



Parent-Child Services Group, Inc.

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PARENT-CHILD SERVICES GROUP, INC. is comprised of professionals with a common belief in the benefits of early identification of developmental risk factors. This group of practitioners strives to provide services of the highest quality with an emphasis on providing parents with information to enhance their knowledge of their child's development and to provide assistance in maximizing their child's potential. Our team joins with parents to seek solutions to parent-child concerns.

Services to parents and children include:

- **EVALUATIONS** - Evaluations and screenings in the areas of speech-language, processing, feeding/oral motor, voice, fluency, education, development, intelligence, personality, behavior, social/emotional, sensory integration, fine motor, gross motor, and medical are provided by appropriate specialists.

- **TEAM EVALUATIONS** - Team Evaluations are available for a complete profile of a child's medical and specialty service needs.

- **THERAPY** - Therapy services or home programming may be provided in each area of concern as appropriate to the needs of the family and child. A variety of speciality therapy programs are available to address many common concerns regarding a child's development.

- **CONSULTATIONS** - Consultations are provided in matters related to each area of development. These consultations may be provided to parents, schools, day cares, or agencies as requested.

- **PARENTING CLASSES/IN-SERVICES** - Classes in positive discipline and other developmental issues are scheduled at schools, churches, or day cares. A list of topics is provided on request or can be developed in response to an expressed need.

- **CONTRACT SERVICES TO AREA SCHOOLS AND AGENCIES** - Each practitioner provides or coordinates contract services as requested in his/her area of expertise. This often includes observations of children in school settings and problem-solving of options for improved programming as part of the school team. Contracts include regularly-scheduled consultations or direct services. Arrangements for payment are made through a contract with the school or agency or on an individual basis with the parent.

For more information, see our website at:
www.parent-childservices.com

Specialty Therapy Programs available at Parent-Child Services Group, Inc.

FastForWord® - These revolutionary program(s) for children with language learning-impairments, auditory processing disorders and reading delays are based on extensive research by Dr. Paula Tallal and Dr. Steve Miller of Rutgers University and Dr. Michael Merzenich and Dr. William Jenkins of the University of California at San Francisco. The 4 to 6-week program(s) teach rapid acoustic processing, listening comprehension, phonology, morphology, syntax, grammar, and reading.

Lindamood Phoneme Sequencing® Program (LiPS®) - The LiPS® Program by Patricia and Charles Lindamood addresses deficits in phonemic awareness which relate to reading and spelling problems. Children learn to attach sounds to letters as they develop a system for improved listening, reading and spelling.

Visualizing and Verbalizing® - Visualizing and Verbalizing® provides a system for developing concept imagery and improved reading/listening comprehension. Children learn to “make movies” in their head as a strategy to enhance understanding and memory for information heard or read. Skills are applied to language, reading, and math.

Social Skills Groups - Social communication is addressed in small group programs to enhance effective communication with peers. Goals emphasize turn-taking, task completion, sequencing, cooperation, responsiveness, nonverbal communication and conversational strategies.

Applied Behavioral Analysis (ABA) - ABA is a systematic approach to teaching valued skills and prosocial behaviors. Skills and behaviors are analyzed, then a program is developed for individual intervention. Programs include specific presentation methods and reinforcement schedules with cues that are faded to encourage independent functioning and generalization.

Sensory Integration Treatment - Sensory integration treatment enhances a child’s ability to organize information received through the senses. Appropriate organization of sensations such as touch, smell, hearing, vision, movement, and position in space are necessary for a child to pay attention and respond in learning environments. Sensory Consortium Training Courses by Bonnie Hanschu, OTR, form the basis for sensory integration techniques utilized in therapy sessions.

Alert Program for Self-Regulation- The Alert Program is an 8 to 12 week sensory-based intervention offered by the Occupational Therapy Department. Based on the theory of sensory integration, the program is designed to encourage the use of sensory-motor strategies and promote awareness of how individuals regulate their arousal states. The program is designed for children 8 to 12 years, but can be adapted for younger children. The program consists of a series of lessons and activities that assist the children to learn to monitor/change their levels of alertness appropriate to the situation or task.

Co-Treatment- Co-Treatment sessions include two therapists with one child (or sometimes more children) with an emphasis on integrating multiple therapy approaches to enhance a child’s progress. For example, the speech-language pathologist and the occupational therapist may treat together in one session so that the child receives movement stimulation on the equipment in order to enhance attention and promote increased verbalizations as language activities are presented by the speech-language pathologist.

Interactive Metronome® - Interactive Metronome® is a computer based program designed to help improve motor regulation and attention span. An average of 15 one-hour sessions of repetitive drills and immediate auditory computer-based feedback have positively influenced the development of motor planning, sequencing, timing, and concentration.

Handwriting Without Tears® - - This treatment approach is a developmentally-based curriculum for pre-writing skills, printing, and cursive. Multi-sensory strategies are used incorporating visual, auditory, tactile, and kinesthetic input. Children learn letter formation, eliminate reversals, increase legibility, improve sentence spacing, and improve cursive connections.

