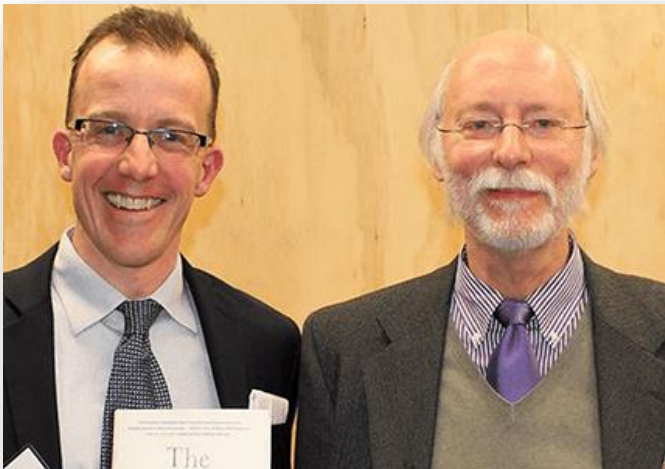


The Community Speaker Series

presented by
District 86 and District 181



**Dr. William Stixrud & Ned
Johnson**
The Self-Driven Child

October 22, 2019



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The Community Speaker Series

A message from our superintendents.



Dear Families and Friends of Districts 86 and 181:

Our two districts are pleased to be partnering with The Community House and District 181 Foundation to present another outstanding edition of the Community Speaker Series. As in years past, we will be joined by an impressive lineup of highly respected experts who will share valuable information and advice about a variety of important issues in education, wellness and parenting. Below are brief blurbs about our speakers, as well as the date and title of their presentations.

The Self-Driven Child

with Dr. William Stixrud and Ned Johnson (Oct. 22)

William Stixrud, Ph.D., is a clinical neuropsychologist and faculty member at the Children's National Medical Center and George Washington University Medical School. He lectures widely on the adolescent brain, meditation, and the effects of stress, sleep deprivation and technology overload on the brain. Ned Johnson is the founder of PrepMatters, a tutoring service in Washington, D.C., and a sought-after speaker and teen coach for study skills, parent-teen dynamics and anxiety management. Together, Dr. Stixrud and Mr. Johnson discovered that the best antidote to stress is to give kids more of a sense of control over their lives. They co-authored "The Self-Driven Child" to teach parents how to set their children on the real road to success.

Uncovering Skills for Stress Resilience

Screenagers: Next Chapter Documentary Film & Discussion

with Dr. Delaney Ruston (Feb. 5)

Delaney Ruston, M.D., is a filmmaker and physician who uses a personal lens and professional eye to help parents flip the script on stress, anxiety and depression. In her new film SCREENAGERS Next Chapter, Ruston sets out to uncover how we understand these challenges in our current screen-filled society; and, how we can empower teens with skills to overcome mental health challenges and build emotional agility, communication savvy and stress resilience. District 86 participated in this project with Dr. Ruston, which included giving her access to gather information and film in the district's schools.

How to Raise Empathic and Resilient Kids with Katie Hurley, LCSW (April 21-22)

Katie Hurley, LCSW, is a child and adolescent psychotherapist, parenting expert and writer. She is the founder of "Girls Can!" empowerment groups for girls ages 5-11. Hurley is also the author of "The Happy Kid Handbook" and "No More Mean Girls." She practices psychotherapy in the South Bay area of Los Angeles, earned her bachelor's degree in psychology and women's studies from Boston College, and received her MSW from the University of Pennsylvania.

While we are looking forward to the presentations themselves, what has us most excited is the lasting impact we believe the series can have on the growth, development and success of our students. That is why we hope you will use the information shared by the speakers, as well as the resources found in this program book, to engage in a dialogue with friends, neighbors, school leaders, and, most importantly, your children about critical issues such as stress management, anxiety, mental health and fostering positive relationships with others. By doing so, we can work more closely and collaboratively with each other to create a nurturing environment for all students that will help them thrive both in and out of the classroom.

