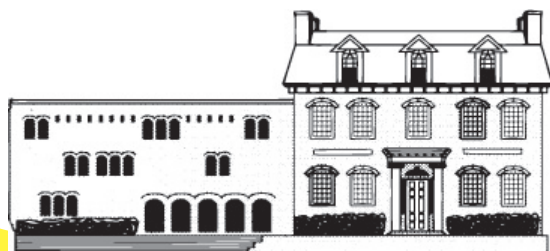


The Sonia Shankman Orthogenic School

residential guide

2014-2015



www.oschool.org

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Table of Contents

Executive Directors.....	2
Residential Administrators.....	3
Residential Program Information.....	4
Hawks.....	8
Leviathans.....	12
Starz.....	18
Phoenix.....	21
Transitional Living Center (TLC).....	24
Float Counselors.....	27
Crisis Intervention Leaders & Nursing Staff.....	30

Co-Executive Directors

Dr. Peter Myers

My education and training is in Clinical Psychology. I graduated from a small liberal arts college in Michigan, Kalamazoo College. I earned my Master's Degree at the University of Chicago, while working at the Orthogenic School. My Doctorate is from the Illinois School of Professional Psychology.

Most of my professional experiences have been at the Orthogenic School. I started out as a counselor in a younger boy's dormitory and then was promoted to the Coverage Position, the Head Counselor Position, and the Assistant Director for Residential Services. I have also worked in a private psychological testing services office as a psychometrician, in a local hospital emergency room as the crisis intervention specialist, in an outpatient clinic as a therapist and early childhood intervention specialist, and a part-time Visiting Lecture at Northeastern Illinois University. I am currently teaching courses in family therapy at the University of Chicago School of Social Service Administration. During my clinical training I worked at a large intermediate care facility for chronically mentally ill adults, at Cook County Jail as a therapist, and at a large state operated facility in New York City that cared for 2000 mentally ill adults.

I work at the Orthogenic School because I share the school's mission and values directed at providing children, adolescents, and their families the best second chance in life. We all need that from time to time. I enjoy the excitement and pride that always seems present within the school. No matter how small, each accomplishment and victory is acknowledged and appreciated. I also work at the Orthogenic School because it has become like a second family to me; the staff and students are wonderful to be with day after day.



Dr. Diana Kon

I earned my Doctorate of Education in Organizational Leadership from Argosy University. Additionally, I hold a Post Graduate Degree in Educational Leadership, a Graduate Degree in Curriculum and Instruction and an Undergraduate Degree in Elementary Education and Psychology from National Louis University. I maintain certificates in General Administration, Secondary Education and Elementary Education with Special Education Endorsements.

I have been blessed with outstanding professional opportunities and mentors. Prior to coming to teach at the Orthogenic School, I opened the Therapeutic Day School at Children's Memorial and taught there for four years. I also collaborated in a variety of Learning Disability Diagnostic Clinics, A.D.D. centers and gifted learners programs. As a young teacher, I gained invaluable experience working as the teacher for the Children's Unit at Chicago Lakeshore Hospital where I first learned about the concept of milieu and was encouraged to develop academic programming that incorporated this approach. Through these experiences I have facilitated meetings, presented at, or consulted with numerous schools and school districts throughout the Midwest. I also have almost twenty years of experience working as a Jewish Educator in Chicago's North Suburbs.

As an educator, I have come to learn that teaching is not just about the simple act of imparting information -- it is about everything you do, think, experience, and learn. In my opinion, good teaching takes your whole, complete, authentic self. Students know the difference! There is no school, in my experience, that more richly embraces this notion and supports teachers to develop significant and meaningful relationships with students than the Orthogenic School. It is for this reason that I came to teach at the Orthogenic School originally -- and it is for this reason that I have remained.

Administrators



Michelle McMartin
Director of Residential Programs

Michelle McMartin is a licensed clinical social worker with a Master's degree in social work from Loyola University of Chicago and a B.A degree in International Relations with a concentration in Russian Studies from Carleton College. Michelle began her career in working with children and families at the Orthogenic School in 1995. For four years she worked as a counselor in an younger girl's dorm and spent one year as a teacher's assistant in the self contained elementary classroom. Michelle has work experience at the Juvenile Protective Association (JPA) in Chicago as an individual child and family therapist. She began working as a consultant and assessor for the Department of Children and Family Services (DCFS) while at JPA, completing court appointed clinical assessments for complex cases. Michelle then went on to work at the Erikson Institute as a clinical supervisor and program manager for the Erikson Institute's collaboration with DCFS. While at Erikson she continued her studies in child development and infant mental health, paying particular attention to the complex and important interactions between parents and their children. She also conducted trainings and consultation on infant mental health, early childhood social and emotional development and engaging/working with at-risk families. Michelle firmly believes that there is always something new to learn and applies this to her work with the students as well as the staff and herself. She has done advanced professional programs in infant-parent psychotherapy at the Erikson Institute, in advanced psychodynamic theory at The University of Chicago School of Social Service Administration, in the relational treatment of trauma at Womenscare Counseling and at the Institute of Psychoanalysis in Chicago. Michelle returned to the O-School in 2009 as the Associate Director of Residential Programs. On a daily basis, she is amazed and inspired by the collective dedication of the residential staff team.

Kristin Friesen, Director of Admissions

Kristin Friesen joined the Sonia Shankman Orthogenic School staff in 2005 and is currently the Admissions Coordinator. She also supervises the social work interns from the Social Service Administration at the University of Chicago. She earned an undergraduate degree in social work from Goshen College followed by Master's degree (MSW) in social work from the University of North Carolina-Chapel Hill. She is currently a licensed clinical social worker. Kristin comes to the Orthogenic School with a strong background in community practice. Her experience includes working with a community crisis intervention program in Chapel Hill, N.C., directing a micro-enterprise business for homeless and low-income women in Raleigh, N.C., and directing an urban service and education program for youth in Chicago.



