bit more control:

1. Lip strength to maintain lip seal around the straw
2. Lip rounding
3. Negative pressure to pull the liquid into the mouth
4. Lift the tongue to the roof of the mouth
5. Control the liquid as it comes into the mouth
6. Coordinate sucking, swallowing, breathing

To drink from a regular cup, your child needs even more control:

1. Head/neck control for extension/flexion
2. Internal jaw stability (strength)
3. Lip strength to maintain lip seal on the rim
4. Lip rounding
5. Negative pressure to pull the liquid into the mouth
6. Lift the tongue to the roof of the mouth
7. Control the liquid as it comes into the mouth
8. Coordinate sucking, swallowing, breathing

To improve your child's oral control, you and your therapist work together in therapy and outside of meal time using Beckman

Oral Motor Interventions. As you and your child work together with your therapy team, day by day, your child can develop the muscle control needed to drink easily from anything, even from a water fountain.

When your child is ready to begin drinking from an open cup (not a sippy



figure 1



figure 2

cup), it may be helpful to start out with a cut-out cup (figure 2). It is easy to make one out of a paper cup. Cut one side of the paper cup $\frac{1}{2}$ " lower than the other side so that as you tip the cup up, the cup does not hit the nose. This way, your child's head can stay level, as you present the liquid. If you sit behind your child, you can better support the child's head. Place the cup gently to his/her upper lip while waiting for the lower lip to seal around the cup. Tilt the cup so that the liquid touches the upper lip. This will usually cause the lower lip to lift up to the cup with the tongue staying inside the mouth, not sticking out under the cup. Never push or force the head back. This is dangerous

and can cause choking. Practice this technique a little every day until your child is drinking several ounces. Next, encourage

your little one to place his or her hands around the cup with yours and practice until there is enough of a comfort zone to permit complete independence. And there you have it, a successful developmental milestone accomplished!

Debra A. Beckman is a Speech Language Pathologist and Oral Motor Specialist. More information about oral motor patterns and Beckman Oral Motor Assessment and Intervention is available at www.beckmanandassociates.com

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Central FL Legal Serv., 386-255-6573, Dayt Beach
Children's Advocacy Ctr 407-518-6936, Kissimmee

Children's Advocacy Ctr, 407-317-7430, Orlando
Comm. Legal Ser. of Mid-FL, 407-841-7777, Orl

Council of Parent Attorneys and Advocates,
410-372-0208, Towson

Easter Seals, 407-629-7881, Winter Park

Hoyt & Bryan Law Off. 407-977-8080, Oviedo

Kamleiter & Kirk Law Off., 407-650-2627, Orl
Kids House, 407-324-3036, Sanford

Learning Disability Res. Ctr, 407-894-0074, Orl

Nikki Childress, 407-758-8209, Orlando

Parent Resource Ctr, Inc., 407-324-0477, Sanford

Twigs, 407-761-6262, Orlando, p 4

ATTACHMENT SERVICES

Attachment Services of Central Florida,
407-260-0031, Altamonte Springs, p 9

AUTISM SUPPORT

Alexis Foundation, 407-862-8833, Longwood

Autism & Related Disability Gym, 407-234-7456,
Winter Garden

Autism Society of Greater Orlando, 407-855-0235

Autism Speaks, 323-297-4755, Los Angeles

Center for Autism & Related Disorders (CARD)
407-737-2566, Orlando

Food For Thought, 407-359-0356, Oviedo

Speak Easy Solutions, LLC, 407-222-6622,
Oviedo, p 8

BAKERIES AND HEALTH FOOD STORES

Chamberlin's Health Food Stores, 407-774-8886,
Altamonte/Winter Park/Oviedo

Health Food USA, 407-359-2121, Oviedo

Hoover's Essential Health, 407-869-0000,
Alt Sp, p 3

Life and Health Food, 407-299-2123, Orlando

Whole Foods Market, 407-673-8788, Winter Park

BEHAVIORAL AND MENTAL HEALTH SERVICES

1st Choice Behavioral Sol. 407-460-1021, Sanford

Attachment Services of Central Florida,
407-260-0031, Altamonte Springs, p 9

Birkmire Behavioral Healthcare, 407-332-6506,
Casselberry, p 3

Central FL Behavioral HC 407-226-3733, Orl

Complete Learning Ctr, 407-740-5678, Wn Pk

Counseling Corner, 407-644-5437, Orlando

Devereux Ctr for Child Dev., 407-893-3180, Orl

Endeavor Family Services, 407-521-6141, Sanford

Family Focus Counseling (George Schultz, PhD &
Associates), 407-695-3664, Winter Springs

