Finding a Voice

Do you think speaking is the only way to be heard? Think again. The Children’s Institute is using an array of new technologies that promote communication and social connections for children with special needs.

The Art of Motion

Neurologic disease and injury often limit a child’s ability to walk. Locomotor Training is an emerging therapy that is giving Maya and other children like her the chance to experience the freedom and independence that many of us take for granted.

Bridging the Gap

When the relationship between birth parents and adoptive families centers around acceptance and the ultimate well-being of a child, past and future can connect to form a lasting, loving environment.

credits

David K. Miles, MEd, MPM
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Photography
Josh Franzos, Kristin Estok, Anna Lee-Fields

Since 1902, The Children’s Institute of Pittsburgh has dedicated itself to supporting the life needs of children and families with complex medical conditions.
Dear Friends of the Children’s Institute of Pittsburgh,

The Children’s Institute has always been dedicated to improving the quality of life for children and young people with special needs, as well as their families. With the evolution of technology, we have changed how we provide the specialized services that enable them to reach their full potential.

Advancing technology has opened a new world of possibilities for the kids and families we serve. Innovative therapies promote faster, more effective healing. High-tech collection, analysis and reporting measures heighten research activities and encourage new and improved treatment modalities. Assistive communication devices inspire relationship building and connectivity for kids who are limited by severe physical and emotional disabilities.

Through the Care Coordination Program, a vital component of The Children’s Institute’s Vision 2016, we are proactively facilitating active collaboration among patients with complex medical conditions, families and providers by marshalling personnel and managing the exchange of information through technology, resulting in better health, better healthcare and reduced healthcare costs.

Another strategic initiative — improving access to care for children with complex medical conditions through telepresence — promotes the use of emerging telecommunication technologies to transform the way The Children’s Institute reaches children and families through expanded virtual medical, educational and family services.

In this issue, see how building our technical capacity has impacted the physical health of Shane, Ethan and Maya, improving their well-being and the quality of life for their loved ones. Meet Joshua, whose personality shines in novel ways through his use of innovative assistive communication devices. And learn how the effective support provided by Project STAR has surrounded Nathan with love from many different family members.

Our amazing kids are growing and changing every day. They inspire us to embrace innovation, transforming our work to support their development in exciting new ways.

Sincerely,

David K. Miles, MEd, MPM
President and CEO
THE ART OF MOTION

Locomotor Training at The Children’s Institute

MAYA TORRES

Experts at The Children’s Institute are using an emerging rehabilitation intervention that retrains the nervous systems of children like Maya with neurologic disease or injury. Locomotor Training is enabling Maya and many other amazing kids to gain independence.
Mobility signifies freedom. For kids with special needs, quality of life is enhanced exponentially as they gain the ability to independently and safely explore as much of their environment as possible. Through The Children’s Institute’s high intensity physical therapy Locomotor Training Program, children and youth in recovery from spinal cord injuries, brain injuries, stroke and other neurological conditions are experiencing movement in new ways.

Though this therapy has been offered as a treatment modality for adults for more than a decade, The Children’s Institute is a front-runner in translating Locomotor Training to pediatric practice. Guided by the latest knowledge of how the brain and spinal cord control stepping and how the nervous system learns a motor skill, and with a deep understanding of each child’s specific abilities, a team of trained physical therapists, physical therapy assistants and Locomotor technicians work collaboratively to improve each patient’s functional skills.
Locomotor Training retrains the nervous system through repetitive movement facilitated by a team of at least three specially-trained therapists.

“Locomotor Training focuses on typical movement patterns, not alternative or compensatory strategies.”
“Locomotor Training focuses on typical movement patterns, not alternative or compensatory strategies,” explains Katie Shroyer, DPT, CBIS, Outpatient Physical Therapy Coordinator for The Children’s Institute. “Through repetitive walking movements, manually facilitated at the hips, knee and ankle by therapists and technicians, the nervous system can be retrained to recognize normal movement.”

This emerging rehabilitation intervention helps patients to recover function from neurologic disease or injury. For some patients who are already walking, the training can improve their gait or stamina. Others may see strength gains in posture, head control and muscle tone. This therapy can also improve bowel and bladder function.

