

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION  
CALIFORNIA SCHOOL

SUBMISSION AND RECEIPT OF COMPLETED PROJECT

I, Leah Kitz  
Name of Student (Print Clearly)

hereby submit two (2) copies of our completed project in final form entitled:

Resource Directory for Learning Disabilities

5/12/04  
Date

Leah Kitz  
Student Signature

RECEIPT BY REGISTRAR

The above named thesis was received by the Registrar's Office on

Date

5/12/04

Carol Sofer  
Registrar

By

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION  
CALIFORNIA SCHOOL

In co-operation with

UNIVERSITY OF SOUTHERN CALIFORNIA  
SCHOOL OF SOCIAL WORK

Resource Directory for Learning Disabilities

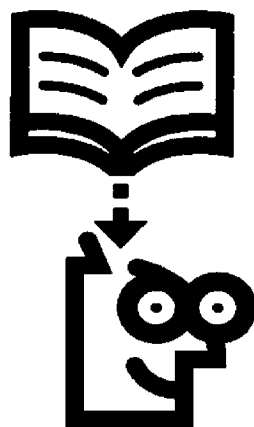
Approved By:

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# **Resource Directory**



**For Learning Disabilities:  
Local and National Listings**

**By: Leah Kitz MAJCS/MSW 2004  
SJCS HUC-JIR Masters Project 2004**

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חנך לנער על פי דרכו  
"Teach every child according to his or her way"

## **Introduction**

For as long as I can remember, I have struggled with learning difficulties that have significantly impacted my educational experience. It wasn't until the middle of my college experience, that I learned more about learning disabilities and the manner in which they affected me. My advisor and teachers were supportive and worked with me in school. Nonetheless, I struggled with exams, assignments, and writing assignments in particular. Because I attended a small University, I received appropriate accommodations without much difficulty. Overall, I found my college experience to be extremely challenging as I faced several limitations, but I was able to graduate as planned.

As I made plans to further my education and pursue a double masters degree, I knew that it would be necessary to provide the school with written documentation of my learning difficulties in order to get appropriate accommodations. Several people recommended that I seek services from an educational therapist. I took their advice and I completed a series of educational tests. I am proud to say that I am a success story and I am about to graduate with two masters degrees in May 2004. I know that I couldn't have done it without the necessary resources and support that I received from many different people. It is my goal and intention to give back to others in the community by creating this resource guide.

To date, most of the directories I have come across have been guides for general disabilities and not specifically designed for learning disabilities. This resource directory will focus on services for Attention Deficit Disorder and Attention Deficit Hyperactive Disorder, and support for Learning Disabilities in general. The directory includes: general information, agencies, school programs, helpful resources/books, and additional information that will assist one in the process of gaining accommodations. This resource directory is designed to be as parent friendly as possible.

## **General information on LD, ADD, & ADHD:**

### **LD: Learning Disabilities**

Learning disabilities affect many individuals who usually have average or above average levels of intelligence. Even so, these individuals are hindered by their disabilities in their educational and career paths, and they are unable to achieve at their full potential. Specific learning disabilities are disorders in one or more of the basic learning processes in understanding or using language, or affecting the ability to listen, speak, read, write, spell, or process mathematical calculations. The term "learning disability" describes a neurobiological disorder in which a person's brain works or is structured differently from a person who is not faced with LD. These particular differences in discussion are problematic in that they interfere with a person's ability to think and remember. Since learning disabilities are not visible in individuals, they often go undetected at the expense of the child or adult who is affected by the disability and lead to long-term frustration.

According to research collected by the National Institute of Health, one in seven Americans has some type of learning disability, which is also about fifteen percent of the American population. As many as 80% of students with learning disabilities have reading problems which are considered to be the most common disabilities, along with language skills. In addition, 2.9 million school-aged children in the United States are classified as having specific learning disabilities and received some type of accommodation in the classroom setting.

### **Symptoms/signs of learning disabilities in individuals:**

Some symptoms can be recognized in individuals, but it is often difficult to do so as the severity and characteristics are different for every person with LD.