Integrative Pediatrics 407-359-1779, Oviedo

Interventions Unlimited, 407-678-8889, Wn Pk

June Hoefling, BCBA, 321-303-4926, Orlando

Karen A Rifkin, MA, 407-339-1159, Alt Spg

Kinder Consulting & Parents 407-898-7798, Orl

Maxine Minto, MD 407-846-3778, Kissimmee

Menschner & Associates 407-529-5359, Alt Spg

New Life Christian Coun., 407-322-6868, Lk Mary

Quest Kids, 407-218-4300, Orlando

Refuge Of Grace, 407-290-2073, Winter Park

Therapy for Kids, 407-929-4649, Alt Spg

UCF Marriage & Family Res., 407-823-1748, Orl

BEHAVIORAL PEDIATRICIANS

Stephen Cummins, MD, 407-650-7000, Orlando

CEREBRAL PALSY SUPPORT

A Precious Year, 407-281-4622, Orlando

Brave Kids, 800-567-5565, Ponte Vedra Beach

CHILDCARE & RESPITE

Community Coordinated Care for Children, (4C),
407-522-2252, Orlando

Florida Respite Coalition, 407-740-8909, Wn Pk

Nathaniel's Hope Buddy Break,

407-857-8224, Orlando, p Back Cover

Kids Nite Out, 800-696-0920, Lake Buena Vista

CHIROPRACTIC SERVICES

Dr. Eric Janowitz, DC, 407-359-2757, Oviedo

Seltzer Family Chiro., 407-831-3833, Alt Spg

CRANIOSACRAL THERAPY

Claudia Silva, 407-294-2054, Orlando

Robyn Wälpert, MPT, CST-D, 407-774-7744,
Altamonte Springs, p 6

DEAF/BLIND SERVICES

Access Through Sign Language, Voice

407-382-3823, Orlando

American Assoc. of the Deaf-Blind (AADB),

301-495-4403, Silver Spring

American Council of the Blind, 800-424-8666

For the most current directory information go to www.BrightFeats.com

Directory

American Sign Language Serv., 407-518-7900, Kiss
Center for Autism & Related Disorders (CARD)
407-737-2566, Orlando

Deaf Serv. Bureau of W. Ctrl FL, 407-531-1299,
Lk Mary

Deaf Services, 407-623-1070, Winter Park

FL Families of Children with Visual Impairments
(FFCVI), 386-677-7760, Ormond Beach