A typical outpatient Locomotor session takes 90 minutes and occurs three to five times a week for a total of 20 sessions, as long as the child is medically stable. The initial phase of each session includes a warm-up with muscle stretching and fitting the support harness. The patient is then suspended by this harness over a treadmill. The hands-on placement of at least three trained professionals focuses on proper movements of the patient’s legs, feet, hips and trunk, while other skilled therapists and/or technicians operate the computer to adjust the amount of weight the patient puts on their legs, as well as the speed and timing of the treadmill. Each session ends with the practice of these skills on the ground, and working with parents and other caregivers on how to carry over these skills with activities at home.

“Locomotor Training allows individuals with any level of function to practice standing and stepping on a treadmill with body weight support in a safe, productive environment,” Katie describes. “Most patients really enjoy the experience, and the therapists are thrilled by the gains that we see, which tend to materialize more quickly than with traditional therapy alone.”

The Children’s Institute is the only facility in the region to offer Locomotor Training, and the program has expanded significantly since the equipment was acquired in 2013. To date, 15 physical therapists, assistants and technicians have undergone nearly 50 hours of training each and are cross-trained on every component of the system. Two outpatient sessions are scheduled each day, in addition to inpatients who use the training as one of many treatment modalities.

“Every child who undergoes Locomotor Training has a unique set of goals in moving toward greater independence, and this therapy is designed to accomplish a variety of physical therapy outcomes,” says Katie. “Enhanced well-being and improvements in overall health are achieved by each patient.”
**SHANE**

Shane Stouffer was the first Children’s Institute patient to undergo Locomotor Training. “Before I got on the treadmill, I hadn’t walked since my injury,” Shane recalls. “It was pretty special to have that feeling of walking again, and it set the groundwork for me to re-learn to walk after so many months of not being able to move my legs.” According to his mom, Sue, their family was excited to watch Shane transform from a wheelchair-bound teen into a young man who walked across the football field on graduation day to receive his high school diploma.

“We are so fortunate to have an organization like The Children’s Institute so close to where we live,” she remarks. “Their willingness to make this kind of investment for Shane and other kids like him is truly remarkable.” Locomotor Training has changed our lives.

**MAYA**

The Children’s Institute is like a second home for 8-year-old Maya Torres, who receives comprehensive outpatient therapy services for mixed cerebral palsy. Maya has participated in Locomotor Training twice to address her impaired movement, coordination, balance and posture. “Maya loves all of her therapists, and she especially enjoys having all of their attention focused on her,” explains Maya’s mom, Abby.

Maya has now developed the trunk strength to independently participate in playtime with her toys - and her siblings. Her range of motion is increasing, as is her ability to help with transfers and other physical movements. The big next step for Maya is to improve her balance so she can stand independently. “She is so proud to be in an upright position and walking during her training, and the staff know exactly how to motivate her,” says Mrs. Torres. “It’s the perfect therapy program for Maya.”

**ETHAN**

“The first time I saw Ethan on that treadmill, moving his legs and swinging his arms, with his therapists using their muscles to move his muscles, I was overwhelmed,” describes Ethan Warcholak’s mother, Brenda. “They shared their strength with him, and now Ethan is stronger.” Ethan, 21, suffered a spinal cord injury in 2011 that left him with little mobility. Locomotor Training has improved his posture, increased his stamina, decreased his muscle spasms and reduced the need for one of his medications. He will participate in Locomotor Training again this fall. “I’m already more independent, and am excited to see the new benefits I’ll gain this time,” he comments. Mom is most affected by his stronger left elbow and shoulder. “He can reach out to touch me, and he can give me a strong hug now,” she says. “I can’t explain how wonderful that feels.”

“Locomotor Training is fun,” says one patient. “When I close my eyes, I dream I am walking again.”
Joshua and his classmates at The Day School are gaining critical communication skills and forming relationships through an array of assistive technology devices. Thanks to the generosity of three donors, more of these devices are available to open a new world of possibilities to children with special needs.
As a national leader in the education of children with special needs, The Day School at The Children’s Institute embraces the use of emerging technologies to assist students in communicating with the world around them.

“Communication is a critical skill in promoting independence and opportunity,” explains Allison Dillon, MS, CCC-SLP/L, Speech/Language Therapy Team Leader at The Day School. “Communication is often very difficult for our students, who either have significant physical disabilities or struggle with social and emotional limitations. New technology is leveling the playing field for our kids, opening a whole new world of possibilities for them to communicate their basic wants and needs, as well as convey novel thoughts and form relationships with their family and peers.”