On behalf of our two districts, we want to thank you for joining us for this year's series and hope you will find it both interesting and educational. We also want to thank you for your strong commitment to education and tireless support of our schools. We truly value not only your partnership, but also your significant contributions to the work we do on a daily basis to help every child we serve learn, grow and achieve.

Sincerely,



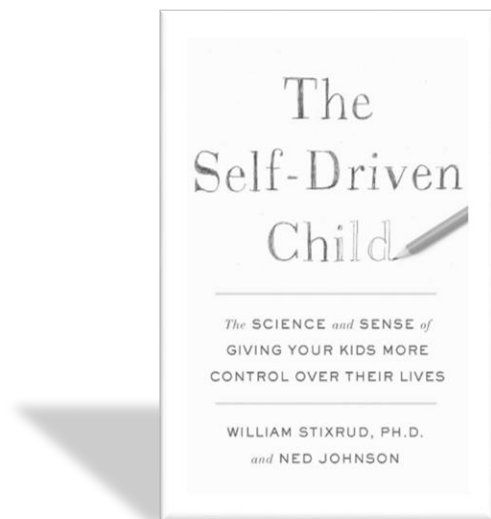
Dr. Hector Garcia
Superintendent
Community Consolidated
School District 181



Dr. Tammy Prentiss
Superintendent
Hinsdale Township
High School District 86

The Community Speaker Series

presented by District 86 and District 181



Dr. William Stixrud & Ned Johnson The Self-Driven Child

Tuesday, October 22, 2019

9:30am – 11:00am

7:00pm – 8:30pm

The Community House

With the Support of:

District 181 Foundation

The Community House

Burr Ridge Marriott



Dr. William Stixrud and Ned Johnson

William R. Stixrud, Ph.D., is a clinical neuropsychologist and founder of The Stixrud Group, a lifespan neuropsychology practice. He is also a member of the faculty at Children's National Medical Center, and he is an Assistant Professor of Psychiatry and Pediatrics at the George Washington School of Medicine.

Additionally, Dr. Stixrud is a frequent lecturer the author of scientific articles and book chapters on Transcendental Meditation and other topics. Most recently, he is the author--with co-writer Ned Johnson--of *The Self-Driven Child: The Science and Sense of Giving Your Kids More Control Over Their Lives*. Dr. Stixrud has been quoted often in publications including *The New York Times*, *The Washington Post*, *The Times of London*, *Scientific American*, Time.com, NPR, *The Wall Street Journal*, *Barron's*, *Businessweek*, and *Vogue*. He is also a rock and roll musician and plays in the band Close Enough.

Ned Johnson is an author, speaker, and founder of PrepMatters, an educational company providing academic tutoring, educational planning, and standardized test preparation. A professional "tutor-geek" since 1993, Ned has spent nearly 40,000 one-on-one hours helping students conquer an alphabet of standardized tests and honing his insightful interpersonal skills. A battle-tested veteran of test prep, stress regulation and student performance, Ned coaches clients to manage their anxiety and find the motivation to reach their full potential.

Ned co-authored the book *Conquering the SAT: How Parents Can Help Students Overcome the Pressure and Succeed*, which tackles the outsized role anxiety plays in standardized testing. Ned is a sought-after speaker and teen coach on study skills, sleep deprivation, parent-teen dynamics, and test anxiety, and his work is featured in *The New York Times*, *The Washington Post*, *The Wall Street Journal*, NPR, BBC, and many others.

Learn more at: www.theselfdrivenchild.com

Top Tips for Parents

Insights from: The Self-Driven Child

Foster a sense of control in your child.

Make promoting a healthy sense of control a top parenting priority. A sense of control can minimize the harmful effects of stress, is key to self-motivation, and is highly associated with physical health, mental health, and both academic and career success. Experienced as both autonomy and confidence in one's ability to cope, a sense of control strengthens the regulation of the amygdala (the brain's "threat detector") by the prefrontal cortex (executive functions), which results in emotional resilience and mental clarity. It appears to be good for virtually everything, presumably because the brain and body work best with a sense of control.

Be a consultant.