FL Outreach Project for Deaf-Blind Children/
Young Adults, 800-667-4052

Hearing Me, 407-317-7430 ext 2199

Lighthouse of Central FL, 407-898-2483, Orlando

National Assoc. for Parents of Children with Visual
Impairments, 800-562-6265

Orlando Ctrl FL Early Steps, 407-317-7430, p 1

DEVELOPMENTAL PEDIATRICIANS

Frank Lopez, MD, 407-644-8928, Maitland

Joseph Keeley, MD, 407-898-6005, Orlando

DIAGNOSTIC AND RESOURCE CENTERS

**Howard Phillips Developmental Ctr for Infants
& Children, 407-317-7430, Orl, p 1**

William Barnick EDD NCSP, 407-841-3922, Orl

DISABLED MINISTRIES

Calvary Assembly of God, 407-644-1199, Wn Pk

Calvary Chapel, 321-952-9673, Melbourne

Covenant Presb. Church, 407-432-0426, Oviedo

Delaney St. Baptist Church, 407-422-0758, Orl

Discovery Church, 407-855-3140, Orl

Faith Assembly of God Church, 407-275-8790, Orl

First Assembly Deland, 386-736-2948, Deland

First Baptist Church of Orlando, 407-425-2555

First Baptist Church of Oviedo, 407-365-8484

First Baptist Church of Windermere, 407-876-2234

First Baptist Church Sweetwater, 407-862-3893

Northland Comm. Church, 407-830-7146, Lgwd

South Orlando Baptist, 407-859-1536, Orl

Wekiva Assembly of God, 407-774-0777, Lgwd

DISCIPLINE

Loving Guidance, 800-842-2846, Oviedo

Parenting Works, 407-650-9900, Orlando

Positive Family Intervention Project, 727-873-4814,
St. Pete

DOWN SYNDROME SUPPORT

Brave Kids, 800-567-5565, Ponte Vedra Beach

Down Syndrome Assoc. Ctrl Fl, 407-540-1121, Orl

Eleos The Care Network, 407-210-3916, Orl

Nat. Down Syndrome Congress, 800-232-6372

EXTRACURRICULAR & ADAPTIVE SPORTS

Camp Boggy Creek, 352-483-4200, Eustis

Central FL Ballet, 407-849-9942, Orl

Central FL Miracle League, 407-521-1235, Wndrm

Children's Saftey Village/ Safe Kids, 407-521-4673

Complete Soccer Academy International,

407-925-6812, Apopka, p 9

Gliding Stars of Central FL, 407-381-3954, Orl

Little League Challenger Div., 407-365-6113, Orl

Misty Forest Enrichment Center, 407-574-6514,

Orlando, p 9

Special Olympics Sem. Cty, 407-571-8814, Lgwd

Turning Pointe - A Dance Studio, 407-862-5500,

Lgwd, p 8

FLORIDA DEPT OF EDUCATION

(NO CHILD LEFT BEHIND)

Central FL Assoc. for the Ed. of Young Children,

407-841-6607, Orlando

Central FL Early Steps Program, 407-317-7430,

Orlando, p 1

Curriculum and Instruction/Sunshine State

Standards, 850-245-0423, Tallahassee

Exceptional Student Education, 800-825-5736

FL Dept. of Education's Clearinghouse Publications

Index Info. Center, 850-245-0477, Tallahassee

FL Dept. of Education, 850-245-0505, Tallahassee

FL Dir. of Early Childhood Serv., 800-654-4440

FL Inclusion Network (FIN), 386-274-0360,

Daytona Beach

FL's Transition Project for Infants, Young Children

and Their Families, 352-372-2573, Gainesville

Nat. Ctr for Learning Disabilities, 888-575-7373

State Mediation System, 850-245-0476, Tallahassee

HOME HEALTHCARE

Childrens First, 407-513-3000, Orlando

Florida Speech, 407-384-2767, Orlando

Pediatric Serv. of America, 407-872-1213, Orl

Speak Easy Solutions, LLC, 407-222-6622,

Oviedo, p 8

HOSPITALS

All Children's Hospital, 727- 898-7451, St. Pete

Arnold Palmer Hospital, 407 679 9111, Orlando

FL Children's Hospital, 407-303-5437, Orlando

LEARNING CENTERS &

EDUCATIONAL TESTING

Center for Health, Learning & Achievement,

407-382-5551, Orlando

Complete Learning Center, 407-740-5678, Wn Pk

Directory continues

For the most current directory information go to www.BrightFeats.com

Medical & Commercial Providers Directory *continued*

**Misty Forest Enrichment Center, 407-574-6514,
Orlando, p 9**

Praxis Education Center, 321-422-4171,

Longwood, p Inside Back Cover
Sylvan Learning, 407-328-1808, Lake Mary

MISCELLANEOUS SERVICES

FL Commission for the Transportation
Disadvantaged, 1-800-983-2435

Canine Companions for Independence,
407-522-3313, Orlando

Dental Care for Children with Special Needs,
614-933-0711, Gahanna

Dream Tours, 866-582-8687, Celebration
Office of Special Ed. and Rehab Ser. (OSERS),
202-245-7468,

MUSIC THERAPY

Cadenza Music Therapy, 954-925-3191, Hollywood
Talking Tabs, 800-660-6850, Maitland