- Inconsistent school performance
- Short attention span
- Frequent confusion about directions and time
- Personal disorganization
- Impulsive and/or inappropriate behavior
- Difficulty understanding and following instructions unless they are broken down to two tasks at a time
- Seems immature vs. age appropriate maturity
- Has difficulty making friends
- Trouble remembering what someone just told him or her

### **Individuals with LD need:**

- To be identified as early as possible
- To have a comprehensive assessment

- To have an Individualized Education Plan (see info on IEP on next page)
- To secure qualified and knowledgeable educators who teach to the unique needs of people with learning disabilities
- To have modified curriculum and accommodations
- To pursue activities in areas where they have strengths/interests, to advocate for themselves at any age, to have vocational education and career training

#### **Parents' role in the process:**

- ❖ Need to help child to identify the nature of the learning disability,
- ❖ Acknowledge the problem that exists, and seek out appropriate accommodations by child's school
- ❖ Need to be knowledgeable about their child's disability and attempt to understand the challenges of living with LD
- ❖ Need to know the rights of individuals with learning disabilities as provided by law
- ❖ Need to advocate effectively for their children's needs and/or their own needs
- ❖ Need to be acquainted with professionals in the field of LD
- ❖ Need to become knowledgeable about different learning styles and work with school professionals to develop and enhance individual education plans for their children or themselves (see IEP info on the next page)
- ❖ Need to have children included in decisions, which will affect them on many levels for the present and for the future
- ❖ Need to learn to accept and value their children's or their own uniqueness.

Parents can be the most supportive by advocating for their children and being familiar with resources available in the community on a local level as well as on a national level, which will be most helpful for college and beyond. The bottom line is that kids need resources, support from family members, and buy in from school officials. They need accommodations and this will be made possible with less difficulty and more efficiently if a child has undergone educational testing to assess core problem areas.

In conclusion, it is important to encourage strengths, identify weaknesses, understand the system, work with professionals and learn about strategies for dealing with specific difficulties. In addition, it is also necessary to know how to provide a supportive environment both at school and in the home-especially with non LD children in the family, which is done in an effort to avoid making comparisons between children with different skills and abilities.

**ADD: Attention Deficit Disorder**

ADD is a neurobiological disorder, and research shows that symptoms of ADD are caused by a chemical imbalance in the brain. ADD interferes with one's ability to function normally in academic, work and social settings, and to their potential. Although ADD is not considered to be a learning disability, it is often linked to academic problems, as the related symptoms impact an individual's life to the extent that he or she is unable to function "normally" in the academic arena. Once the symptoms are recognized, the student will need certain accommodations in school to function in the classroom. It is important to keep in mind that ADD not only affects individuals in the school environment, but it also affects all other areas of one's life.

**Symptoms of ADD:**

People with ADD are commonly noted for their inconsistencies. Most often, these individuals have problems with:

- ❖ Following through on instructions
- ❖ Paying attention appropriately to what they need to attend to
- ❖ Seem to not listen and be disorganized
- ❖ Have poor handwriting
- ❖ Miss details
- ❖ Have trouble starting tasks or with tasks that require planning or long-term effort
- ❖ Some people with ADD can be fidgety, verbally impulsive, unable to wait their turn, and act on impulse regardless of consequences for their behavior
- ❖ Easily distracted or forgetful.

**ADHD: Attention Deficit Hyperactivity Disorder**

Contrary to popular belief, ADHD is the same thing as ADD, but it has a different term. ADHD is a diagnosis applied to children and adults associated with biological factors, who consistently display certain characteristic behaviors over a period of time. In order to meet the criteria for an ADHD diagnosis, the behaviors must be excessive, long term and pervasive. The behaviors must appear before age 7 and continue for at least 6 months. A crucial consideration for this diagnosis is that the behaviors must create a real handicap in at least two areas of a person's life such as school, home, work, or social settings. Research shows that about 4%-6% of the American population has ADHD, it is not limited to children, and it most likely will persist throughout a person's lifetime. Similarly, one half to two thirds of children with ADHD will continue to have significant problems with ADHD symptoms and behaviors as adults, which impacts their lives on the job, within the family, and in social relationships.