Kristin enjoys working at the O School because of the unique partnership between the students, parents, and staff and the strong gifts that everyone brings to this relationship. She also loves the family feel at the school and the staff's commitment to teamwork.

Useful Information for Parents

Daily Dormitory Meetings

Every afternoon, the students gather at the group table to participate in a daily dormitory meeting. During these meetings, an agenda is created by the students that typically will range from reports of events that might have occurred in class during the school day, to deeper discussions that relate to relationships with one another and community life. The meetings are also a time to offer congratulations or acknowledgment of successes in the dormitory or to predict possible future concerns. Since the dormitory counselors seek to encourage the students take part in the solutions to problems, counselors also collaborate closely with each other around various interventions that are required. Students are asked to think about courses of action that the dormitory as a collective group can take around a certain situation. Attendance and participation in these meetings are required.

Staff Members' Communications with Families

Consistent communication with families is an integral piece of our work. The Dormitory Manager is responsible for setting up weekly telephone calls to the parent(s)/ guardian(s) in order to provide families with updates on your child's, participation, and difficulties in the dormitory. Each family receives a telephone phone call from the Dormitory Manager each week, scheduled to take place at a specific time.

During these conversations, topics including areas of the student's progress, activities and difficulties noted during the previous week are reviewed. Additionally, telephone calls are used to discuss upcoming home visitation plans. Many times, you will need to make a specific plan about something you as parents will be doing or trying to stop doing while your child is home for a visit. We recognize that all family members play a part in creating family life, bringing both joy and tension at times. Any specific recommendations from the school that need to be accomplished by or for the student while he is at home are clarified with the family (and vice versa) before each visit. In addition, your weekly phone call with the Dormitory Manager is also a time to collaboratively discuss previous home visit experiences. Parents will be informed sooner than the weekly telephone phone call about severe or significant incidents involving their child. For example, if they fell during an athletic event and needed stitches, or if the students' psychological presentation changed significantly in a short period, we would call or email you within 48 hours. Requests for an extra phone call or communications

about special concerns can be conveyed by email to the Dormitory Manager at any time during of the week.

Telephone Calls/Email/Letters

All students are encouraged to call home once a week at a regular time that is specified in discussions between their parent(s)/ guardian(s) and Dormitory Manager. These telephone calls are monitored by a staff member and last approximately 10-15 minutes. Students can also receive permission from the Dormitory Manager to call home for special events that occur on non-telephone call days. While every student has the opportunity to make his weekly phone call home, there are times during treatment when some students choose not to make their phone call. This can be upsetting for parents and families, but is often a phase of treatment that passes. Counselors take advantage of times when students refuse their phone calls to discuss the feelings and thoughts that contributed to that decision, and clarify what the student's goal was in not calling home. While the students do not have access to the internet in the dormitories, family members can send emails to the Dormitory Manager, who will then deliver them to the student.

Daily Notes

Counselors describe each student's progress or lack thereof on a daily basis through Daily Notes. In the Daily Notes, staff members provide important details about the student's behaviors, emotions, and the general manner in which the student comported himself throughout the afternoon and evening. Basic themes around each student's treatment goals are highlighted and stressed, as well as an indicator of progress noted. Staff members also report on the student's interactions with peers and staff members, as well as how things were handled by and for the student. Finally, consequences given to and served by the student are also documented to ensure consistent follow through among the counselors.

Privileges are viewed as an earned opportunity to practice new relational and physical skills, and as a concrete representation of the level of trust between the school and a particular student. Privileges may be given and removed based on a student's behavior as an act of recognition of the student's ability or inability to manage that privilege at that particular time (as opposed to a general statement of character). This allows recognition of appropriate or inappropriate behavior

to be focused, clear, and logical.

“Off Grounds” Privileges

Upon admission, all students remain within the facility's grounds for at least two weeks during their transition into the Orthogenic School. This allows the student to begin to acclimate to his new surroundings and to begin developing a basic sense of trust with the counseling team. It also provides a foundation of relationship between counselors and students. After the two-week period, if the student has demonstrated safe behaviors and appears to be transitioning well, he will be able to attend off-grounds activities with the dormitory. Off-grounds privileges can be revoked if a student displays any type of aggressive, threatening, or unsafe behavior.

Alone Time and Independent Outings

While we do not use a point system within the dormitory, students are able to earn increased privileges as they continue to progress in treatment. For example, new students are supervised at all times. However, once a student demonstrates a commitment towards their treatment, earns a significant amount of trust, and has shown consistently safe and responsible behavior, they are eligible to earn what is called “alone time”. Alone time allows the student to have a specified amount of unsupervised time within certain parts of the building once or twice a week to practice increased independence. Typically, a student begins with 30 minutes of alone time per week, and staff members increase or decrease this amount of time as indicated. Many of the students enjoy using this time to read, listen to music, play the guitar, or play video games. When the weather is pleasant, many of them also enjoy going out into the courtyard. Students are expected to plan for their alone time in advance and to structure their event.

After successfully enjoying their alone time, students are eligible to earn independent outings (IO's), which are basically alone time extended off of Oschool grounds. There is a short application that requests a statement from the student, reflecting on why he/she is ready for this step in independence. Typically, IO's are progressive in nature, with the student first beginning 30 minutes of time. After success is established, the student is then able to increase time and distance from the school. Again, students must plan for their outings. Our expectation of IO's is for the student to further refine their independent life and social skills in the safety of the

community.

Existing as privileges, alone time and independent outings can be denied to a student if he/she has not demonstrated consistently safe and responsible behavior, or is choosing not to work on his/her treatment goals.

Within-School Work Opportunities

Students have the opportunity (typically after they have settled substantially into the program) to obtain a paid job within the school. Students must fill out an application and have approval from school administrators, ADR, and the Dormitory Manager. If the student has earned alone time in the building, he/she may apply for a job that does not require close supervision. Students who gain employment are expected to fill in their time cards and turn them in as instructed in order to receive payment on time. Typical employment opportunities include: working as an office assistant/telephone receptionist, art room assistant, school library assistant, and dining room worker.