NEPHROLOGY

Kid's Kidney Doc, 407-843-6110, Orlando

NEUROFEEDBACK SERVICES

Jameel Kermalli, ND, BSc, CNC, BCIA-C EEG,
407-687-2575, Winter Park

**Pediatric Potentials Rehab, 407-322-3962,
Longwood, p 4**

NEUROPSYCHOLOGY

Michelle Dolske, PhD, 407-303-7991, Orlando
Patrick Gorman, PsyD, 407-644-7792, Wn Pk

OCCUPATIONAL AND PHYSICAL THERAPY

A.L.L. Therapy Connection, 407-388-0246, Cassel
Ability Plus Therapy, 321-255-6627, Melbourne
Arnold Palmer Ped. Rehab, 407-645-2081, Wn Pk
BrightStart Pediatrics, 407-857-1212, Orlando

**Chapman & Associates Therapy Solutions, LLC,
407-810-2225, Oviedo, p 5**

Child Life Therapy, 407-977-4448, Oviedo
FL Hosp. Rehab. & Sprts Med., 407-303-6733, Orl

**Howard Phillips Developmental Cntr for Infants
& Children, 407-317-7430, Orl, p 1**

Innovative Children's Therapy, 407-679-7837,
Wn Pk

**LifeSkills, 407-629-9455, Tuskawilla / Wn Spgs,
p Inside Front Cover**

Optimum Kids, 407-323-6955, Lake Mary

**Pediatric Potentials Rehab, 407-322-3962,
Longwood, p 4**

Progressive Ped. Therapy Serv., 850-325-6301, Tall
RG Therapy, 407-312-7834, Maitland

Robyn Colley, OTR/L, 407-862-1613, Lgwd, p 5
**Speak Easy Solutions, LLC, 407-222-6622,
Oviedo, p 8**

Stepping Stones Pediatric Therapy, 321-436-7291,
Winter Springs

The Therapy Place, 407-281-3803, Orlando

ORAL MOTOR THERAPISTS

**Beckman & Associates, 407-647-4740,
Wn Pk, p 15**

**Chapman & Associates Therapy Solutions, LLC,
407-810-2225, Oviedo, p 4**

**Speak Easy Solutions, LLC, 407-222-6622,
Oviedo, p 8**

PEDIATRIC ALLERGIST

Bernard S.Zeffren, MD, 407-366-7387, Alt Spgs
Boyce A. Homberger, MD, 407-359-7703, Ovi
Eugene F. Schwartz, MD, 407-859-9099, Orl/Ovi

PEDIATRIC AUDIOLOGY

Arnold Palmer Hospital, 321-841-6144, Orlando
Audiological Serv. at Nemours Children's Clinic,
407-650-7625, Orlando

Audiology Services At FL Hosp Alt, 407-830-3900,
Florida Hospital East Orlando, 407-303-8626

Florida Hospital Lake Mary, 407-323-0399

Florida Hospital Orlando, 407-303-7600

Maitl. Audiology, PA, 407-644-7960, Maitland
Mid-Florida Audiology, 407-804-8795, Lake Mary
UCF - Aud. Speech Clinic, 407-249-4770, Orl

PEDIATRIC CARDIOLOGY

Arthur S. Raptoulis, MD, 407-647-4890, Maitland
Augstin Ramos, MD, 407-856-7226, Orlando

Janusz B. Burzynski, MD, 407-647-4890, Maitland

Jorge Garcia, MD, 407-856-7226, Orlando

Scott R. Appleton, MD, 407-902-2866, Orlando

Shailaja S. Nadkarni, MD, 407-647-6454, Maitland

Susan E. DesJardins, MD, 407-649-6907, Orlando

Thomas P. Carson, MD, 407-902-2866, Orlando

PEDIATRIC DENTISTS

Alexander Nurell, DDS, 407-629-6464, Fern Park
Charles M.Robbins, DDS, 407-422-2617, Orlando