Think of yourself as your child's consultant, not his boss or manager. Remember that it's your child's life and that you really can't make him do anything against his will. Offer help and advice but don't force it on your child. A "carrots and sticks" approach of controlled (rather than autonomous) motivation is stressful, and stress makes it harder for kids to hear your advice. If homework is a battle, tell your child "I love you too much to fight with you about your homework." Offer to be her homework consultant, which allows you to step back without stepping away. And, as much as possible, give your child enough space to solve her own problems because it is by successfully handling stressful situations in a supportive environment that kids develop strong stress tolerance and resilience.

Say "It's your call" whenever you can.

Encouraging kids to make their own decisions is one of the most powerful ways to foster a sense of control. Tell younger children, "You're the expert on you." With teens, tell them, "I have confidence in your ability to make decisions about your own life and to learn from your mistakes — and I want you to have a lot of experience making your own decisions before you head off to college." As a consultant, you can help your children and teens make informed decisions by thinking through pros and cons with them. Go with your child's decision, unless virtually everyone would agree that it's completely unrealistic.

Be a non-anxious presence in your family.

Organizations, including families, work best if the leaders are not highly anxious or emotionally reactive. Stress is contagious, and at any age, we can best help kids if we can stay calm when they face challenges. When stressed, we tend to seek more control, leading us to scold, lecture, or nag, even when we know it doesn't work. The good news is that calm is contagious, too, and one of the

Top Tips for Parents

Insights from: The Self-Driven Child

best ways to help our children avoid high levels of anxiety is to effectively manage our own. Ideally, home is a calm “safe base,” where everyone in the family can relax and recover from the stress of daily life.

Encourage flow.

Research suggests that one of the most effective ways to develop autonomous motivation in children and teens is not to enforce dutiful completion of homework but to encourage the passionate pursuit of their pastimes. Videogames may be an exception, but we know that when kids are deeply involved in play (legos, dance, music, sports, art...), they are experiencing a brain state that combines high energy, high effort, high focus, and low stress. This is the brain state we want to nurture in kids for success in adult life. So, support kids to fully engage in and work hard at something they love. Also, don't threaten to take away the activity a kid loves most (e.g., sports) to motivate them for the thing they like least (e.g., school). It never works.

Help your kids build “radical downtime” into their daily schedule.

There is compelling research evidence that “doing no-thing” is highly beneficial for children's development. Specifically, periods of downtime for mind wandering or daydreaming activate the brain's Default Mode Network, fostering creativity and problem solving. Downtime also plays an important role in young people's development of a sense of identity and a sense of empathy. Don't schedule every moment of a kid's day, as downtime is as integral to successful activity as activity. Additionally, extensive research has demonstrated that meditation benefits children and teens in the same ways it benefits adults, and we recommend that parents learn to meditate and support schools in offering meditation to students.

Make Sleep a Family Goal.

Sleep is arguably the most important input for a developing brain (and for maintaining a developed one!). When kids are well rested, they learn better and more easily develop resilience and motivation. When adults are well rested, they find it easier to be non-anxious, consultative, and supportive of autonomy in children. So, model good sleep habits, and let your kids know how important it is for you to be well rested. Also, encourage each family member to take a lesson from financial advisors by “paying yourself first.” Experiment to see how much sleep you need to feel rested and then brainstorm ways to move in that direction. Once sleep is “in the bank,” “spend what is left” on the activities and goals that matter to you, not the other way around.

Top Tips for Parents

Insights from: The Self-Driven Child

Seek to Understand Your Child's Tech.

Many of the parents we work with are, understandably, gravely concerned about their children's difficulty setting limits on their use of technology. The first impulse is to radically restrict kids' use of video games and social media, often without first attempting to understand why these appeal to children. Although we recommend minimizing young children's exposure to technology, once kids start, we suggest that parents learn about the games and apps their children like, show interest, and participate with them as much as possible. This is because it is much easier to influence children's (especially teens') use of technology when we treat them respectfully. Also, one of our major goals as parents is to help kids learn to manage their use of phones and computers. We want to work with them, not against them, and we don't want to send kids to college until they have learned to regulate for themselves their use of these powerful and omnipresent technologies.