Weekly Allowances

Each student receives \$6.77 every Thursday as an allowance, which is indirectly paid from your fees to the school. Students will only receive their allowance if they have been completing their chores. If they choose not to complete their chores, the Dormitory Manager can return the money to the student's parent(s)/guardian(s). If a student destroys another student's property, the Dormitory Manager will talk with you about creating an opportunity for your child to make restitution, either by giving his allowance to his peer until an item is paid for, or giving it to you if you pay for the damage at one time.

Home Visits

Home visits provide the student and his family with rich opportunities to practice their new ways of being with and relating to each other at home. It is very important to note that the spirit of home visits are pivotal components to residential treatment and, therefore, ought not to be viewed simply as “vacations” for the student. In fact, home is where the work continues!

While we do not use visits as rewards or punishments, there is a progression to home visits and there are certain safety issues that, if present, could preclude a recommendation that a student go on a home visit. As an example, if a student engages in an act of physical

Useful Information for Parents Cont.

aggression that results in receiving a limitation requiring a student to remain in the building for three days, the visit could be altered. Please note that the Dormitory Manager will always work closely with you to provide recommendations around home visit privileges.

It is also important to know that there is a general progression to home visits. For instance, visits with families typically occur in the following manner:

After intake, student remains at the School on grounds for two weeks to transition.

There is an on-site visit with family members (usually, the family brings a lunch to share with the student). This visit can occur on whatever weekend makes the most sense, but we try to quickly include families in the regular visitation schedule (mostly every other week with certain exceptions) so that you can feel the rhythm of visits. Your first visit will typically be between three and four weeks from the day of admission.

- The family takes the student off grounds, in Hyde Park, for a few hours.
- The family takes the student off ground, in the Chicago area, for a few hours.
- The family takes the student home for a day.
- The family takes the student home for an overnight visit.
- The family takes the student home overnight for two nights.
- The student is in the regular visitation schedule and going home usually every other weekend.

The timing of these progressive stages will be tailored according to the family's needs, hopes, and successes. Visits need to be confirmed by the Wednesday before the visit weekend with the Dorm Manager, primarily so that the school nurse can be notified in advance about which medications need to be packaged for the weekend. However, if any safety issues arise prior to

the visit weekend, there is always an option to cancel or reschedule the visit.

It is always an option for families to return their child to the school earlier than planned in case the need arises. Generally, we ask that you call the school's coverage cell phone, (773) 203-9550, as soon as possible so that appropriate staffing arrangements can be made to enable a smooth transition back to the school.

Some requests for home visits on non-visit weekends can be accommodated. Please be sure to speak with the Dormitory Manager in advance if there is a special family event or holiday that you are hoping your child might be able to attend during a non-visit weekend.

Family Therapy

The Dormitory Manager offers family therapy services and these are an expected and important element of treatment, once your child is settled into the milieu. Family therapy is typically started on a twice a month basis, and can be adjusted to a more or less frequent schedule depending on the needs of your family. All family members residing in your home are welcome to attend, not just parents. Sessions are scheduled to accommodate the family's needs and student's routine. To discuss regularly scheduled family therapy, make those arrangements by contacting the Dormitory Manager.

Boys' Dormitories

Meet the Hawks Staff

Hello everyone!

The Hawks Dormitory Counseling Team would like to welcome you to this introduction of the Orthogenic School's youngest boy unit, The Hawks! The boys that live in our dormitory have the opportunity to learn, grow, and build friendships in a supportive nurturing environment while receiving comprehensive treatment for a wide variety of social and emotional challenges. Through our relationships with the kids, our counseling team aims to help each individual student and their families reach their goals through a collaborative, empathetic treatment approach that emphasizes the incredibly dynamic nature of our thoughts, feelings and behavior.

In order to best serve the boys and their families, counselors have created a clear and explicit daily structure for the dormitory with a developmentally centered philosophy that details expectations such as when the boys will be responsible for their hygiene, how best to conduct themselves when communicating with others, and the consequences for unsafe or disrespectful behavioral choices. Additionally, each month, the team creates a calendar of activities based on a diverse scope of interest and empirically based therapeutic interventions. Our programming reflects our belief in consistently supporting the wide variety of our students' needs while challenging the boys to enjoy and explore the wide variety of experiences life has to offer. The Hyde Park neighborhood, and the greater Chicago-land area provide a wealth of opportunity for these experiences, and with each season, we are able to share both new and old with the boys again and again.

Hopefully this brief introduction, along with the following samples of our schedules, will give you a good idea of what it is like to live as a Hawks Dormitory member. We would like to extend a special thank you to all the Orthogenic School families, Parent Committee leaders, and the Sonia Shankman Orthogenic School Board members, whom without, we could not do all we do to provide the opportunity for a safe haven and a path to hope!

Sincerely, the Hawks Dormitory Staff



Michael Williams, Dorm Manager

Michael R. Williams has been at the Orthogenic School since June of 2005. He began working as a counselor in the Broncos Dormitory, was promoted to a Dormitory Supervisor in January 2008 and a Dormitory Manager in June of 2010. Michael led the students and staff this summer in the transition to create the Hawks Dorm, a dorm of elementary and middle school aged boys. Michael worked at the school while completing his education at the University of Chicago's School of Social Service Administration, earning a master's degree in clinical social work with a specialization in family and child support practices. Prior to coming to the Orthogenic School, he graduated from the University of Chicago with a bachelor's degree in psychology. As a Dormitory Manager, Michael supervises the

daily care for up to six male youths with a wide variety of symptoms and diagnoses. His responsibilities include directly supervising a team of five full time staff as well as reinforcing program and clinical expectations around the well-being and care of each student while providing on-going monitoring of student's levels of functioning and crisis intervention. Central to this position is the ability to serve the role of an active listener to the students' and staffs' concerns, and supporting adaptive and pro-social problem solving skills to allow for positive growth from any potentially negative situation. Michael enjoys working with the highly skilled and diverse set of counselors, clinicians, and educators that make their home at the Orthogenic School, and looks forward to both building on his past experiences behind the yellow door and taking on new challenges in the future.