Davis Goldstein, DDS, 407-295-5437, Orlando

Eric Berry, DMD, 407-628-2286, Maitland

Franklin Quillen, Jr, MD, 497-645-2425, Wn Pk

Ped. Dentistry of Ctrl FL , 407-628-2286, Maitland

Mark Antonio, DDS, 407-352-4800, Orlando

Michael Ingalls, DDS, 407-862-1147, Longwood

The Nat. Foundation of Dentistry for the Handi-
capped (NFDH), 877-476-4664, Sunrise

For the most current directory information go to www.BrightFeats.com

Troy King, DDS, 407-977-9990, Oviedo

PEDIATRIC EAR, NOSE AND THROAT

FL Otolaryngology Grp, PA, 407-677-0099, Wn Pk

Jeffrey Laskoff, MD, 407-841-3620, Orlando

R. Bruce Redmon, MD, 407-578-7174, Orlando

PEDIATRIC ENDOCRINOLOGISTS

Amid Habib, MD, 407-862-0107, Alt Spgs

Bethel S. Steindel-Kopp, MD, 407-650-7210, Orl

FL Children's Center for Endocrinology,
407-896-2901, Orl

Paul M. Desrosiers, MD, 407-650-7210, Orlando

Richard A. Banks, MD, 321-841-3303, Orlando

PEDIATRIC HOLISTIC PHYSICIANS

Cornelia Franz, MD, 407- 857-8860, Orlando

Joseph Cannizzaro, MD, 407-862-1163, Longwood

Vitis Healthcare, 407-862-5637, Altamonte Springs

PEDIATRIC HOSPITALISTS

Axia I Catala, A.R.N.P., 407-894-8556, Orlando

Ben Guedes, MD, 407-894-8556, Orlando

Central Florida Pediatric Intensive Care Specialists,
407-894-8768, Orlando

**Florida Pediatric Associates, 407-894-8556, Orl,
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Haneme Idrizi, MD, 407-894-8556, Orlando

Henry P. Dumas, MD, 407-894-8556, Orlando

PEDIATRIC INTENSIVISTS

Aaron J. Godshall, MD, 407-894-8556, Orlando

Ben Guedes, MD, 407-894-8556, Orlando

**Florida Pediatric Associates, 407-894-8556, Orl,
p Inside Front Cover**

PEDIATRIC NEUROLOGISTS

Ananthi Rathinam, MD, 407-649-1848, Orlando

Dina Dahan, MD, 407-208-0708, Orlando

Jasna Kojic, MD, 407-649-1848, Orlando

Prashant M. Desai, MD, 407-862-9988, Alt Spgs

Ronald G. Davis, MD, 407-293-1122, Orlando

PEDIATRIC NEUROSURGERY

Christopher A Gegg, MD, 407-649-7686, Orlando

Eric R. Trumble, MD, 407-236-0006, Orlando

Jogi V. Pattisapu, MD, 407-649-7686, Orlando

PEDIATRIC OPHTHALMOLOGY

Robert Love, OD, FFAO, 407-323-1130, Lk Mary

Louis C. Blumenfeld, MD 407-645-4350, WnPk

Marc Sherman, OD, 407-332-8255, Lgwd

Paul Rousseau, MS, OD, 321-253-2020,
Suntree/Viera

Peter C. Gruenberg, MD, 407-834-7776, Alt Spgs

Robert S. Gold, MD, 407-767-6411, Longwood

Stanley Hand Jr., MD, 407-843-1707, Orlando

PEDIATRIC ORTHOPEDICS

Jewett Orthopedic Clinic, 407-647-2287, Wn Pk

Orlando Orthopedics Clinic, 407-254-2500, Orl

Ped. Ortho. Surgery and Adol. Sports Medicine,
407-894-0088

Shriners Hosp for Children, 813-972-2250

PEDIATRIC PSYCHOLOGY

Karen A Rifkin, MA, 407-339-1159, Alt Spgs

Progressive Ped. Therapy Serv., 850-325-6301, Tall

Sharon Theftford, PsyD, 407-339-1159, Alt Spgs

PEDIATRIC PULMONOLOGY

Carlos Sabogal, MD, 407-650-7270, Orlando

Floyd Livingston, MD, 407-650-7270, Orlando

Nemours Childrens Clinic 407-650-7270, Orlando

Wilfredo Velez-Vega, MD, 407-846-3455, Kiss

PEDIATRIC SLEEP MEDICINE

Akinyemi Ajayi, MD, ABSM, 407-898-2767, Orl.