***Sequential Oral Sensory (SOS*)** - The SOS* Approach to Feeding Program integrates sensory, motor, oral, behavioral/learning, medical and nutritional approaches to comprehensively evaluate and manage children with feeding/growth problems. The treatment component of the program utilizes developmental steps of feeding to create a systematic desensitization hierarchy of skills/behaviors necessary for children to progress with eating a variety of textures.

Therapeutic Riding Academy of Knoxville (TRAK) - TRAK and PCSG offer therapeutic horseback riding combined with Speech-Language Therapy to individuals from ages 2 through adult. TRAK's mission is "to provide (individuals) with a wide range of disabilities a whole treatment of mind, body, and soul." Individualized goals are developed to encourage communication and sensory development through the use of interaction with the horses.



SPEECH-LANGUAGE PATHOLOGISTS:

Lynne F. Harmon, MA, CCC-SLP, President/Co-Director has practiced speech-language pathology in East Tennessee since 1975. Her background includes ten years of employment in the public schools. She has experience with feeding disorders, language learning disabilities, auditory processing disorders, behavior management techniques, classroom/daycare consultation, and program planning for children with autism. She served on the Inter-Agency Coordinating Council for Tennessee's Early Intervention System for over sixteen years and as Chair for two years. She served two terms as President of the Tennessee Association of Audiologists and Speech-Language Pathologists and has been a member of the Autism Society Professional Advisory Board for East Tennessee. She is currently Chairperson for the Board of Communications and Disorders for the State of Tennessee. She is the 2008 recipient for the American Speech-Language-Hearing Foundation's Louis M. DiCarlo Award for Recent Clinical Achievement.

Martha N. McClellan, MA, CCC-SLP, has provided speech-language pathology services with an emphasis on children since 1971. She has worked full-time in a rehabilitation center for multi-handicapped children, in the public schools, and at the University of Tennessee's Hearing and Speech Center as a clinical supervisor. She has experience with preschool language development, auditory processing disorders, communication skills for children with autism, language learning disabilities, stuttering, voice, and articulation disorders.

Susan M. Hock, MA, CCC-SLP, has practiced speech-language pathology since 1965 in a variety of settings including public school, out-patient rehabilitation, home health, acute and long term care, and hospital. She served as Director of Speech and Hearing Services at the University of Tennessee Developmental and Genetic Center for 16 years. She was an adjunct professor for 13 years at the University of Tennessee's Department of Audiology/Speech Pathology. She is a member of the Autism Society Professional Advisory Board for East Tennessee and also the State Board of Directors. She specializes in differential diagnosis and treatment of neurogenic childhood language disorders including autism, dysphagia, dyspraxia, specific language impairment, genetic-based speech/language disorders, and dyslexia/verbal/phonological processing deficits. She provides computer-assisted, literacy-based language treatment from a neuroscience perspective.

Kandi McMahan, MA, CCC-SLP, has been a part of PCSG since June, 2003. She graduated from the University of Tennessee in 2006 with a Master's Degree in Speech-Language Pathology. She completed an additional concentration in aural rehabilitation working with children with a range of hearing losses and amplification systems. She has had experience in public schools, nursing homes, and university settings. Her special areas of interest include pediatric hearing impairment, specific language impairment, reading, and auditory processing disorders.

Stacie Hirsch, MA, CCC-SLP is the owner of Therapeutic Riding Academy of Knoxville (TRAK) and is a speech-language pathologist. She provides speech-language therapy as part of her therapeutic riding program.

OCCUPATIONAL THERAPISTS:

Kathy I. Boling, OTR/L & PCSG's Co-Director, has practiced occupational therapy since 1982 with an emphasis on sensory integration with the pediatric population. She has worked in the public schools and was a department manager at Patricia Neal Rehabilitation Center. She specializes in the treatment of autism and is a member of the Autism Society Professional Advisory Board for East Tennessee. She is a certified Interactive Metronome trainer and is certified by Sensory Integration International.

Julie A. Seen, OTR/L, graduated Cum Laude from Quinnipiac University in Hamden, Connecticut in 1999. She began her occupational therapy career in adult in-patient rehabilitation and later transitioned to pediatrics in the school and home settings. She worked in the Greenwich, Connecticut public school district for three years with a focus on working with students and teachers to incorporate sensory integration techniques into the classroom to enhance fine motor development and self-regulation. She is a certified Interactive Metronome trainer and sees clients at our READ Center.

Michelle Cox, MS, OTR/L, graduated with honors from Washington University School of Medicine in St. Louis, Missouri with a Master's of Science degree in Occupational Therapy. She completed her Master's Thesis on "Early Childhood Learning's Effect on Cognition. Michelle began practicing in 2001 in the homecare setting for adults and children from TEIS. She has experience with outpatient hospital and Skilled Nursing Facility therapy also. In 2003 she began as a full-time occupational therapist at a pediatric outpatient clinic. Michelle specializes in fine motor skills, visual perception, handwriting, and sensory integration delays.