Jenna Hicks, Counselor

My name is Jenna and I am from Naperville, IL. I studied psychology and human services at Loyola University Chicago for undergrad. I continued at Loyola for graduate school and earned my Master's in Social Work with a concentration on mental health with children and families. I am excited to be working as a dorm counselor at the O' School because it shares my personal and professional values of treating everyone as a unique individual with positive attributes to offer others and focuses on the importance and power of relationships to promote growth of not only the students but also staff members. I am thrilled to be working within such a supportive team and with students who have just as much to teach me as I hope to teach them.

Carolyn Tomecek, Counselor

Carolyn Tomecek graduated from Lawrence University where she studied psychology, English, and secondary education. Before joining the staff as a Dormitory Counselor in August 2013, she worked with youth in a variety of capacities. Besides being a certified teacher, Carolyn was a program assistant, working with troubled youth at the Boys & Girls Club. She interned as a facilitator for a grief support group for adolescents at the Center for Grieving Children and worked at the LaGrange Area Department of Special Education's extended school year program for three summers. She also conducted and presented research on the benefits of after-school programs and children's museums, as well as research focusing on a resilience based curriculum for schools.



Carolyn is thrilled to have found a home among the milieu's skilled and compassionate staff at the Orthogenic School.



Josh Clark, Counselor

Hi my name is Josh Clark, I received my Bachelor's degree in sociology at Indiana University of Pennsylvania. I enjoy many outdoor activities such as hiking, rock climbing and camping. I wanted to use these activities to inspire and guide youth. After graduating I began working with adolescent boys at a residential treatment facility in Pittsburgh. During that time I was able to integrate my passions into practice and became the director of therapeutic recreation for their adolescent girls unit. In that role I utilized plant and animal therapy as well as challenge courses to foster psycho-social development.

I decided to move to Chicago two years ago to pursue my Master's degree in social service administration from the University of Chicago. Shortly thereafter I began working as the therapeutic activity coordinator for Thresholds Young Adult Program. During this time I implemented a variety of healthy living initiatives such as yoga and bike clubs to improve the functioning of our youth. Coming to the Orthogenic school provided me once again with the opportunity to use my background to help our students grow from experiential learning. I currently work in the Hawks dormitory and look forward to finding new ways to engage our students each day.

Hawks Dormitory: Program Information

Morning

7:00am - Wake Up!

The counselor will typically begin to open the curtains and start waking up the students one by one as the bath-room becomes available. The order in which the students will be directed to begin their morning routine will be based on staff discretion and professional judgment.

7:30am - Lights-On

The counselor will turn on the lights one at a time to help transition the dormitory slowly into the day. Chores, dress-ing, cleaning areas and preparation for breakfast are completed here. Students may engage in activities such as video games, watching TV or playing on their personal electronics after they have completed their personal responsibilities and received approval from the counselor.

8:20am - Breakfast

Students must line up and use respectable table manners as at all meal time.

8:40am - Brush Teeth & Prepare for School

Upon returning to the dorm from breakfast, the counselor will prompt the students to brush their teeth. No more than two students at a time in the bathroom, and they must leave the door open. In addition, all children must wear socks and gym-shoes to school daily.

8:50am - School

Students must line up calmly for the transition to school.

Afternoon

3:15pm - Return from School

Students must take five minutes to calmly transition from the School to the dormitory. Counselors direct them to clean and organize their areas prior to the daily dormitory meeting.

3:20pm - Daily Dorm Meeting & Snacks (one hour max window!)

Meeting to run approximately 3:05pm-3:15pm

Students must sit appropriately as in school and discuss student relevant dormitory questions, concerns and plans.

3:45pm - Afternoon Activity

Predetermined, staff approved, planned activity (Please see activity calendar for details)

5:45pm - Dinner

Meal Guidelines

1. Wash your hands
2. Face the table
3. Must eat a vegetable (or fruit if no vegetable is available)
4. Have appropriate table manners
5. Push in your chair before leaving
6. Line up at the door before leaving the dining room

Evening

6:10pm - Reading Time or Study Hall (needs to be completed by everyone daily!)

1. No electronics
2. Need help ask staff
3. Stay seated in area or at the dorm table
4. No homework?: Academic activity in your area like reading or writing a story (you can even read a comic book if you actually read the story)
5. No evening activities if homework or reading time are not complete daily

6:30pm - Evening Activity

Predetermined, staff approved, planned activity

7:45pm - Evening Snack

8:00pm - Begin Bedtime Routine!

- Begin transition back in dorm between 7:30pm-8:00pm & close the curtains.
- Complete nightly hygiene *Including brushing teeth, bathing and everyone putting on all clean clothes
- Be in your area by 8:45pm

9:00pm - Lights Out

All electronics, games or toys should be put away (only exceptions are using flashlights for reading, listening to relaxing music on headphones or a personal item to sleep with).

Weekends

7:00am – 10:30am

Students should be awake by 10:30am, those awake earlier should engage in a quiet activity in the dorm or should be in the Quiet Room and have Breakfast as staff is available. Chores and hygiene routine should be complete prior to planning morning activities.

10:30am – 12:25am Dorm Meeting to plan Morning & Activities

12:25pm – 12:30pm Quiet Time in areas & Prepare for lunch

12:30pm – 1:00pm Lunch

1:00pm – 1:15pm Quiet Time in areas

1:15pm – 3:00pm Planned Activity

3:00pm – 3:15pm Snack & Quiet Time

3:15pm – 5:40pm Planned Afternoon/Evening Activity

5:40pm – 5:45pm Prepare for Dinner

5:45pm – 6:10pm Dinner

6:10pm – 6:30pm Reading/Writing Time

6:30pm – 7:55pm Planned Activity

7:55pm – 8:00pm Snack

8:00pm – 9:00pm Showers/Prepare for bed & complete hygiene

(Students may participate in a quiet activity or movie in the dorm)

9:00pm - Lights Out!