PEDIATRIC SURGERY

Pediatric Surgery, PA, 407-228-4774, Orlando

PRODUCTS

Advantage Vans, 407-281-8369, Orlando

**Buddy Bike, LLC, 786-489-2453,
N. Miami Beach, p 5**

READING INSTRUCTION

**Milaura B. Spelman, MS, CCC-SLP,
407-792-9552, Winter Park, p 5**

**Read America, 321-422-4171, Lgwd,
p Inside Back Cover**

SCHOOLS

ABC School House, 407-324-7772, Winter Park

Academy for Autism, 407-852-9922, Orlando

Bridges Acedemy, 407-366-1099, Winter Springs

Center Academy, 407-772-8727, Altamonte Springs

CECO, 407-671-4687, Winter Park

FL School for the Deaf and Blind, 904- 827-2200,
St. Augustine

**LifeSkills Academy, 407-629-9455, Wn Spgs,
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Pace Brantley Hall, 407-869-8882, Longwood

Princeton House Charter Sch, 407-523-7121, Orl

St Mark's Kindergarten , 407-830-9298, Alt Spgs

Summit Charter School, 407-599-4001, Maitland
Teacher's Hand Academy, 407-897-7477, Orlando

Directory continues

For the most current directory information go to www.BrightFeats.com

Medical & Commercial Providers Directory *continued*

UCP Charter Schools, 407-852-3333, Orl

See www.BrightFeats.com for more schools!

SENSORY PROCESSING DISORDERS

Chapman & Associates Therapy Solutions, LLC,
407-810-2225, Oviedo, p 5

LifeSkills, 407-629-9455, Tuskawilla / Wn Spgs,
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LifeSkills Academy, 407-629-9455, Wn Spgs,
p Inside Front Cover

Pediatric Potentials Rehab, 407-322-3962,
Longwood, p 4

Robyn Colley, OTR/L, 407-862-1613, Lgwd, p 5

Sensory Integration Intern., 888-271-2SII, St. Pete

Speak Easy Solutions, LLC, 407-222-6622,
Oviedo, p 8

SOCIAL SKILLS

Social Bridges, 407-539-2450, Winter Park

SPEECH THERAPY

ABC Therapies of Florida, 407-340-2718, Wn Spgs

Arnold Palmer Ped. Rehab., 407-645-2081, Wn Pk

Beckman & Associates, 407-647-4740,
Winter Park, p 15

Chapman & Associates Therapy Solutions, LLC,
407-810-2225, Oviedo, p 5

Florida Speech, 407-384-2767, Orlando

LifeSkills, 407-629-9455, Tuskawilla / Wn Spgs,
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Milaura B. Spelman, MS, CCC-SLP, 407-792-
9552, Wn Pk, p 5

Pamela K. Rowe, MA, CCC-SLP, 407-679-7700,
Wn Pk

Pediatric Potentials Rehab, 407-322-3962, Lgwd,
p 4

Speak Easy Solutions, LLC, 407-222-6622,
Oviedo, p 8

Timothy P. Kowalski, SLP, 407-245-1026, Orlando

UCF Speech Department, 407-249-4770, Orlando

SPINA BIFIDA

All Children's Hospital, 1-727-898-7451, St. Pete

FL Folic Acid Council, 407-599-5077, Maitland

Spina Bifida Assoc. of Ctrl FL, 407-248-9210, Orl

STATE RESOURCES

See www.BrightFeats.com for a detailed list of
resources

SUPPORT GROUPS

Cystic Fibrosis Foundation, 407-896-1113, Orl

Epilepsy Assoc. of Cen. FL, 407-422-1416, Orl

FL Dev. Disabilities Council, 850-488-4180, Tall

Foundation for Dreams, 941-907-1111, Sarasota

Hydrocephalus Family Support Grp, 407-649-7686

Internat. Dyslexia Association, 800-ABCD123

Kids Beating Cancer, 407-894-2888

March of Dimes, FL Chpt, 813-287-2600, Tampa

Muscular Dystrophy Assoc., 407-241-2370, Orl

Nathaniel's Hope, 407-857-8224, Orlando,
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Nat. Assoc. for Parents of Children with Visual
Impairments, 800-562-6265

