

The Community Speaker Series

presented by
District 86 and District 181



A New Documentary Film RAISING AWARENESS AROUND ANXIETY

Following the film
Discussion and Q&A led by
Dr. John Duffy

April 17, 2019



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The Community Speaker Series

A message from our superintendents.



Dear Friends and Families of District 86 and District 181:

Welcome to the 2018-19 Community Speaker Series. We thank you for your interest in learning more about the topics we are covering this year:

Understanding iGen and How to Harness the Positive Trends and Mitigate the Negative Ones

with Dr. Jean M. Twenge (October 9 and 10)

Professor of Psychology at San Diego State University, Dr. Twenge is the author of more than 140 scientific publications and books. She frequently gives talks and seminars on teaching and working with today's young generation based on a dataset of 11 million young people.

Guiding Girls through the Seven Transitions into Adulthood

with Dr. Lisa Damour (January 23 and 24)

Dr. Lisa Damour is an author, international speaker and psychotherapist who serves as the Executive Director of Laurel School's Center for Research on Girls. Dr. Damour's *New York Times* best-seller *Untangled: Guiding Girls through the Seven Transitions into Adulthood* is being produced as a docu-series. Her forthcoming book, *Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls*, publishes in February 2019.

"Angst: Raising Awareness Around Anxiety"

Documentary film and discussion with Dr. John Duffy (April 17)

The film is a virtual reality experience that explores anxiety, its causes, effects and what we can do about it. The filmmakers' goal is to have a global conversation and raise awareness around anxiety. Dr. Duffy, a clinical

psychologist and best-selling author from LaGrange will lead the discussion following the showing of the film.

On behalf of the elementary and middle schools of District 181 and the high schools of District 86, we are proud to partner with The Community House, the D181 Foundation, and the event planning team in welcoming these individuals to share their research, experience, and practical advice. We are also proud to celebrate the sixth year of the Community Speaker Series. Thank you for your continued support in joining these conversations.

The Community Speaker Series is a two-part process. The first part is the presentation with our featured speakers. The second and perhaps more important part is the discussion and action after the presentation. How can we incorporate the information, tips and advice into our own daily interactions with our pre-teens and teens? This program book includes resources from our speakers and ads from local organizations, but also blank pages for your notes. Those blank pages are for you to take notes on the ideas that resonate with you. Share what you learn at home around the dinner table, and engage your children in the discussion. Talk about these messages with friends and neighbors over coffee. Share your questions and ideas with school leaders.

As a community, we have a great responsibility to our children to ensure every child is supported. We have the tools to help them explore their potential and discover their passions, while also considering their social and emotional needs. Together, we can continue to build a strong, healthy environment that challenges, inspires, and empowers. We appreciate your partnership in making this vision a reality for our community!

Sincerely,



Dr. Hector Garcia
Superintendent
Community Consolidated
School District 181



Dr. Bruce Law
Superintendent
Hinsdale Township
High School District 86

The Community Speaker Series

presented by District 86 and District 181



A New Documentary Film RAISING AWARENESS AROUND ANXIETY

Following the film
**Discussion and Q&A led by
Dr. John Duffy**

Wednesday, April 17, 2019

**9:30am – 11:30am
The Community House**

**7:00pm – 9:00pm
Hinsdale South High School Auditorium**

With the Support of:

**District 181 Foundation
The Community House
Burr Ridge Marriott**



Angst is an IndieFlix Original, documentary designed to raise awareness around anxiety. The film includes interviews with kids, teens, educators, experts, parents and a very special interview with Michael Phelps.

The filmmakers' goal specifically is to help people identify and understand the symptoms of anxiety and encourage them to reach out for help. Angst screens in schools, communities and theaters around the world. The film and corresponding materials provide tools, resources and above all, hope.

Message from the filmmakers:

We know anxiety can cause you, your loved ones, and your friends a lot of stress. Here are some of the resources we believe can help. This list has been examined by experts in the mental health field and will continue to grow. Please note these are just recommendations, and not "one size fits all".

If you or someone you know is feeling anxiety it's important to tell a family member, friend, teacher or counselor. Reach out to someone who can help, and in an emergency call 911, or text the Crisis text line 741741.