**Symptoms:**

Similar to ADD, and learning disabilities in general, the exact nature and severity of ADHD symptoms varies from person to person:

- Distractibility, impulsivity, hyperactivity,
- Fails to give close attention to details/careless mistakes
- Difficulty sustaining attention to tasks
- Does not seem to listen when spoken to directly
- Fails to follow instructions carefully and completely
- Losing or forgetting important things
- Feeling restless
- Often fidgeting with hands or feet
- Talks excessively
- Blurts out answers before hearing the whole question
- Often has difficulty awaiting turn

## **Important tools to get started: Know Your Rights!!**

### **ADA: Americans with Disabilities Act**

Enacted in 1990, this Act protects children and adults with disabilities from discrimination in employment, public, and privately operated settings. This law also applies to public schools, private schools and colleges. People of all ages with learning disabilities are protected against discrimination and they have a right to different types of assistance both in the school setting and out in the community.

### **IDEA: Individuals with Disabilities Education Act**

Enacted in 1997, this act provides Special Education and related services for children and individuals up to age 22. IDEA provides for a Free Appropriate public Education (FAPE) and an Individualized Education Program (IEP). People of all ages with learning disabilities are protected against discrimination and they have a right to different types of assistance both in the school setting and out in the community.

### **IEP: Individualized Education Plan**

IEP, is one of the services provided for children in the public school system. Among general disabilities, individuals with specific learning disabilities can qualify for IEP services, if they fall between the ages of 3-18, and sometimes it is extended to 22 years of age.

#### **How does it work?**

A parent, teacher, or school professional can request that a student be evaluated for special education services by writing a letter to the principal of the child's home school or the local Special Education Coordinator. All students must provide consent from their parents to receive IEP services. After the request is received, the school district has 15 days to develop an Assessment Plan. The assessment plan is developed and sent to parents who have up to 15 days to consent to the assessment. Once the district receives the consent, they have 50 calendar days to complete the assessment and schedule the IEP.

**For More Information: Contact your home school or your local school district.**

### **Section 504 of the Rehabilitation Act:**

Section 504 of the Rehabilitation Act guarantees students equal access to services from agencies that receive any federal funding. Each school district has at least one person who is designated as the 504 coordinator who is responsible for seeing that the student's needs are identified and that appropriate accommodations are offered thereafter. If services are recommended, the follow up procedure includes the development of a 504 plan. This process is similar to the IEP process, but it differs in that it is less structured, and no funding is attached to services listed in the plan.

#### **What services are provided?**

Reasonable accommodations for learning in the school setting: extra time for tests or assignments, moving the student to the front of the classroom to see the blackboard, reading test questions to a student, providing a quiet room for test taking,

Services are provided in the school, workplace, and community as deemed appropriate. Students with specific learning disabilities qualify for Section 504. School personnel or the parent can request determination for Section 504. Contact the 504 Coordinator or principal at the student's home school. Parents must provide consent for participation in Section 504.

**For more information: Call Protection and Advocacy at 800-776-5746 or Team of Advocates for Special Kids at 714-533-8275**

### **DSPS: Disabled Student Programs and Services at colleges**

Support services are available for all students with a verified temporary or permanent disability who are regularly enrolled in college. DSPS are located on every private and public community college, four year college and university campus. In order to participate, students are required to submit written documentation of their disability, they need to meet with a DSPS counselor, and an initial application process/assessment process of some sort will take place (each school has different requirements for participating in their accommodation program).

Students might be eligible for more than one service, depending on the nature of the disability. Disability verification must be provided when registering with the DSPS office. Students refer themselves to DSPS and often need to advocate for themselves. It is the hope that with prior experience and resources that this shouldn't be too difficult when entering the DSPS office.