Technology is a core component of the daily learning experience for all of the nearly 200 students at The Day School. One of those students, enrolled since the age of 3, is 16-year-old Joshua Haskins. Born with Pelizaeus-Merzbacher Disease (PMD), a rare genetic degenerative disease of the central nervous system, Josh is unable to walk or talk. But Josh can communicate, and technology utilized by The Day School therapists is giving him a voice.

“Josh understands close to 100 percent of what is communicated to him,” says Carol Haskins, his mom. “And using assistive technology to reflect back to others what he knows and has learned is an incredibly rewarding experience for him.”

Josh can’t wait to get to school. Every morning after his sisters and brother board their school bus, he knows his bus is coming next. He wants to be challenged. He wants to interact with his friends. And he loves connecting with his teachers.

“Josh is bright, and stubborn,” laughs his mom. “His therapists and teachers know him so well, and they know how to motivate him. They recognize that his brain is working even though he is so limited by what his body can’t do, and technology has given Josh ways to express himself more precisely.”
The Day School was recently able to purchase an array of innovative assistive technology devices to enhance the school’s functional curriculum in each of its 26 classrooms.

- Tobii Eye Tracking Module
- Prentke Romich Accent 1000 TrackerPro
- 12 iPads
- 11 wireless Blue Tooth switch interfaces
- Otter Boxes
- iPad Cart
iPad Cart - Securely locks and charges up to 38 iPads in one location. In-class computer resources like these assist The Day School staff in providing each child with an extraordinary, customized learning experience.
Thanks to the generosity of three special donors of The Children’s Institute, whose recent gifts totaled $30,000, The Day School was able to purchase an array of innovative assistive technology devices to enhance the school’s functional curriculum in each of its 26 classrooms. This technology will be utilized by therapists to accomplish a wide variety of learning goals with students of all ages and abilities, promoting communication and social connections.

These new devices encourage communication in many ways, including using eye gaze to activate conversation and providing hands-free computer access through head movements for those with limited upper body movement and fingertip control. Language development for students with autism spectrum disorder is encouraged by categorizing words and messages in specific, ordered sequences. iPads include shared educational and augmentative communication applications to promote both student and staff use. These in-class computer resources assist The Day School staff in providing each child with an extraordinary, customized learning experience, promoting enhanced communication, cognitive skills and social development.

“Technology gives kids with special needs the power to drive their own world while promoting cohesiveness and collaboration among The Day School staff in setting and accomplishing specific goals for each student,” according to Allison.

The Children’s Institute is grateful to the donors who have given a voice to kids like Josh, just as we appreciate every donor for empowering us in myriad ways to support our amazing kids.

“Technology gives Josh a voice that goes so far beyond what he can convey through facial expressions, vocal inflections and emotional responses,” his mom comments. “New technologies also promote his independence because he can manipulate these devices with eye gaze and other motions even though he lacks fingertip control. These kinds of assistive communication devices make such a positive impact on his overall well-being.”

“Technology gives kids with special needs the power to drive their own world while promoting cohesiveness and collaboration among The Day School staff in setting and accomplishing specific goals for each student,” according to Allison.

The Children’s Institute is grateful to the donors who have given a voice to kids like Josh, just as we appreciate every donor for empowering us in myriad ways to support our amazing kids.
BRIDGING THE GAP

NATHAN WAITS

PROJECT STAR PROMOTES SUCCESSFUL OPEN ADOPTIONS

BY CONNECTING ADOPTIVE AND BIRTH FAMILIES
BRIDGING THE GAP

PROJECT STAR PROMOTES SUCCESSFUL OPEN ADOPTIONS BY CONNECTING ADOPTIVE AND BIRTH FAMILIES

NATHAN WAITS

Nathan’s new brother is his best friend, and his adoptive parents are committed to doing what is best for him, including the cultivation of the bond he shares with his birth mother. Open adoptions can sometimes be the best solution for a waiting child to understand their past while growing into their future.
A tiny tree needs to be transplanted to a place with healthy soil and plenty of sunlight to reach its full potential. Cut the tree off at the trunk and place it in the ground, and the sapling won’t survive. The entire root system needs to be included in the re-planting effort to encourage the tree to grow and thrive.

This is the philosophy driving open adoption at Project STAR at The Children’s Institute.