Visit angstmovie.com for Tools and Resources About:

- commonly asked questions about anxiety
- finding a therapist
- helpful websites
- apps
- videos
- articles
- books
- The Angst Weekly blog



Dr. John Duffy

Dr. Duffy is a highly sought-after clinical psychologist, best-selling author, certified life coach, parenting and relationship expert, and proud husband and father. He has been working with individuals, couples, teens, and families for nearly twenty years.

Dr. Duffy's refreshing and unique approach has provided the critical intervention and support needed to help thousands of individuals and families find their footing.

Along with his clinical work, Dr. Duffy is the author of the number-one best-selling ***The Available Parent*** (Viva Editions, second edition released 2014) as well as a frequent media presence. He is the regular parenting and relationship expert on ***Steve Harvey***. He also appears frequently on other national and local television and radio outlets, and is cited frequently in national print and online publications.

These include the ***Today*** show, ***Fox News***, ***Fox Good Day Chicago***, ***WGN-TV***, ***NPR***, ***WGN Radio***, the ***Huffington Post***, the ***Wall Street Journal***, ***Redbook***, ***Time***, ***Good Housekeeping***, ***Men's Health***, ***Chicago Parent***, ***Cosmopolitan***, ***Teen Vogue***, ***Wired***, ***Parenting***, ***Your Teen***, ***Parents***, ***Family Circle***, ***Chicago Tribune***, ***Chicago Sun-Times***, and ***Real Simple*** magazine.

Dr. Duffy lives outside Chicago with his wife Julie and son George.

Visit drjohnduffy.com for:

- Dr. Duffy's podcasts on several current and relevant parenting topics
- Online print and articles by Dr. Duffy
- Dr. Duffy's blog

Frequently Asked Questions About Anxiety

What is anxiety?

Anxiety is a signal. It alerts our mind and body to when there is a real or perceived threat. Anxiety, in reasonable proportion to actual dangerous situations, can help us make the right decisions to keep us safe. Experiencing anxious feelings around certain events can empower us to perform better.

What is the difference between anxious feelings and having an anxiety disorder?

Everyone experiences anxious feelings at some point, whether it be around going away to summer camp for the first time, a big test coming up or wanting to get into a good college. Anxious feelings are usually connected to an event or circumstance and is typically prompted by worry about how that event or circumstance will turn out or unfold. Anxiety disorders differ from anxious feelings in the duration, intensity and impact the anxiety has on one's life. Anxiety disorders are typically diagnosed when the symptoms occur for several months. With some anxiety disorders, diagnosis only requires one month of symptoms for children and adolescents. Anxiety disorders are characterized by persistent, irrational and overwhelming fear and worry. They impact one or more areas of an individual's life such as the ability to sleep, engage in home, school or work responsibilities, socialize or otherwise live a full life.

What type of anxiety disorders are there?

Generalized Anxiety Disorder (GAD) is characterized by excessive worrying about a number of events or activities. People with GAD often experience restlessness, difficulty concentrating, irritability, muscle tension, headaches, fatigue, and sleep disturbance.

Social Anxiety Disorder is characterized by avoidance of certain social or performance situations due to fear of being judged by or embarrassed in front of other people (e.g., fear of public speaking or eating in restaurants).

Separation Anxiety Disorder is characterized by excessive or age inappropriate fear or anxiety concerning separation from those to whom one is attached.

Specific Phobia is characterized by intense fear of a specific situation or object, often leading to avoidance (e.g., fear of heights or spiders).

Panic Disorder is characterized by intense feelings of fear or terror, which come on unexpectedly (i.e., panic attacks). Symptoms may include: dizziness, trembling, shortness of breath, heart racing, sweating, thoughts of death or

Frequently Asked Questions About Anxiety

dying and chest pain. These attacks occur frequently and are associated with intense anxiety about getting another attack and avoidance of situations that may cause them.

Agoraphobia is characterized by avoiding situations where escape might be difficult or embarrassing. The fear can be so intense that it leads some individuals to become completely housebound.

Selective Mutism is characterized by consistent failure to speak in specific social situations in which there is an expectation for speaking (e.g. school) despite speaking in other situations.

Obsessive-Compulsive Disorder and Posttraumatic Stress Disorder were previously included under Anxiety Disorders, however, have been moved to separate categories called Obsessive-Compulsive Disorders and Trauma and Stressor-Related Disorders.

How prevalent are anxiety disorders?

According to the Anxiety and Depression Association of America, anxiety disorders affect 40 million adults in the United States age 18 and older. This is 18.1% of the population. One in eight children are affected by anxiety disorders. Anxiety disorders in children and teens often co-occur with other disorders, such as depression, eating disorders and ADHD.