Different services are provided, such as: learning disability services, note taking, and alternative course assignments.

**For more information: Contact your local community college, or postsecondary institution.**

**Commonly Used Websites:**  
**General Information on LD, ADD, ADHD**

Ability Magazine: [www.abilitymagazine.com](http://www.abilitymagazine.com)

Association of Educational therapists: [www.aetonline.org](http://www.aetonline.org)

Attention Deficit Disorder Association: [www.add.org](http://www.add.org)

Attention Deficit Disorder Magazine: [www.additudemag.org](http://www.additudemag.org)

The Council for Learning Disabilities: [www.cldinternational.org](http://www.cldinternational.org)

Coordinated Campaign for LD: [www.aboutld.org](http://www.aboutld.org)

Council for Exceptional Children: [www.dldcec.org](http://www.dldcec.org)

Council for Jewish with Special Needs: [www.cjsn.org](http://www.cjsn.org)

Focus on Learning: [www.focusonlearning.com](http://www.focusonlearning.com)

Learning disabilities Association of America: [www.ldanatl.org](http://www.ldanatl.org)

Learning disabilities and practical LD info: [www.ldinfo.com](http://www.ldinfo.com)

Learning disabilities online: [www.ldonline.org](http://www.ldonline.org)

Learning disabilities national: [www.ldanatl.org](http://www.ldanatl.org)

National Attention Deficit Disorder Association: [www.add.org](http://www.add.org)

National Council for disabilities: [www.njcd.org](http://www.njcd.org)

National Center for learning disabilities: [www.ncld.org](http://www.ncld.org)

National Information Center for Children and Youth with Disabilities:  
[www.nichcy.org](http://www.nichcy.org)

One ADD Place: [www.oneaddplace.com](http://www.oneaddplace.com)

Parent Advocacy Coalition for Ed. Rights: [www.pacer.org](http://www.pacer.org)

Schwab learning: [www.schwablearning.org](http://www.schwablearning.org)

**Community Agencies**  
**Where to find useful information:**

**Local/National Listings:**

ADA Information  
U.S. Department of Justice  
P.O. Box 66738  
Washington, DC 20035-6738  
202-514-0301/1-800-514-0301

ADHD Clinic-Cedars Sinai Medical Center  
310-423-4297  
Assessments, social skill training  
School visits and consultations, IEP

Advocates for Special kids  
3109 Walnut Ave.  
Manhattan Beach, CA 90266  
310-480-9310  
[www.advocatesforspecialkids.org](http://www.advocatesforspecialkids.org)

All Kinds of Minds  
P.O. Box 3580  
Chapel Hill, NC 27515  
919-933-8082  
[AKOMinds@aol.com](mailto:AKOMinds@aol.com)  
[www.AllKindsofMinds.org](http://www.AllKindsofMinds.org)

Bridges...from school to work  
(Created by the Marriott Foundation)  
3200 Wilshire Blvd.  
South Tower Suite 1207  
Los Angeles, CA 90010  
213-381-1220 ext. 162

California Department of Education  
1430 N Street  
P.O. Box 944272  
Sacramento, CA 94244-2720  
916-319-0791  
[www.cde.ca.gov/](http://www.cde.ca.gov/)

Council for Learning Disabilities  
PO Box 40303  
Overland Park, KS 66204  
913-492-2546  
[www.cldinternational.org](http://www.cldinternational.org)

Disability Rights Education and Defense Fund  
22162 6<sup>th</sup> Street  
Berkeley, CA 94710-2219  
510-644-2555  
[dredf@dredf.org](mailto:dredf@dredf.org)  
[www.dredf.org](http://www.dredf.org)

Educational Testing Service  
Rosedale Road  
Princeton, NJ 08541  
609-921-9000  
[etsinfo@ets.org](mailto:etsinfo@ets.org)  
[www.ets.org/disability.html](http://www.ets.org/disability.html)