“Regardless of the circumstances of their past, children need a safe, healthy and trusting environment in which to explore those roots that they came from,” explains Bethany Leas, Manager of Foster Care and Adoption Services for Project STAR. “In the right situation, what may be best for the child is an open adoption, where birth parents and adoptive families see one another through a lens of acceptance and create a sustainable relationship that connects the past to the future.”
Project STAR’s mission is to promote the right of all children to grow in a safe, nurturing, lasting family, and staff recognize the benefits that post-adoption contact with birth parents, within appropriate boundaries, can offer to children and youth. One Project STAR child being raised in this open relationship is Nathan Waits. Nathan, who will be 5 years old in January, was born with complex health issues to a teenage mom who loved him very much but lacked the social, emotional and financial resources to best care for him. An infant heart transplant recipient, Nathan first met the Waits family—Liz, Todd and their biological son, Connor—in 2013.

“It’s never a bad thing for a child to know he is loved by so many people.”

“...We were ready to grow our family and felt prepared to manage his medical needs,” explains Mrs. Waits. “What surprised us was the instant bond formed between Nathan and Connor. At just one month apart in age, they acted like brothers during our very first meeting, and that attachment has grown stronger every day.”

Mr. and Mrs. Waits recognized during the months leading up to Nathan’s adoption the special connection he had with his birth mother. During visitations, at numerous doctor’s appointments and in meetings with case workers, Nathan’s birth mom was always present, and their affection for one another was undeniable. They chose to pursue an informal open adoption rather than a formalized Act 101, affording Nathan the same benefits through a plan they customized to meet the needs of their family while considering his birth mother.

Formalized open adoption became law in Pennsylvania with the passage of Act 101 of 2010 on April 25, 2011, though informal open arrangements had already shown success. One component of this amendment to the Adoption Act grants adopted children the ability to maintain lifelong connections with biological family members and to have greater access to personal information through an enforceable voluntary agreement for ongoing communication and/or contact. These links to people and information afford children the opportunity to understand their past and its potential impact on their lives and the lives of their descendants. Project STAR helps to facilitate and support informal and formal post-adoption contact.
“It is obvious that she loves him and he loves her,” Mrs. Waits shares. “She faced many difficult circumstances in giving birth to a sick child she was unable to care for and suffering the harrowing ordeal of having her parental rights terminated so we could adopt him, but she has continued to work at maintaining a relationship with Nathan. Her willingness to make sacrifices to ensure Nathan’s well-being is a significant reason why open adoption is working for our family.”

Nathan, who is thriving physically and emotionally, was formally adopted by the Waits family in February 2014. With guidance from their child psychologist and other professionals at Project STAR, Mr. and Mrs. Waits have developed a plan to ensure Nathan’s birth mother can continue to have contact with her son. In addition to regular phone calls, she can schedule four visits with him each year, including his birthday. She has even made a special connection with Connor and is building a friendship with Mr. and Mrs. Waits.

“As long as their relationship is healthy and in Nathan’s best interest, we want to do what we can to encourage its ongoing development,” explains Mr. Waits. “We established boundaries to create a dynamic that will allow our family to grow while providing a place for her to feel welcome and accepted. Designing this relationship has included some challenges, but Liz and I, as well as Nathan’s birth mom, have been willing to face some short-term discomfort to ensure a long-term connection.”

The core focus of case management at Project STAR is to accomplish the goals that are in the best interest of each child and to promote relationship-building during a very complicated and emotional time. “Sometimes those goals can be most effectively realized through open adoption, while in other situations, open adoption would not be the best solution,” Bethany concludes. “Regardless, our adoptive families are amazing, and the choices they make to love and raise a child are life-changing.”

“As Nathan grows up, he will always know that his birth mom loves him and made hard choices to do what was best for him,” says Mrs. Waits. “And he will always know that we chose him because we loved him from the moment we met him. It’s never a bad thing for a child to know he is loved by so many people.”
Children shine brightest in families.

Whether the goal is adoption or reunification with birth families, Project STAR does everything possible to place children with safe, nurturing, forever families. These children are just two of the many who are waiting for homes and families to call their own.

Alexa, 13

Alexa is a 13-year-old girl who enjoys Pittsburgh sports teams and is very caring toward animals. She especially likes big dogs! She enjoys swimming, doing crafts, coloring and watching movies.

Alexa can be described as inquisitive, endearing, compassionate, charming, outgoing, funny, friendly, and helpful. She enjoys the feelings of security and guidance and likes to spend time with adults, but can also make friends with children her age.