What does anxiety look like in children and teens?

Children and teens experiencing anxiety may not present with some of the traditional symptoms known to be associated with anxiety. Developmentally, they may not have the language to describe that they are feeling anxious and may not know they are experiencing anxiety. Some of the less obvious ways children and teens may exhibit anxiety can include, but are not limited to:

- difficulty sleeping
- irritability
- headaches and stomachaches
- frequent bathroom visits
- school refusal
- difficulty concentrating or mind going blank
- behavioral problems at home and/or school
- use of drugs and/or alcohol to self-medicate anxious feelings
- self-injury

Frequently Asked Questions About Anxiety

What are some tips for dealing with anxious feelings and/or anxiety disorders?

Seek out professional help if you are concerned your child is experiencing anxiety. For many, there is still a stigma that exists about asking for help around mental health issues. When a child is experiencing anxiety, it is not a sign your child is weak or that you have failed in the parenting department. Children don't need to have a full-blown anxiety disorder to benefit from professional help.

Support your child in living a lifestyle that creates protective factors such as:

- getting enough sleep (9-11 hours for ages 6-13 and 8-10 hours for ages 14-17 according to the National Sleep Foundation)
- eating a well-balanced diet (if you just laughed out loud, perhaps you have a teenager)
- minimizing screen time, particularly 30-60 minutes before bed and especially if it seems to be increasing anxiety (i.e. frequently checking social media)
- identifying positive coping skills (exercise, laughter, spending time with supportive friends, hobbies, meditation, hanging out with the family pet, journaling)

It can be difficult not to worry if your child is experiencing anxiety, so be sure to take care of yourself as well. Parenting can be hard!

How are anxiety disorders treated?

Anxiety disorders require professional treatment, including psychotherapy and, under some circumstances, medication. Mild to moderate Anxiety Disorders can often be treated with psychological interventions. Medications are generally considered for use if symptoms are not improving with psychotherapy alone.

Additional Book Ideas

- *Is a Worry Worrying You?* by Ferida Wolff and Harriet May Savitz
- *Wilma Jean the Worry Machine*, by Julia Cook
- *What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety*, by Dawn Huebner, PhD
- *Anxiety Relief for Kids: On-the-Spot Strategies to Help Your Child Overcome Worry, Panic and Avoidance*, by Bridget Flynn Walker, PhD
- *Helping Your Anxious Child: A Step-by-Step Guide for Parents*, by Ronald M. Rapee, PhD, Ann Wignall, D.Psych, Susan H. Spence, PhD, Vanessa Cobham, PhD and Heidi Lyneham, PhD
- *Freeing Your Child from Anxiety: Practical Strategies to Overcome Fears, Worries, and Phobias and Be Prepared for Life--From Toddlers to Teens* (revised and updated edition), by Tamar E. Chansky, PhD
- *My Anxious Mind: A Teen's Guide to Managing Anxiety and Panic*, by Michael A. Tompkins, PhD and Katherine Martinez, PsyD
- *The Anxiety and Phobia Workbook* (sixth edition), by Edmund J. Bourne, PhD
- *The Relaxation and Stress Reduction Workbook* (seventh edition), by Martha Davis, PhD, Elizabeth Robbins Eshelman, MSW, Matthew McKay, PhD
- *The Anxiety and Worry Workbook: The Cognitive Behavioral Solution*, by David A. Clark, PhD and Aaron T. Beck, MD
- *What to Do When Your Brain Gets Stuck: A Kid's Guide to Overcoming OCD*, by Dawn Huebner, PhD
- *Freedom from Obsessive Compulsive Disorder: A Personalized Recovery Program for Living with Uncertainty* (updated edition), by Jonathan Grayson, PhD
- *Brain Lock: Free Yourself from Obsessive-Compulsive Behavior*, by Jeffrey M. Schwartz, MD with Beverly Beyette

Continue the Conversation

About Anxiety in Our Youth

In a small group discussion

Led by Cara Hurley, PhD and Alisa Messana, LCSW

Wednesday, April 24th

7:00pm - 8:30pm

Hinsdale Public Library

Community Meeting Room

Continue the conversation about anxiety in our youth as highlighted in the documentary *Angst: Raising Awareness around Anxiety* with Cara Hurley, PhD and Alisa Messana, LCSW. The increase and prevalence of anxiety disorders in our children and adolescents is concerning and can be overwhelming at times. Come with questions and examples as we consider anxiety's causes, impact and what to do about it.