The H.E.L.P. Group  
13130 Burbank Blvd  
Sherman Oaks, CA 91401  
818-779-5218  
Comprehensive educational programs  
(Children w/ special needs: learning &  
language disabilities, autism)

Kitty Petty ADD/LD Institute  
410 Sheridan Avenue  
Unit #339  
Palo Alto, CA 94306-2020  
650-329-9443  
[www.kpinst.org/](http://www.kpinst.org/)

Learning Disabilities Association of America  
4156 Library Road  
Pittsburgh, PA 15234  
1-888-300-6710  
[ldanatl@usaor.net](mailto:ldanatl@usaor.net)

Learning Disabilities Association of California  
P.O. Box 276645  
Sacramento, CA 95827  
1-800-203-7542

Learning Disabilities Association  
LA chapter  
37 N. Auburn Suite #3  
Sierra Madre, CA 91024

Marriott Foundation for People with Disabilities  
One Marriott Drive  
Washington, DC 20058  
301-380-7771  
[www.marriottfoundation.org](http://www.marriottfoundation.org)

National Center for  
Learning Disabilities Foundation  
381 Park Ave S  
Suite #1401  
888-575-7373  
Information and referral for:  
People with LD, Legislative action,  
Advocacy, Public Education

National Information Center for Children & Youth with Disabilities  
Academy for Educational Development  
P.O. Box 1492  
Washington, DC 20013-1492  
1-800-695-0285  
[nichcy@aed.org](mailto:nichcy@aed.org)  
[www.nichcy.org](http://www.nichcy.org)

Next Step Learning Center  
222 Curtis St.  
Oakland, CA 94607  
510-251-1731  
[www.nextsteplc.org](http://www.nextsteplc.org)

Office of Special Education Programs  
U.S. Department of Education  
330 C Street S.W.  
Mary E. Switzer Building  
Washington, DC 20202  
202-205-5507  
[www.ed.gov/offices/OSERS/OSEP/index.html](http://www.ed.gov/offices/OSERS/OSEP/index.html)

Schwab Learning  
1650 South Amphlett Blvd.  
Suite #300  
San Mateo, CA. 94402  
1-800-230-0988  
[webmaster@Schwablearning.org](mailto:webmaster@Schwablearning.org)

Special Education Division  
California Dept. of Education  
428 J Street  
5<sup>th</sup> floor  
Sacramento, CA 9244-2720  
916-445-4613  
[www.cde.ca.gov/spbranch/sed](http://www.cde.ca.gov/spbranch/sed)

TALC (The Advocacy & Learning Center)  
Outreach Resource to help/support  
3941 Park Drive #20 PMB114  
El Dorado Hills, CA 95762  
[ourORHskids@yahoo.com](mailto:ourORHskids@yahoo.com)  
Fax: 916-339-2475

Vista Del Mar: Child & Family Services  
3200 Motor Ave  
Los Angeles, CA 90034  
310-836-1223/888-22-VISTA  
FAX (310) 204-4134  
[www.vistadelmar.org](http://www.vistadelmar.org)  
\*LD assessments  
\*Attention deficit evaluations  
\*Psychological testing  
\*Neuro-feedback program  
\*Family Therapy Program



**Jewish Agencies**  
**Where to find useful information**

Local and National Listings:

Agency Jewish Education  
Special Education  
San Diego, CA  
[www.ajesd.org](http://www.ajesd.org)

Aurebach Central Agency for Jewish Education  
Special Needs  
215-635-8940 ext. 1231  
[www.ajaje.org](http://www.ajaje.org)

CAJE: Coalition for the Advancement of Jewish Education  
261 W35th St, Fl 12A  
New York, NY 10001  
Phone: 212-268-4210  
[cajeny@caje.org](mailto:cajeny@caje.org)  
[www.caje.org](http://www.caje.org)

CJSN  
Council for Jews with special needs  
[www.cjsn.org](http://www.cjsn.org)

Etta Israel center  
8846 West Pico Blvd.  
Los Angeles, CA 90035  
310-285-0909  
[infor@etta.org](mailto:infor@etta.org)  
[www.etta.org](http://www.etta.org)  
\*Customized/individualized services  
for children with LD and their families