Alexa has visitation with some birth family members. She loves individualized attention and would do best with a family with either no other children or with older siblings.

Tim, 11

Tim is an 11-year-old boy who describes himself as funny and smart. His two favorite movies are “Sand Lot” and “How to Eat Fried Worms.” His favorite television show is “Zoey 101” and his favorite musician is Lil Wayne. Tim likes to play video games, go fishing, and ride bikes. He is currently living in a foster home but hopes to find an adoptive family who will provide the support and structure he needs. When asked what Tim would like in a family, he said, “I want a nice family who will never give up on me, like other people do”.

For more information about Alexa, Tim, and other waiting children, please contact Russ McCurdy at 412-244-3083 or rum@the-institute.org.
The Children’s Institute of Pittsburgh is pleased to welcome Matthew Masiello, MD, as our new Chief Medical Officer.

Dr. Masiello’s pediatric medical training was received at Bridgeport Hospital and Yale University with a pediatric critical care fellowship at Harvard University, Boston Children’s Hospital. His master’s degree in public health was earned at the George Washington University School of Public Health and Health Services.

In addition to practicing pediatrics in Mashpee, Massachusetts and Somerset, Pennsylvania, Dr. Masiello has led the development and implementation of initiatives including bullying prevention, clinical health promotion for the pediatric asthma population, childhood obesity, and medical home development. He has presented his work both nationally and internationally, and has taught and served as a consultant to universities and health systems across the country. Dr. Masiello has led clinical teams and served as visiting faculty in Mexico, Indonesia, Nicaragua and Anguilla.

Dr. Masiello has dedicated himself to the health and happiness of children both nationally and internationally, and we look forward to him continuing this commitment at The Children’s Institute.

Dr. Matt Masiello is uniquely qualified to lead our medical and therapeutic activities.

The Children’s Institute’s President and CEO, David Miles, emphasized Dr. Masiello’s qualifications and expertise. “Dr. Matt Masiello is uniquely qualified to lead our medical and therapeutic activities. Through his clinical and research work he has demonstrated a remarkable commitment to the health of children through family-centered care, and he will be a major asset as we continue to meet the evolving needs of children and families.”

This remarkable commitment to children’s health recently earned him the Pennsylvania Public Health Association Keystone Award for Distinguished Service in Public Health.

Dr. Masiello has dedicated himself to the health and happiness of children both nationally and internationally, and we look forward to him continuing this commitment at The Children’s Institute.
in our donors’ words

Why do you choose to give to The Children’s Institute?

“When I think of the challenges faced by the children and families we serve, I stand in awe of their courage, strength and resiliency. My hope is that by being involved with and supportive of these families and the dedicated staff at The Children’s Institute, I am helping in some small way.”

Pam Golden
BOARD MEMBER

“Our son Aaron is a graduate of The Day School. While he was there, the wonderful staff helped us through all the ups and downs of Aaron’s childhood and helped mold Aaron into the successful young man he is today. Being a donor was always our way of giving back to The Children’s Institute, and is more important than ever. We want to help The Children’s Institute guide other students and their families through their years. And nothing could make us happier.”

Joseph and Nanette Hrycko
PARENTS

“I strongly believe in The Children’s Institute’s mission to improve the quality of life for children, young people and their families. My support makes me a partner to the children, families and staff working to carry out that mission.”

Ruth Bechtel-Pierce
RETIREE
As an occupational therapist, I am provided the daily opportunity to interact with our patients and families. I have the chance to get to know the families very well and see firsthand how dedicated the families are to getting their kids the care that they need, even if it means significant sacrifice in other areas of their lives. Giving to The Children’s Institute provides an opportunity for another child or another family to receive the care they need that they may not be able to afford otherwise.

Matt Bittner
STAFF MEMBER

As a former volunteer and staff member, I have firsthand knowledge of the incredible work provided by The Children’s Institute. The collaboration and teamwork needed to improve the lives of so many special needs children must be very costly, but no child is turned away due to lack of finances, and that is the reason my husband and I have included The Children’s Institute in our planned gifts.

Patty Simmons
LEGACY DONOR
amazing wish list

You can have an amazing effect on the lives of children with special needs by helping to purchase vital equipment. The Children’s Institute’s Amazing Wish List includes small to moderate requests that can be fulfilled with a single gift. Your donation will go toward the wish you fulfilled.*

For information about donating funds for the purchase of items from the Amazing Wish List, please contact Lauren Vermilion at 412.420.2204 or lve@the-institute.org

UPSEE Kits
Learning to walk is the first step toward independence in a child’s life. However, many of our students in The Day School have physical limitations that inhibit them from walking. An UPSEE is a harness system that allows our amazing kids to stand upright and experience walking while strengthening their legs. Your amazing gift will give students an experience of independence like never before.