Take the Long View.

The idea that only top students who go to elite colleges become successful is not only patently false but is also deeply discouraging to the 90% of kids who will not be in the top 10% of their class. Moreover, a high percentage of students who do go to elite colleges suffer from anxiety, depression, and other mental health challenges. So, instead of viewing high school as a four-year audition for college, we recommend seeing healthy brain development as the most important outcome of adolescence. We also suggest being patient with kids—and that kids be patient with themselves — because so many successful adults were late bloomers, who simply needed the benefit of time to come into their own.

Focus on How You Make Your Kids Feel.

Your kids will so often forget what you said or what you did, but they will remember how you made them feel. If you sometimes struggle to find the right words or perfect advice, think of how you want them to feel. Loved. Trusted. Supported. Capable. And, above all else, let that be your guide.

Continue the Conversation

**Have additional questions
or want to talk further
about the topics presented by our speakers?**

**Continue the conversation
with Bob Agnoli, LCSW and Alisa Messana, LCSW
from 11am-noon in the A+ Room.**

**Cara Hurley, PhD and Alisa Messana, LCSW
will be available from 8:30-9:30pm in the A+ Room
following the evening presentation.**

Open to the first 20 participants.

Robert Agnoli, LCSW, CPAIP, is the clinical director of The Community House Counseling Center. Bob graduated with his MSW in 1992 from Loyola University of Chicago with his Masters of Social Work degree with a concentration in clinical social work. He is a Licensed Clinical Social Worker and Certified Partner Abuse Intervention Professional with 25 years of experience in providing individual and family counseling and program administration at The Salvation Army Family and Community Services in Chicago.

Dr. Cara Hurley is a licensed clinical psychologist with more than fifteen years of experience providing therapy to adolescents and adults. She maintains a private practice in Chicago and Hinsdale. Dr. Hurley has enjoyed speaking and leading discussions on various topics ranging from parenting approaches to mindfulness meditation. She lives in Hinsdale with her husband and two children.

Alisa Messana is a licensed clinical social worker with 20 years of experience as a family psychotherapist working in mental health settings. She provided trainings on parenting and a range of mental health topics for several years as well. Alisa is currently a mental health consultant and lives in Hinsdale with her husband and two children.

The Community Speaker Series

Serving these schools

HTHS District 86:

Hinsdale Central
Hinsdale South

Butler District 53

Butler Junior High
Brook Forest Elementary

Cass District 63

Cass Junior High
Concord Elementary

CCSD 180

Burr Ridge Middle
Ann M. Jeans Elementary

CCSD 181

Clarendon Hills Middle
Hinsdale Middle
Elm Elementary
Madison Elementary
Monroe Elementary
Oak Elementary
Prospect Elementary
The Lane Elementary
Walker Elementary

Darien District 61

Eisenhower Junior High
Lace Elementary
Mark Delay Elementary

Gower District 62

Gower Middle
Gower West Elementary

Maercker District 60

Westview Hills Middle
Holmes Primary
Maercker Intermediate

The Community Speaker Series promotes district-wide learning about education, child development, wellness, and parenting. It is open and free to all members of the K-12 learning community.

The intention of the series is to encourage proactive parenting that supports children's and adolescents' social and emotional development as well as their academic achievement.

Through this series, District 86 and District 181 enlist top experts to inform and inspire our community as a means to enrich the school-family partnership that undergirds the education of our students.