Meet The Leviathans Staff

Welcome to the Leviathans Dormitory! The Leviathans Dorm houses a group of high school-aged young men who have experienced a variety of emotional difficulties. Over a period of time, these young men have neither been able to optimize their potential at home nor in school. The Leviathans counselors excel at providing the structure and support that our students need to get back on track and to function at their best in all aspects of their lives. An eclectic group ourselves, Leviathans counselors have an array of interests and experiences to allow us to find ways to connect with each and every student that enters our dorm. Our counselors understand that therapeutic effectiveness is founded upon, and strengthened by, the quality of the relationships we form with our students. By developing an empathic understanding of the obstacles that confront our students and helping them to develop strategies for overcoming these obstacles, we forge relationships that can both nurture and heal emotional wounds. Therapeutic relationships offer a base from which our students work through difficulties they have experienced in the past and promote stronger social skills for the future. Thank you for allowing us to be a part of your lives. Your engagement with, and confidence in, our program helps to ensure that your young man will accomplish his goals at the Orthogenic School and that he will be able to take the next steps in his life with confidence.

Sincerely, Staff of the Leviathans Dorm



Dr. Chrissy Mannion, Psy. D., Dorm Manager

Dr. Christina Mannion, Psy.D., completed her masters and doctoral degrees in Clinical Psychology at the Illinois School of Professional Psychology in downtown Chicago. Coming from a large family, she always knew she wanted to work with children, adolescents, and families, so she pursued that passion within the field of psychology. After experiencing inpatient, outpatient, residential, and school settings from the Chicago and New York City areas, she decided residential was the best fit. Her clinical interests include sexual orientation and gender identity development; trauma; abuse and neglect; play therapy; and client-centered therapy. She strives to bring the client-centered principles of empathy, unconditional positive regard, and congruence to all of her interactions.

After Christina completed a year-long internship in a residential setting in New York City, she came back to Chicago to complete her postdoctoral fellowship. In Sept. 2013, she found a home at the Orthogenic School as a dorm manager, where she was attracted to the emphasis on building relationships, family involvement, and a sense of community. She enjoys working in such a caring, positive environment. Christina is also an adjunct faculty member at the Illinois School of Professional Psychology.

Gracie Bates-Davis, Counselor

Gracie graduated with a B.A. from Texas State University in Political Science and Philosophy. She earned a M.A. from the Lutheran School of Theology at Chicago and an M.Div. from Chicago Theological Seminary. Most recently she earned a M.A. from Roosevelt University in Clinical Mental Health Counseling in 2011. Gracie is a National Certified Counselor (NCC) and a Licensed Professional Counselor (LPC) in the State of Illinois. Gracie enjoys working at the O'School and changing the trajectory of the lives of children and teens. She is honored and humbled to be a part of the transformative journey with families, children, and adolescents as relationships improve and healing/growth prevail. Gracie has worked at the Orthogenic School since 2011.



Cullen Nelson, Counselor

Cullen Nelson attended Grand Rapids CC, Eastern Michigan University and Columbia College of Chicago. He's been active in the field of Mental Health for about 14 years, with extensive training and experience in substance abuse counseling and a work experience ranging from geriatric populations and families to the most extreme and crisis populations. He is a long-time advocate not only for mental health rights, but human rights. Cullen has provided services for youth, young adults and disenfranchised populations with dignity and respect, in efforts to model leadership within the community. "The bulk of my experience is with young adults, teaching and monitoring independence. I

came to the O'School because I thought working with minors would be cool!"

Samir Safi, Counselor

My name is Samir and I am a dormitory counselor at the Orthogenic School. I was born in Afghanistan, but I grew up in Chicago. I enjoy swimming, biking, and being active. Reading is my favorite hobby and I belong to a book club. My fascination with psychology can be traced all the way back to high school when I was first exposed to the field and has since translated into a bachelor's degree in 2012 from Depaul University. I am proud to be a part of the O'school because I am a firm believer in the effectiveness of milieu therapy which is the community based therapy that has contributed to the reputation of the Orthogenic School as being first class. I hope that the experiences I share here with the staff and youth will be of the utmost benefit to everyone involved.

Chris Johnson, Counselor

Chris Johnson grew up in Lincolnshire IL, and has a strong passion for the outdoors and finds fulfillment in helping others. Over the last 12 years Chris has held many rewarding positions as a wilderness therapy instructor, white water rafting guide, ski instructor, and scuba diving instructor in Colorado, Montana, Idaho, India, Nepal, and the Spanish Virgin Islands. He graduated from the University of Montana with a Bachelors Degree in Social Work and Recreational Management. Chris has both CPR and Wilderness First Responder certifications. In his free time he enjoys running rivers, mountain biking, fly-fishing and snowboarding, but most of all spending time with his adventurous three-year old son Emmons. Chris believes that milieu therapy enhance individual's leadership, self-confidence, compassion, and educational skills. He has seen first-hand through many years of experience that the combination of the group process and experiential learning helps individuals recognize and build on their sense of worth as they learn the value of helping others



Dwayne Derden, Counselor

After graduating with a B.A. in Sociology from Eastern Illinois University in 2012, Dwayne worked in counseling youth with mental and behavioral disorders and coaching boys basketball. He joined the Orthogenic School in February of 2013 and has enjoyed contributing to developing the students into the successful young adults they want to be. Through therapeutic treatment and a strong support system, Dwayne believes we can help all the students of the O'School reach their goals.

Leviathans: Program Information

WEEKDAY AFTERNOON & EVENING ROUTINE

3:15 - 3:30 PM: Students return to the dormitory from school to meet as a group to discuss the day's schedule and activities (at the dorm table), and to have their afternoon snack.