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.

Space is limited.

Please register on the Hinsdale Public Library website.

<http://hinsdale.libnet.info/event/1822448>

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.

Planning for 2019-2020 is happening now.

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.



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.

When you donate to the District 181 Foundation:

- You encourage creativity and innovation.
- You help bring experts to our community to educate and inform on topics in learning, child development and parenting.
- You empower students to make their school, community, environment or the world a better place.
- You enhance 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 improve 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.

D181

2019

STUDENT ART EXHIBIT



THE COMMUNITY HOUSE

Over 130 selected pieces of student
artwork from:

Elm ... Madison ... Monroe ... Oak
Prospect ... The Lane ... Walker
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**EXHIBIT OPENS MONDAY APRIL 29 @ NOON
& CLOSSES FRIDAY, MAY 3 @ NOON
EXHIBIT HOURS TUESDAY-THURSDAY
8AM - 8PM**

This exhibit is brought to you in partnership with
the District 181 Foundation and
The Ly Hotchkiss Arts Program at The Community House





Social-Emotional resources for D181 parents are available online!

**www.d181.org >
Parents > SELAS**

Blogs • Books • Online Resources • Research



YOUR LIFE IS YOUR STORY

But sometimes you need a little help writing it

Call The Counseling Center at The Community House today



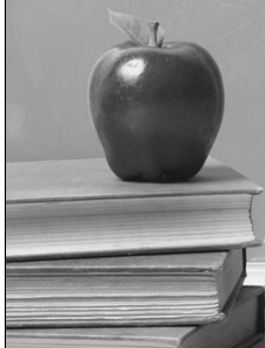
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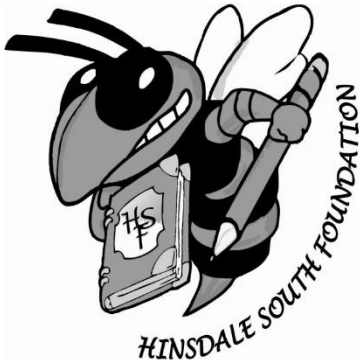
HINSDALE SOUTH

Parent Organizations



Congratulations Class of 2019

**Post Prom Committee **



A black and white photograph of three children playing outdoors. On the left, a 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

HINSDALE CENTRAL PTO

Where Excellence is Central

BECOME A MEMBER

Not a member yet? Join at hcpto.org

STAY INFORMED

Stay in the loop on all the school events. Subscribe to our e-newsletter on our website.

BE PART OF OUR COMMUNITY

Attend PTO General Meetings and CONVERSATIONS to engage in discussions with parents, administrators, and community leaders about issues affecting our students.

- **April 22nd:** *Safety and Social Pressures Surrounding Your Teen (What's Happening with Juuling, Vaping, etc. and How is HCHS Addressing the Issue?)*

GET INVOLVED

Join a committee. Attend an event. Donate. See committee signup sheets or ask us how you can get involved.

THANK YOU TO DISTRICT 181 FOUNDATION
FOR EVERYTHING YOU DO!

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Thank you District 181 Foundation for
supporting our children and families!



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Thank you
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for all you do



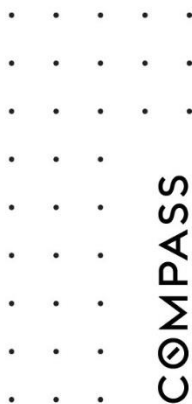
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Tracy Anderson is a Real Estate broker affiliated with Compass. Compass is a licensed Real Estate broker and abides by federal, state and local Equal Housing Opportunity laws.

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**

In no way does the Hinsdale Central PTO, Hinsdale Central High School staff, school districts 86 or 181 endorse or recommend any specific provider reviewed on The Parent List. The Parent List is a subjective forum set up by the Hinsdale Central PTO for your convenience. Parents and guardians are solely responsible for deciding to use any of the service providers on The Parent List in any capacity, and district 86, district 181 and the Hinsdale Central PTO disclaim all liability for any damages, injuries, losses, expenses, or claims of any kind arising out of the provision of services by anyone or any agency appearing on The Parent List.

classic kids

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Pleased to Support Hinsdale School District 181



“Tell me and I forget,
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Simply Put...

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