SCREENAGERS Next Chapter: Uncovering Skills for Stress Resilience Documentary Film and Discussion With Dr. Delaney Ruston

February 5, 2020, 9:30am – 11:30am

February 5, 2020, 7:00pm – 9:00pm

Katie Hurley, LCSW

How to Raise Empathic & Resilient Kids

April 21, 2020, 7:00pm – 8:30pm

April 22, 2020, 9:30am – 11:00am

If you would be interested in being part of the Community Speaker Series planning committee, please contact us at speakers@d181foundation.org

What Our Teens Are Telling Us

Hinsdale Township High School District 86 re-administered the Comprehensive School Climate Inventory (CSCI) to its students in the 2016-2017 school year. The CSCI assesses four major areas of school climate: Safety, Relationships, Teaching and Learning, and the External Environment. The complete reports can be found on the school website. Here are some of the results:

Adults in Their World

- 71% of students reported overall positive impressions regarding the social support they receive from adults in the school.
- 68% of students agreed/strongly agreed with the statement, "There are adults in this school that students would trust enough to talk to if they had a problem."
- 86% of students said their school tries to get them involved in school activities.
- 83% of students agreed/strongly agreed with the statement, "Adults in this school have high expectations for students' success."

Conclusions/Questions: These survey data indicate that a nurturing, motivating, personalized environment exists for the majority of our students to learn and grow in. Our schools are a place of high expectations. This can be overwhelming for our students at times. While some of our students see school personnel as resources they can rely on in a time of need, are enough of our suffering teens taking the step to reach out to us? While we recognize their developmental need to be independent, how can we assure all students that it is okay to admit feeling overwhelmed and to needing help?

What Our Teens Are Telling Us

Peers in Their World

The good news is that 73% of the students expressed receiving positive social support from their peers with only 4% sharing a negative perception of peer support.

63% of students believe that the students in their schools respect diversity in their peers (gender, race, culture, etc.)

The concerning news is that when probed about their experiences and witnessing of verbal abuse, harassment and exclusion among the student body, only 26% had positive impressions of the peer culture in their schools.

49% of students agreed/strongly agreed with the statement, "There are groups of students in the school who exclude others and make them feel bad for not being a part of the group."

14% of students feel a sense of not belonging in their school.

Students had positive views of social media with only 16% of students disagreed/strongly disagreed that "Most students use social media in ways to support one another" and more than 70% agreed/strongly agreed that "Students can use social media without being harassed by another student."

School personnel had similar ratings, while parents had more positive perceptions of social-emotional security in the schools.

SOCIAL SUPPORT: SENSE OF SOCIAL-EMOTIONAL SECURITY RATING PATTERNS

PARTICIPANT	NEGATIVE	NEUTRAL	POSITIVE
Students	15%	61%	24%
Parents	10%	49%	42%
Personnel	14%	61%	25%

Conclusions/Questions: The teen world is still a place where it is challenging for all individuals to feel emotionally safe and cared for by their peer group. We need to keep addressing this issue in our schools and homes by having open discussions about what is occurring and how our young people can be empowered to advocate for the best emotional environment for all. Furthermore, the number of teens feeling disengaged from school is too high. How can we reach them to instill a sense of hope and purpose in their lives?

What Our Teens Are Telling Us

Sense of Self in Their World

Social Emotional Learning (SEL) Competencies and teaching pro-social behaviors are a focus in District 86. The CSCI survey measured these goals in their Social and Civic Learning dimension. Students, parents, and staff responded to questions that probed the extent to which social and civic knowledge and skills are actively incorporated into school learning and how ethical dispositions are recognized and valued by school personnel.

The descriptor of this dimension includes the SEL skills of self-awareness, self-management, social awareness, interpersonal skills, and decision-making and goal setting in academic, civic and social contexts.

- 45% said that in their school they learned ways to resolve conflicts so that everyone can be satisfied with the outcome.
- 52% said that their schools have them discuss issues that help them think about how to be a good person and about what is right and wrong.

While school personnel strive to intentionally teach these SEL skills, students did not report that the skills of conflict resolution, empathy, reflecting on their learning, and examining ethical implications for their decisions are being taught as directly or with as much impact as school personnel think they are, which the chart below demonstrates:

TEACHING AND LEARNING: SOCIAL AND CIVIC LEARNING RATING PATTERNS

PARTICIPANT	NEGATIVE	NEUTRAL	POSITIVE
Students	10%	48%	42%
Parents	1%	54%	45%
Personnel	1%	19%	80%

Conclusions/Questions: The adults in the school setting believe that their intentional efforts at teaching life skills and social responsibility are being noticed and internalized by teens; however, the students and parents report less of an impact than school personnel. Should we give up trying? Of course, not! District 86 will redouble its efforts to help all students learn and practice the skills that will support their future academic, interpersonal, and professional success and fulfillment. What will you do?