3:30 - 5:45 PM: This time is designated "free time."

Free time privileges may include:

- Up to one hour of electronics time;
- Side Yard or Big Gym activities;
- Games such as Yu-Gi-Oh or Chess;
- Attending after school groups;
- Visiting other dorms;
- Using shares;
- Participating in dorm outings into the community; or
- Alone time activities (for those that have the privilege).

Free time privileges are available only after students have:

- Met all morning routine expectations, including showering;
- Completed area time; and
- Completed any other consequences, such as writing assignments or community service.

For those students who have more than two missing assignments

- Two missing assignments must be completed before free time privileges can be enjoyed.
- Students are responsible for acquiring all necessary materials (handouts, workbooks, textbooks, graph paper, calculator) needed to complete assignments.

On Mondays: We hold the Big Dorm Meeting from 5:00 - 5:45 PM in the library. Those who do not choose to attend can stay in their areas in the dorm, but will be unable to enjoy privileges during that time and will be unable to take part in decisions that affect the dorm. Every other week we will have Take Out Night on Tuesday only for those students who attend two consecutive Big Dorm Meetings and who participate in them respectfully (to be determined by staff discretion).

5:45 - 6:15 PM: Dinner

Students who have earned the privilege of eating in the dining hall will line up quietly and go to the dining hall with staff. Students will sit in their assigned seats at the table and be allowed to engage in appropriate dinner conversations quietly with their dorm. Students are expected to display appropriate table manners throughout dinner. Students who are consistently inappropriate or removed to the lounge may lose the privilege to eat dinner in the dining hall.

6:15 - 7:30 PM: Study Hall

- Study Hall is held on Sunday, Monday, Tuesday, Wednesday, and Thursday.
- All students are expected to be considerate of other students by remaining quiet for the duration of study hall. Students who finish their assigned tasks early are expected to engage in quiet activities in their area.
- Students can use the community table for doing work only when they are getting help on their work from peers and staff, or they are working quietly and independently.
- Students can be asked by counselors to leave the community table and return to their areas when they are being loud, disruptive, or disrespectful.
- Students are not allowed to play games at the community table during study hall.
- If a student does not have homework to complete, they will need to utilize the study hall session to participate in an independent activity, such as reading or drawing, or another activity approved by staff.
- Failure to use study hall appropriately can result in loss of a privilege, loss of an activity, or community service, at the discretion of staff.
- On Friday, there is no Study Hall. Only students who have earned free time privileges may enjoy non-electronics privileges during this time.

7:30 - 8:45 PM: Weekday Evening Activity

Each weekday evening a dorm activity will be planned and for the monthly calendar. Full participation by all students in

the dorm is the expectation for evening activities. When a student refuses to participate in the weekday evening dorm activity, which will be decided by staff, they will only be able to eat from the fruit tray with no additional snack for three days. They will also lose privileges during Wind Down Time.

- Monday – exercise night
- Tuesday – community building
- Wednesday – exercise night
- Thursday – movie night
- Friday – activity night

8:45 - 9:30 PM: Wind Down Time

Wind down time occurs during the flexible part of the night after evening activities and before 9:30 PM.

- Wind down privileges are available only to those who have participated in the evening activity and completed their hygiene requirements for the evening.
- Bedtime hygiene requirements include: having showered that day; and in the evening washing face and hands, changing into clean pajamas, putting dirty clothes into laundry bag, brushing teeth, and having a clean area.
- Wind down privileges include non-electronics and non-visiting privileges, like Yu-Gi-Oh and other quiet games.

9:30 - 9:45 PM: Dormitory lights are turned out at staff discretion.

*Students may use reading lights, mp3 players, and reading devices in their areas.

10:30 PM: All reading lights and devices need to be turned off.

WEEKEND MORNING ROUTINE

7:00-9:00 AM: Students need to remain in their areas unless completing their morning routine or eating/preparing breakfast.

11:00 AM: Students should be out of bed and have completed morning routine.

All students must have showered, washed their face/hands/neck, brushed their teeth, made their bed, cleaned their area, and completed their assigned dormitory chore

SATURDAYS AND SUNDAYS

Morning - Early afternoon: Before weekend activity

- Students may enjoy "free time" privileges only after their morning routine is complete.
- For those students who have more than two missing assignments, they must complete two missing assignments before earning "free time" privileges.
- On Saturdays and Sundays only students may use up to two hours of electronics time.

Afternoon: Weekend Activity

- On most Saturdays and Sundays a weekend activity will be planned.
- Participation in that activity is required.

Evening: After weekend activity

- Students may enjoy "free time" privileges only after their morning routine is complete.
- For those students who have more than two missing assignments, they must complete two missing assignments before earning "free time" privileges.
- On Saturdays and Sundays only students who have remaining electronics time can use it after dinner.
- If a dorm activity is planned for the evening, electronics need to be turned off, even if the full two hours has not been used.

SUNDAYS ONLY

6:15 - 7:30 PM: Study Hall, during which normal study hall rules apply

SATURDAYS AND SUNDAYS

10:00 - 10:15 PM: Dormitory lights are turned out at staff discretion. Students may use reading lights, mp3 players, and reading devices in their areas.

10:30 PM: All reading lights and devices need to be turned off.

Girls' Dormitories

Meet The Starz Staff

The Starz counseling team would like to welcome the members of our students' families to the dormitory. The Starz team and students aim to maintain a living environment that is comfortable, inviting and positive. It is our hope that we make the Starz dormitory a "home away from home" for our students. We hold great respect for the responsibility given to us as a team to motivate and inspire positive changes in each of our students' lives and hope that the following information about our community will be illustrative of this statement. We, as a team and a community of young girls, strive for our dormitory to inspire creativity, strength and growth. A positive experience of one's self is closely tied to the experience of the nature of one's relationships with others; as Starz counselors, we aim to model these experiences within the milieu. Our students are encouraged to develop relationships with their counselors and peers, in which they will be able to freely express their opinions, wishes, talents, frustrations, and successes. They are expected and encouraged to be open to expressions made by others in their community. From these interactions, our students are attaining and practicing interactive skills that will benefit them as they grow during their stay at the Orthogenic School and following their graduation.