JEFA: Jewish Education for all  
Irvine, CA 92612  
415-733-3973  
[jefa1@hotmail.com](mailto:jefa1@hotmail.com)  
[www.jefa.org](http://www.jefa.org)

JESNA  
Consortium of Special Needs Educators  
111 8<sup>th</sup> Avenue  
New York, NY 10011  
212-284-6950  
[www.jesna.org](http://www.jesna.org)

National Jewish Council for Disabilities  
Hotline #: 1-800-493-8990  
[www.njcd.org](http://www.njcd.org)

P'Tach  
1428 36th Street  
Brooklyn, New York, 11218  
718-854-8600  
Fax: 718-436-0357  
[info@ptach.org](mailto:info@ptach.org)

URJ Department of Jewish Education  
[www.uahc.org](http://www.uahc.org)

**Community Schools**  
**Who offer support services for the LD population**

Eras Center-Special Needs School  
Culver City: 310-737-9393  
Westview: 310-478-5544  
(Grades K-12)  
Some programs for ages 3-22

The Frostig School  
971 Altadena Dr.  
Pasadena, CA 91107  
818-791-1255  
(Grades 1-12)

Julia Ann Singer Therapeutic School  
3321 Edith Avenue  
Los Angeles, CA 90064  
310-202-0669  
Ages 3-8

Landmark West School  
5461 Louise Ave.  
Encino, CA 91316  
818-986-5045  
[www.westmarkschool.org](http://www.westmarkschool.org)  
(Grades K-12)

Park Century School  
2040 Stoner Ave.  
Los Angeles, CA 90025  
310-478-5065  
[www.parkcenturyschool.org](http://www.parkcenturyschool.org)  
Ages 7-14

Summit View School  
Valley Glen  
6455 Coldwater Canyon  
Valley Glen, CA 91606  
818-623-6300  
[www.summitview.org](http://www.summitview.org)

Summit View School  
Culver City  
12101 W. Washington Blvd.  
Los Angeles, CA 90066  
310-751-1101  
[www.summitview.org](http://www.summitview.org)  
(Grades K-12)

**Jewish Day Schools**  
**Support services for students with LD**

Abraham Joshua Heschel Day School  
17701 Devonshire Street  
Northridge, CA 91325  
818-368-5781  
[www.heschel.com](http://www.heschel.com)  
(Grades K-8)

Adat Ari El Day School  
12020 Burbank Blvd.  
North Hollywood, CA 91607  
818-766-4992  
[www.adatariel.org](http://www.adatariel.org)  
(Grades K-6)

Etta Israel Center  
School Program: *Schools Attuned*  
8846 West Pico Blvd.  
Los Angeles, CA 90035  
310-285-0909  
[infor@etta.org](mailto:infor@etta.org)  
[www.etta.org](http://www.etta.org)  
\*Customized/individualized services  
for children with LD and their families

Maimonades Academy  
310 No. Huntley Drive  
Los Angeles, CA 90048  
310-659-2456  
(Grades K-12)

Pressman Academy  
1055 So. La Cienega Blvd.  
Los Angeles, CA 90035  
310-652-2002  
[www.pressmanacademy.org](http://www.pressmanacademy.org)  
(Grades K-8)

Sinai Akiba Academy  
10400 Wilshire Blvd.  
Los Angeles, CA 90024  
310-475-6401  
[www.sinaiakiba.org](http://www.sinaiakiba.org)  
(Grades K-8)

Temple Emanuel Community Day School  
8844 Burton Way  
Beverly Hills, CA 90211  
310-288-3737

Stephen S. Wise Temple Day Schools  
15500 Stephen S. Wise Drive  
Los Angeles, CA 90077  
310-476-8561  
(Grades K-6)

Valley Beth Shalom Day School  
Moreshet Hebrew School  
15739 Ventura Blvd.  
Encino, CA 91436  
818-788-3584  
(Grades K-6)