What Our Teens Are Telling Us

Sense of Self in Their World

Last year freshman and sophomores also completed the *Success Highways Resiliency Survey*. In its simplest definition, resiliency is the ability to recover quickly from setbacks.

Resilience is one of the outcomes of students who are successful in mastering the mandated Illinois Social and Emotional Learning (SEL) standards, which are required in District 86 by Board of Education Policy 6:65. SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; set and achieve goals; make responsible decisions; and handle challenging situations constructively.

There is extensive research validating the positive impact that SEL skills have on students' academic resilience and personal well-being.

While we are striving for improvement, results consistently indicate that District 86 students have stronger academic resiliency than peers across the nation. Although average scores were still above national norms, the weakest area was in confidence.

Confidence refers to a student's academic self-efficacy, or the degree to which a student feels capable of successfully performing a variety of school-related tasks. Within this area, test taking was most frequently noted as an issue for confidence. Our students have a strong sense of how important education is to their future success. This gives them purpose and drive in academic settings.

Conclusions/Questions: Some students may need strategies to feel more confident in testing situations. Given the strong academic skills of so many of our students, how many of our students measure their success by comparisons to the high academic performance of their classmates? While we want our students to care about school and to pursue challenging collegiate experiences if they wish, is it possible many value education so much that they neglect other aspects of life including their physical and mental well-being?

When a Student Needs Help

School social workers are the cornerstone of the intervention process. They welcome referrals from teachers, school personnel as well as parents and students. The referrals help them identify students who are struggling socially, emotionally, and/or academically. In a confidential environment, school social workers offer numerous services including:

- ✓ **Individual counseling**
- ✓ **Group counseling based on student needs, such as girls' issues, divorce and separation**
- ✓ **Crisis intervention**
- ✓ **Assessment**
- ✓ **Parent/guardian support**
- ✓ **Referrals to public agencies in the community, which provide financial, legal, and healthcare assistance**

Through the above services, Social Workers address and deal with:

- | | |
|--|--------------------------------------|
| • Depression | • Behavior changes |
| • Substance Abuse | • Parent Conflict |
| • Stress | • Alienation, loneliness |
| • Attendance problems | • Drop in grades |
| • Teacher/student conflict | • Trauma |
| • Grief and loss | • Crisis situations |
| • Behavior management, anger issues | • Executive functioning |
| • Bullying, cyber-bullying | • Students new to the country |

If you have concerns about your child's well-being, please go to your school's website to locate the phone number for your child's Counseling and Social Work Department. Then place a call to those caring school professionals, who are trained to offer you and your student support.



What is SELAS?

And why is it so important?

SELAS stands for social emotional skills for academic success. District 181 is committed to developing students' fundamental social and emotional skills because of their impact on learning and success in life. Research shows that intra-personal, interpersonal, and decision-making skills are key to children's readiness to learn, persist, collaborate, and make good choices.



More information on SELAS and resources for parents can be found at:

www.d181.org

> Parents

> SELAS

www.d181.org



The District 181 Foundation is an independent non-profit organization dedicated to inspiring community involvement, pride, and support for the exceptional education provided to all District 181 students.

The District 181 Foundation Offers Special Programs for Students, Teachers and Parents.

- Encouraging creativity and innovation.
- Bringing experts to our community to educate and inform on topics in learning, child development and parenting.
- Empowering students to make their school, community, environment or the world a better place.
- Enhancing the curriculum for all schools in ways that could not be achieved with tax dollars alone.

Join Us

The District 181 Foundation is composed of community members who want to enhance the educational experience for the children in our community. We are actively engaged with educators throughout District 181 to help fund new and creative learning opportunities. If you would like to learn more about volunteering and getting involved with the Foundation, please contact us by emailing mcooper@d181foundation.org.