*Sincerely,
The Starz Team*



Joanne Kardell, Dorm Manager

Jo Kardell is a licensed clinical social worker with a Master's degree in social work from the University of Chicago and a Bachelor's degree in Psychology from Michigan State University. Jo originally joined the O'School in 2009, working as an intern while attending graduate school at the University of Chicago in the Social Service Administration program. After graduating in 2011, Jo enthusiastically returned to the O'School as a counselor. Jo recently transitioned to the role of the Starz dorm manager, and is very excited to work with such bright, resilient, and creative students. Jo has always enjoyed working with children, adolescents, and their families, helping them overcome challenges and utilize their strengths. Jo truly appreciates the relational approach the O'School operates from and enjoys working with such a supportive team of staff.

Lauren Lamberti, Counselor

Lauren joined the Orthogenic School team in June 2012 and has enjoyed expanding her knowledge within the mental health field. Lauren graduated from Loyola University Chicago with a Masters degree in Community Counseling. Lauren gained clinical experience providing individual, group, and family therapy through her internship at a child, and adolescent inpatient psychiatric unit. Lauren is originally from Oakton, Virginia and completed her B.A at Elon University in North Carolina. While earning her B.A, Lauren also completed an internship at a youth development center where she facilitated support groups for children of incarcerated parents



Ariel Hainline, Counselor

Ariel Hainline graduated from the University of Texas in 2009 with a B.A. in Philosophy and English Literature with a minor in French. After graduating, she taught English as a Foreign Language in France, Turkey and Mexico and, upon moving to Chicago, continued teaching at a preschool. Eager to move into the mental health field, Ariel joined the Orthogenic School in September 2013 as a Starz dormitory counselor and has enjoyed being a part of a highly regarded program staffed by compassionate individuals who are eager to precipitate change. Ariel is currently applying to graduate programs in social work.



Sarah Hynds, Counselor

Hi, my name is Sara Hynds. I received a bachelors in religious studies from Anderson University in 2009, and more recently graduated from University of Illinois at Chicago with my masters in social work with a concentration in mental health. I have experience working with many types of youth and I especially love working with teenagers. I returned to the O'school in 2013 after being away teaching English in South Korea. Before my travels abroad I was an intern in the Phoenix, and I enjoyed my time so much that now I am back! I am excited to be a part of the Starz dorm, and I am eager to dive right back into the milieu. I love working for the O'school because I truly believe in the program and the wonderful staff's ability to impact young people.



Jessica Saffold, Counselor

Jessica completed her undergraduate degree in English at Amherst College in Massachusetts. After graduating in 2009, Jessica moved to France to work as an au pair, and while there she took classes in French at the Université d'Aix-Marseille. Jessica then returned to Chicago to complete a 2-year early childhood teaching internship. In this role, Jessica began to focus on using play, applied visual art, and storytelling as tools for children with emotional challenges. In May 2013, Jessica received her masters in education from Harvard University, where she concentrated in school counseling. For her master's project, Jessica designed trauma-informed socio-emotional curriculum for elementary classrooms. Since joining the Starz team in March 2014, Jessica has been grateful

to work in community with caring professionals who act in the interest of the whole child. Working with O'School students has strengthened Jessica's future goals of seeking her Ph.D. in clinical child psychology and developing holistic frameworks to address transgenerational trauma in communities of color.



Emily Hanneman, Counselor

I graduated from Kalamazoo College with a degree in History in 2011. I am currently pursuing my Masters of Social Work at the University of Illinois at Chicago. I began working at the Orthogenic School in July of 2014 as Summer Fun staff and was very excited to join the Starz dorm in September. I previously worked with youth in a variety of settings as a camp counselor, tutor and nanny.



The Starz: Program Information

The Starz Dormitory is one of two girls dormitories at The Sonia Shankman Orthogenic School and is structured for late elementary, junior high and early high school aged girls. We hope that the following information, along with our daily schedule, will give you a good idea of the structure and programming that we provide and a glimpse into life within the Starz dorm.

The Daily Schedule

Here is the general routine for a typical weekday:

7:30am Students wake up

7:30am-8:15am Morning routines: shower, dress, complete chores and clean areas

8:15am Breakfast in the dining room

8:50am School

3:15pm Return to dormitory

3:15-5:45pm After-school therapeutic activities or dormitory group activities

5:45pm Dinner in dining room

6:15-7:00pm Study hall

7:00-8:30pm Group activities, outings, exercise, or movie night

8:30-9:15pm Complete bedtime routines

9:15pm Students transition to their areas

9:30pm Lights out

Every Monday afternoon, the Starz gather for a regular dormitory meeting, where announcements and plans for the upcoming week are made. The students are encouraged to initiate and participate in discussions about concerns or issues they might have related to life in the dormitory at this time, which allows staff members an opportunity to process these concerns or issues in a productive manner with the students. Dormitory check-in meetings are typically held upon the students' return to the dormitory after the school day. These daily check-ins typically include feedback on the students' school day and discussion of plans.

Meet The Phoenix Staff

The Phoenix counseling team would like to welcome new students and their family members to the Phoenix Dorm! The Phoenix dormitory consists of older teenage girls, roughly between the ages of 15-19. The Phoenix dorm is an eclectic group of young women with different perspectives, interests, strengths, and challenges that come together to form a community. Much of our program and activity planning is structured to offer opportunities that foster growth and self-exploration. The counselors work together to develop a calendar each month that includes activities such as trips to the DuSable Museum, team building activities, and trips to downtown Chicago. Each student is encouraged to engage in a variety of activities as a way to challenge herself and build relationships with staff and peers. Once a week the students engage in a Peer Review to help encourage processing peer feedback and constructive criticism. Additionally, the Peer Review offers an opportunity for the students to navigate her individual strengths and challenges within a supportive environment. Through building relationships we aspire to model effective communication, respect, and empowerment. It is important to us that the dorm environment is both supportive and consistent to aid in self-exploration and independence. We hope that your family is able to benefit from the experience, support, and guidance that the Phoenix staff has to offer. We look forward to getting to know your family and feel privileged to be part of your daughter's development into adulthood. Welcome to the Phoenix!