New Hope for Kids, 407-599-0909, Maitland

The Osteogenesis Imperfecta Foun., 800-981-2663

Twigs, 407-761-6262, Orlando, p 4

TECHNICAL ASSISTANCE AND TRAINING SYSTEM

ATEN, 407-320-2380, Sanford

Blue Orb, Inc, 407-622-7774, Maitland

Florida Alliance for Assistive Technology (FAAST),
407-249-4770, Orlando

Technical Assistance and Training Program,
407-823-3058, Orlando

THERAPEUTIC RIDING

Freedom Ride, 407-392-0411, Orlando

Heavenly Hoofs, 407-846-7850, Kissimmee

HERD, 352-429-0064, Clermont

TRAUMATIC BRAIN INJURY

Brain Injury Assoc. of Central FL, 800-992-3442

UCF McKnight Brain Institute, 352-392-0490,
Gainesville

URGENT CARE CENTERS FOR KIDS

After Hours Pediatrics, 407-850-3497,

3 Orlando locations and Alt Spgs

NightLite Pediatrics, 407-585-0568, Orl, Lk Mary,
Wn Garden

INTERNET/WEB RESOURCES

Autism Speaks, www.autismspeaks.org

CHADD, www.chadd.org

Down Syndrome Information Network,
www.information.downsided.org

FL Dev. Disabilities Council, www.fddc.org

FL Fathers Network, www.flafathers.com

Handwriting Without Tears, www.hwtears.com

LD Online, www.ldonline.org

SPD Resource Ctr, www.sensory-processing-disorder.com

Wrights Law, www.WrightsLaw.com

**For a complete list of internet and community
resources visit www.BrightFeats.com**

For the most current directory information go to www.BrightFeats.com

We are the developers of
Phono-Graphix® and Language Wise™

Phono-Graphix® dyslexia, auditory processing dysfunction, reading and spelling delays.

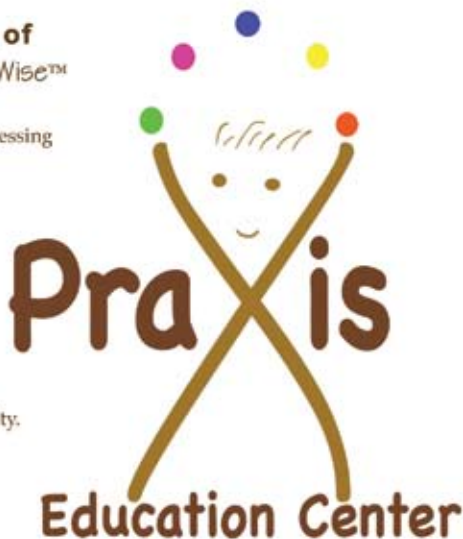
Language Wise™ vocabulary, reading comprehension, and written language.

Montessori Math multisensory developmental mathematics.

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Pay Attention! cognitive remediation for focus, memory, and attention.



For the 3 to 6 year old experiencing or at risk of sensory processing or language delays, our Chrysalis Room is specially designed to foster purposeful and constructive movement and elicit language development. In very small groups of just 2 to 4 children for 90 to 180 minute sessions, 1 to 3 mornings weekly, your child receives a sensory and language education and learns to work around other children.



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Longwood, FL 32750 tel 321-422-4171



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are our VIPs!**

**Buddies are
friends to VIPs!**



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- Join our VIP Birthday Club and get a birthday card and special surprises throughout the year.
- Get a break with Nathaniel's Hope Buddy Break, a FREE respite program provided through partnership with local churches.
- Learn more about all of our programs and view pictures from our 5th Annual Make 'm Smile at www.NathanielSHope.org.

www.NathanielSHope.org

407-857-8224



Sharing "The Hope" with kids with
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