$498 needed for two kits

The Water Lily Obstacle Course
Many children with special needs have difficulty negotiating their environment, especially when it is uneven or changeable. The Water Lily Obstacle Course will allow our therapists to teach our amazing kids creative ways to succeed in an unpredictable environment. By granting this wish, our kids are one step closer to reaching independence.

$700 needed for one obstacle course

Television, DVD players and Cable for the Heasley House
The Marie Reinhardt Heasley House provides a special “home away from home” for families of inpatients at The Hospital. Located on our Squirrel Hill campus, it is an eight bedroom, wheelchair-accessible home that can accommodate up to eight families. Unfortunately, the Heasley House doesn’t have cable or private TVs and DVD players. Give our amazing families the opportunity to relax by granting this wish!

$3,000 needed for entire set

Rifton Activity Chair
At The Day School, we enable our students to become as independent as possible. This takes a lot of practice and the right equipment, like the Rifton Activity Chair. This versatile chair can provide our students with the perfect height to work or eat at a table, and can be lowered to practice transferring skills. Give our kids the opportunity to reach their greatest potential by donating today!

$3,865 needed for one chair

*If the final cost of an item is less than the amount contributed, any remaining funds will be dedicated to complementary needs or, if not possible, released into the general fund.
donor events

Sunflower Society Donor Event
We can’t thank our donors enough for providing direct and immediate support to our amazing kids and families. On June 11, we showed our gratitude to members of our Sunflower Society at a reception held on our Squirrel Hill campus. The Sunflower Society recognizes donors who make a generous commitment to The Children’s Institute of $1,000 or more during one fiscal year. For more information about becoming a member of the Sunflower Society, please contact Lauren Vermilion at 412.420.2204, or lve@the-institute.org

CMU’s Greek Sing
Carnegie Mellon University held their annual Greek Sing event on March 22. Greek Sing is Carnegie Mellon University’s largest student-run annual fundraising event hosted by the university’s fraternities and sororities. This year, not only did the event showcase the Greek Community’s musical talent — it raised $90,000 for our amazing kids and families!

Golf Outing Event
The second annual “Golf for Autism” event was held on June 21 at Seven Springs Golf Course in honor of Mackenzie Evanovich, a student in The Day School’s Autism program. Many came to show their support for Mackenzie and all of our amazing kids, and the event raised over $2,000!

Our guest speaker, patient Davanna Feyrer, shared her amazing story with our donors.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>10</strong> Wed</td>
<td>Brain Injury Parent Support Group</td>
<td>The Children's Institute 1405 Shady Ave, Pittsburgh Room S221</td>
<td>6:00 – 7:00pm</td>
</tr>
<tr>
<td><strong>2 wed</strong></td>
<td>Adoption and Foster Care Information Meeting</td>
<td>The Children's Institute 1405 Shady Ave, Pittsburgh</td>
<td>6:30 – 8:30pm</td>
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<tr>
<td><strong>22 Thur</strong></td>
<td>Pain Rehabilitation and RND Parent Support Group</td>
<td>The Children's Institute 1405 Shady Ave, Pittsburgh Room S221</td>
<td>5:00 – 6:00pm</td>
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<tr>
<td><strong>2 Fri</strong></td>
<td>In Service Day</td>
<td>No school for students of The Day School.</td>
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<tr>
<td><strong>13 Mon</strong></td>
<td>Columbus Day</td>
<td>The Day School is closed.</td>
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<tr>
<td><strong>15 Wed</strong></td>
<td>Grand Rounds: Pediatric Rehabilitation</td>
<td>The Children's Institute 1405 Shady Ave, Pittsburgh</td>
<td>7:30am: Registration 8:00am: Speaker</td>
</tr>
<tr>
<td><strong>16 Thur</strong></td>
<td>Adoption and Foster Care Information Meeting</td>
<td>1598 Virginia Avenue, Monaca</td>
<td>6:30 – 8:30pm</td>
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<tr>
<td><strong>17 Fri</strong></td>
<td>Corporation/Foundation Briefing</td>
<td>The Children's Institute 1405 Shady Ave, Pittsburgh</td>
<td>8:00 – 10:00am</td>
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<tr>
<td><strong>17 Fri</strong></td>
<td>Mary Irwin Laughlin Society Luncheon</td>
<td>Pittsburgh Golf Club</td>
<td>11:00am – 1:00pm</td>
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**November**