Scottie Baxter, COTA/L, graduated Summa Cum Laude from Roane State Community College in Oak Ridge, Tennessee in 2008. She began her occupational therapy assistant career at PCSG where she also completed a pediatric rotation in the process of receiving her degree. As one of her honors projects, she wrote a volunteer handbook on adapting toys with switches for East Tennessee Technology Center. In addition, she received a merit award from the Maddak Awards contest during the 2008 American Occupational Therapy Association National Conference for her pediatrics project "Bedside Activity Covers for Bed Rails".



PHYSICAL THERAPIST:

Susan Barker, B.S. PT, is a physical therapist who graduated in 1975 from the University of Tennessee Center for the Health Sciences. She has over 30 years experience working exclusively in pediatrics. Having worked previously for PCSG, and recently returned to the group, her strengths include the development of functional motor skills for infants, preschoolers, and school age children.

PSYCHOLOGISTS:

William B. Allen, PhD, NCSP, has worked with children in school and preschool settings as a school psychologist since 1983. He focuses on learning, developmental, and behavioral problems. He conducts learning and developmental evaluations, consults with parents and teachers, and intervenes directly with children. He has extensive training in the diagnosis and treatment of autism, learning disabilities, and attention-deficit disorder. Dr. Allen is recognized as a specialist with infants, toddlers, and preschool children and as a trainer of school psychology students.

Elizabeth A. Cox, PhD, is a licensed psychologist who specializes in intellectual, academic, and behavioral assessment. She provides assessment, diagnostic, and consultation services in areas such as learning disabilities, attention/processing disorders, giftedness, and kindergarten readiness with a specialty in the area of dyslexia and reading-based learning disabilities. She is the director of The READ Center, PCSG's comprehensive academic development center.

READING SPECIALIST/TUTOR:

Joyce Caldwell, MA, is a certified reading specialist and teacher with over 35 years of experience in public and private educational settings. Her special interests include dyslexia and other reading disorders, development of educational strategies, and tutoring for preschool through high school children. She provides private instruction and tutoring at the READ Center.

BEHAVIOR ASSISTANT:

Alexandria Walker, B.S. graduated with honors from Maryville College in May, 2010 with a degree in Child Development and Learning. She currently provides implementation of behavior programs under the supervision of Dr. William Allen. She has provided tutoring with students with special needs as part of the Maryville College Honors Tutorial Program.

PSYCHIATRIST:

Brian Bonfardin, MD, has practiced psychiatry since 1996. He has special interests in providing medical evaluations and consultations to children with autism and other developmental disabilities. He is the Medical Director for Disabilities Services for Helen Ross McNabb Center and serves on the clinical staff at East Tennessee State University's Department of Psychiatry. He has served as the President of the Tennessee Chapter for National Association of the Dually Diagnosed and on the Autism Society Professional Advisory Board for East Tennessee.

ADMINISTRATIVE STAFF:

Judi Tipton, Business Manager, was with PCSG from 1988 to 1991, and returned in 2000. Her responsibilities include payroll, billing, accounts payable, and employee benefits. Judi and her husband, Gene, enjoy camping and spoiling their wonderful grandchildren.

Rebekah Chait, Administrative Manager/Supervisor, manages administrative personnel, coordinates insurance information, manages payments to accounts, and schedules appointments for our psychiatrist and psychologists. She worked in the public schools for four years prior to coming to PCSG. She has a son attending UT/Chattanooga. She also has 3 cats and 2 dogs at home who keep her busy.

Summer Sharp, Administrative Assistant/Scheduler, creates files, coordinates and schedules therapy appointments, sends information packets and reports, and receives payments. She is a graduate of the University of Tennessee with a Bachelor of Science in Psychology. She enjoys spending time with family, friends, and her pug, Zeke.

Tara Bain, Transcriptionist, owns a transcription business and transcribes the office's patient reports. She is a graduate of UT in Journalism and has a diploma in medical transcription. Tara and her husband, Brad, love spending time with their two children, playing ball, biking, and camping.



Brea Weber, Administrative Assistant/Scheduler at The READ Center, is responsible for scheduling appointments, creating files, distributing information packets, updating releases, and receiving payments. Brea is a 2007 graduate of Kent State University with a Bachelor's Degree in Human Development and Family Studies-Child Development. She and her husband, Zach, are originally from Ohio and recently relocated to Tennessee. They enjoy being outdoors, cooking, and spending time with family and friends.

Bill Burgess, BASc/Program Manager, is a retired Air Force senior master sergeant and communications program manager. He is also a retired master craftsman from Dollywood's Valley Carriage Works in Pigeon Forge, Tennessee. His responsibilities include management oversight for resources, information, advertising, property, equipment, maintenance, contractual services, and computer support. He has degrees in five disciplines from three different colleges and universities. He is married to Lynne Harmon, PCSG's president. Bill and Lynne love to travel and spend time with their two children and six grandchildren.

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