## **Community Support Groups**

### **Local and National Listings**

CH.A.D.D.: Children & Adults with ADD

National Organization

8181 Professional Place, Suite 150,

Landover, MD 20785

Resource Center: 1-800-233-4050

Business: 301-306-7070

[www.chadd.org](http://www.chadd.org)

\*\* Local chapters In California:

San Fernando Valley, Los Angeles,

Conejo, San Gabriel Valley

The H.E.L.P. Group

13130 Burbank Blvd

Sherman Oaks, CA 91401

818-779-5218

[www.hood.edu/seri/serihome/htm](http://www.hood.edu/seri/serihome/htm)

Comprehensive educational programs

for children & adolescents with special needs:

LD & Autism

Special Education Resources on the Internet

Keep Kids Learning

[www.keepkidslearning.org](http://www.keepkidslearning.org)

important information related to education

opportunities for making a difference

Learning Disabilities Association of California

PO Box 601067

Sacramento, CA 95860

866-532-6322

For Children & Adults with LD

Purpose is to support the education & general welfare  
of children and adults

Support for Families of Children with Disabilities

2601 Mission Street

Suite 606

San Francisco, CA 94110

415-469-4518

[www.supportforfamilies.org](http://www.supportforfamilies.org)

Roads to Learning  
[www.ala.org/roads](http://www.ala.org/roads)

Smart Kids with LD  
[www.smartkidswithld.org](http://www.smartkidswithld.org)

TASK  
714-533-8275  
Parent info & training  
Center for parents of kids with disabilities  
workshop in IEP Process  
Tech assessments



## **Jewish Support Groups**

AJE

Agency Jewish Education

[www.ajesd.org](http://www.ajesd.org)

San Diego, CA

Special Ed

BJE: Bureau of Jewish Education

6505 Wilshire Blvd.

Suite 710

Los Angeles, CA 90048

213-852-7749

Contact: Dr. Kenneth Schaeffer

Warm Line

CJSN

Council for Jewish with Special Needs

[www.cjsn.org](http://www.cjsn.org)

JEFA

Jewish Education for all

Ms. Linda Shoham

Irvine, CA 92612

415-733-3973

[www.jefa.org](http://www.jefa.org)

[jefal@hotmail.com](mailto:jefal@hotmail.com)

Jewish Association for ADD

Located in New York

NJCD

National Jewish Council for Disabilities

Hotline #: 1-800-493-8990

[www.njcd.org](http://www.njcd.org)

### **Resources and Books to consider**

All Kinds of Minds, Mel Levine, Educators Publishing Service, Inc., Cambridge MA (800)225-5750

Attention deficit disorder and the law: a guide for advocates, PS Latham and PS Latham, 1992, Washington DC, JKL Communications

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Article id: 82836#Jewish

### **Additional Tips**

\*Start the process early!

\*It is important not to over-pathologize children, but it is important to get proper support from the schools, teachers, and the community in order to advocate for your child

\*Empower children to understand their rights so that they can advocate for their needs in school

\*Learn about the effects and long term effects of using medication for individuals with ADD/ADHD: they might be helpful in the short term and might seem like the most appropriate solution, but educate yourself and others around you by speaking to doctors and other professionals in the field of Special Needs and Learning Disabilities.

### **Conclusion**

To quote the famous Ralph Waldo Emerson, "Life is a succession of lessons which must be lived to be understood." These words are significantly related to my educational experiences thus far, and they are the epitome of my master's project. Even though I struggled with learning difficulties through the years, I would not be where I am today without the process I endured. In conclusion, I would like to add that I am very appreciative of the individuals and resources that I utilized which have enabled me to reach a point of success and pride in my life.

### **Sources used for Master's Project**

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- \*Professionals at Bureau of Jewish Education, Los Angeles**
- \*Council for Jews with Special Needs**
- \*Internet sources on LD**
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- \*Resources (schools/programs for kids)**
- \*Professionals from Public Counsel**