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<th>Date</th>
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<td><strong>3 Mon</strong></td>
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<tr>
<td><strong>14 Fri</strong></td>
<td>Bright Spot on Shady Community Light Up Night</td>
<td>The Children's Institute 1405 Shady Ave, Pittsburgh</td>
<td>5:00 – 8:00pm</td>
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<tr>
<td><strong>19 Wed</strong></td>
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<td>Adoption and Foster Care Information Meeting</td>
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<td>6:30 – 8:30pm</td>
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<tr>
<td><strong>21 Fri</strong></td>
<td>Adoption Awareness and Matching Event</td>
<td>The Life Center 2236 3rd Avenue, New Brighton</td>
<td>2:00 – 4:30pm</td>
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<tr>
<td><strong>22 Sat</strong></td>
<td>Thanksgiving Break</td>
<td>The Day School is closed.</td>
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### december

**Thanksgiving Break**  
The Day School is closed.

<table>
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<tr>
<th>Date</th>
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| thur 4 | Pain Rehabilitation and RND Parent Support Group | The Children’s Institute  
1405 Shady Ave, Pittsburgh  
5:00 – 6:00pm |
| wed 17 | Grand Rounds: Pediatric Rehabilitation | The Children’s Institute  
1405 Shady Ave, Pittsburgh  
7:30am: Registration  
8:00am: Speaker |
| thur 18 | Adoption and Foster Care Information Meeting | 1598 Virginia Avenue, Monaca  
6:30 – 8:30pm |
| wed-fri 24-2 | Winter Break | The Day School is closed. |

### january

**Winter Break**  
The Day School is closed.

<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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| thur 7 | Brain Injury Parent Support Group | The Children’s Institute  
1405 Shady Ave, Pittsburgh  
6:00 – 7:00pm |
| thur 8 | Pain Rehabilitation and RND Parent Support Group | The Children’s Institute  
1405 Shady Ave, Pittsburgh  
5:00 – 6:00pm |
| mon 19 | Martin Luther King Jr. Day | The Day School is closed |
| wed 21 | Grand Rounds: Pediatric Rehabilitation | The Children’s Institute  
1405 Shady Ave, Pittsburgh  
7:30am: Registration  
8:00am: Speaker |
| fri 23 | In Service Day | No school for students of The Day School. |

**Grand Rounds:**  
Pediatric Rehabilitation  
7:30am: Registration  
8:00am: Speaker  
The Children’s Institute  
1405 Shady Ave, Pittsburgh  
7:30am: Registration  
8:00am: Speaker
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**Thank you for your gift to the amazing kids fund!**

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- Donor Profile

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mission

The Children’s Institute is an independent, licensed nonprofit organization located in the Squirrel Hill section of Pittsburgh that is dedicated to promoting the quality of life for children, young people and their families by providing a specialized continuum of services that enable them to reach their potential.

The Children’s Institute was designed specifically as a rehabilitation facility, and its administration and staff are committed to increasing accessibility for all persons. If you have accessibility concerns, please call The Children’s Institute at 412.420.2485.

service

The Children’s Institute of Pittsburgh does not exclude, deny benefits to, or otherwise discriminate against any person on the grounds of race, color, nation of origin, religious creed, disability, ancestry, sex, age, sexual orientation or genetic information in employment or in admission to, participation in or receipt of the services and benefits of any of its programs and activities, whether carried out by The Children’s Institute of Pittsburgh directly or through a contractor or any other entity whom The Children’s Institute of Pittsburgh arranges to carry out its programs and activities.

This policy statement is in accordance with the provision of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, Regulations of the U.S. Department of Health and Human Services issued pursuant to the acts, Title 45 Code of Federal Regulations Part 80, 84, 91 and other applicable Federal, State, and Local Laws and Regulations. For more information about this policy, please contact Administration at 412.420.2400.

For more information about The Children’s Institute, please call 412.420.2400 or log on to www.amazingkids.org. For TDD use, contact us through the Pennsylvania Relay Service. Voice: 1.800.654.5988 TDD: 1.800.654.5984.