Learn more at www.d181foundation.org



Special Events for Students, Parents and Families 2019-2020

Date	Time	Event
Nov 19	7:00pm	"Talking to Your Child about Consent" – Robert Crown Program for K-4 Parents
Nov 20	9:00am 10:30am 7:00pm	"Talking to Your Child about Consent" – Robert Crown Program for K-4 Parents
Feb 5	9:30am 7:00pm	Community Speaker Series: "Screenagers Next Chapter" with Delaney Ruston
Feb 27	6:00pm	Young Writers Night
Mar 10	6:00pm	Summer Camp Expo
April 21	7:00pm	Community Speaker Series: "How to Raise Empathic & Resilient Kids" Katie Hurley
April 22	9:30am	Community Speaker Series: "How to Raise Empathic & Resilient Kids" Katie Hurley
April TBD	6:00pm	Science Night
May 12-15		D181 Student Art Exhibit at The Community House
May 18*	6pm	Recognition Reception at CHMS

*Tentative Date Not Yet Confirmed



Come to our house

There's help here.

We know it's easy to feel stuck or overwhelmed, but whatever you're going through, you don't need to do it alone. Our therapists at The Counseling Center are committed to helping you or your child, providing support and strategies to tackle whatever struggles you may be facing.

The Counseling Center accepts private insurance, including Blue Cross Blue Shield of Illinois. Fees for service are accepted on a sliding scale.



Call 630-323-7500 ext. 239 or visit us at 415 W. Eighth St. in Hinsdale.




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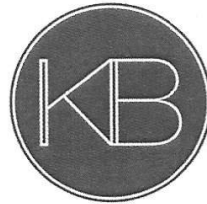
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COMPASS

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Pleased to Support Hinsdale School District 181



Linda Feinstein

Real Estate Broker/Owner

(630) 319-0352

lindafeinsteinhome@gmail.com

www.LindaFeinsteinHomes.com



Re/Max Signature Homes
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HINSDALE SOUTH

Parent Organizations



**Post Prom Committee **



A black and white photograph of three children playing outdoors. On the left, a young girl in a striped dress smiles. In the center, a younger girl in a dark shirt looks up. On the right, a boy in a patterned t-shirt is partially visible, also smiling. They are in front of a building with large windows and some trees in the background.

**OUR HOUSE. YOUR HOUSE.
THE COMMUNITY HOUSE.**

**Visit our website to register for
programs & classes**

www.thecommunityhouse.org

A+ PERFORMANCE

One of the top reasons families move to Hinsdale is to give their children a chance to enjoy the District 181 experience.

Kim Lotka has helped make this happen for thousands of families, matching the right home to the right people. Here's to another generation of happy, successful Hinsdale students!



Kim Lotka

630.533.8800

kim@kimlotka.com

kimlotka.com

kim lotka
GROUP

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THANK YOU TO DISTRICT 181 FOUNDATION FOR EVERYTHING YOU DO!



Geri McCafferty

Chairman's Club

Relocation Specialist

Staging Specialist

Military of the Move Trained Agent

708-431-6635

Geri.McCafferty@bairdwarner.com



25 W. Chicago Avenue, Hinsdale, IL 60521



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ANNA FIASCONE



TINA PORTERFIELD



PROUD SUPPORTER OF THE D181 FOUNDATION

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The Parent List

DOES YOUR CHILD NEED HELP for an emotional, mental health, addiction, learning or developmental issue?

Check out **The Parent List**, an anonymous platform containing over 70 positive reviews on health care providers that have helped local school district 86 and 181 children with issues that include:

anxiety	depression	grief	eating disorders
ADD/ADHD	dyslexia	insomnia	school avoidance
autism spectrum	stress	migraines	suicidal ideation
concussions	peer relations	self-harm	substance abuse

Reviewed support services include doctors, therapists, support groups, in-patient and out-patient programs, tutors, nutritionists, books, and holistic medical approaches.

To read **The Parent List** reviews, go to hcpto.org/parent-list/



Questions can be directed to: [**parentlist@hcpto.org**](mailto:parentlist@hcpto.org)

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