Caroline Graham, Phoenix Dorm Manager

I graduated from Kenyon College in 2008 with a BA in Sociology and a concentration in Women's and Gender Studies. After I graduated from college I moved to New York City where I worked at Memorial Sloan Kettering Cancer Center. After working at Sloan Kettering in the outpatient chemotherapy department, I began my masters in Clinical Social Work at Columbia University. Throughout my Masters I had the opportunity to work in diverse and enriching clinical placements. I worked in a school for children with special needs and as well as with formerly homeless individuals in a residential treatment center. I moved to Chicago in the fall of 2012 and began my career at the Orthogenic School. I was drawn to the bright and caring staff at the OSchool as well as the focus

on milieu therapy. I started my career as a dormitory counselor on the boys' floor and was promoted to Dormitory Manager in August 2013. It is a privilege to work with such a unique group of young women as well as supervise such a talented and caring group of staff.



Ashley Meyer, Counselor

I completed my BA in psychology at Mount Holyoke College in 2003. I moved to Chicago that same year and my love for animals led me to a position as a veterinary technician, which I enjoyed for 6 years. For the past several years, I have also volunteered as a camp counselor to work with children affected or infected by HIV or AIDS. In 2011, I decided to return to school and pursue my masters degree in Counseling Psychology with a Specialization in Forensics at the Adler School of Professional Psychology. While pursuing my degree, I worked as a classroom assistant for children of refugees at a local agency and I completed my counseling internship at an agency that provides services to homeless women in the Chicagoland area. I finished my

master's program this past July (2013) and started at the O-School as a dormitory counselor with the Phoenix in August (2013). I was instantly drawn to the O-School's focus on milieu treatment and was thrilled to find a position I knew I would feel passionate about. I look forward to growing and learning along with both the staff and the students.

Camillea Towns, Counselor

Hi, I'm Camillea Gabrielle Towns. In May of 2009, I graduated from Stephens College with a BS in Psychology and a concentration in Forensic Science. I have been a Group Leader for almost 3 years at Children's Home & Aid Society of Illinois. I currently am a choreographer for my church's dance ministry. In the fall of 2013, I was given the opportunity to work at the Orthogenic School as a Dormitory Counselor in the Phoenix Dorm. I want to learn as much as I can from the OSchool. I feel that in order for me to truly reach my goals and be successful, I need to try and utilize all the opportunities that are presented to me.



Cindy Lys, Counselor

I graduated from Carleton College, located in Northfield, MN, in 2007 with a B.A. in English Literature as a Posse Foundation Scholar and Mellon Mays Fellow. Afterwards, I spent four years as the Manager of College Access for the University of Chicago Collegiate Scholars Program where I prepared Chicago public high school students for admission and success at the nations top colleges and universities. I loved working one-on-one with adolescents and helping them to realize their unique strengths and abilities. I then decided to get my masters in clinical social work from Smith College School of Social Work in Northampton, MA. While pursuing my degree I did clinical internships at a therapeutic day

school in the Chicago area and an outpatient adult clinic in Brooklyn, New York. I became a member of "Team Phoenix" as a dorm counselor of the Orthogenic School in March of 2014 and have enjoyed the process of getting to know the dynamic young women of the dorm.

Adrienne Moten, Counselor

I hold an MA in Organizational Leadership; and a BA in Psychology; and an AA in Humanities. She have over 20 years of experience working and volunteering with children, adolescents, young adults, and adults in various settings, including Chicago Public Schools, Lawrence Hall Youth Services, and Salem Baptist Church of Chicago.



Ifetayo Kitwana, Counselor

I graduated from The Ohio State University with a B.A. in Psychology in 2010.

I've worked as a case manager assisting homeless/displaced adults and youth with mental health issues find housing. I moved back to my hometown Chicago to combine my passion for dance and psychology by enrolling in Columbia College Chicago's Dance/Movement Therapy & Counseling Masters program. I am currently an MA candidate in the process of completing my thesis. During

my time as a dance/movement therapy intern I gained experience working with youth and their families in psychiatric treatment, community mental health as well as traditional education settings. As a Schweitzer fellow I developed and facilitated a community service project, which consisted of three separate programs directed towards providing youth/teens, with a safe space to be themselves; empower them to speak up about various issues in their lives; allow them to be supported by their peers and establish a foundation to embrace individuality, self-love, and acceptance. I appreciate the O'school's focus on milieu therapy and the opportunity to continue to grow and learn from both the students and staff.

Phoenix: Program Information

The Daily Schedule: Here the general routine for a typical weekday in the Phoenix:

Evening Schedule: Monday through Friday

- 3:15pm – 4:00pm Dormitory check-in and snack time
- 4:00pm – 5:45pm Afternoon Activity (exercise on Monday and Wednesday)
- 5:45pm – 6:15pm Dinner Time
- 6:15pm – 7:30pm Study Hall (Friday only when have missing assignments)
- 7:30pm – 9:00pm Evening Activity (Peer Review on Tuesday and Movie Night on Thursday)
- 9:00pm – 9:30pm Bedtime Routine/Hygiene
- 9:30pm Area Time
- 9:45pm Lights Out (10:30 on Friday)

Wednesday Afternoon Schedule

- 1:25pm – 2:25pm Group Therapy
- 2:25pm – 3:00pm All School Community Meeting
- 3:00pm – 4:00pm Dormitory Meeting

Weekend Schedule: Saturday and Sunday

- 10:30 Wake up
- 10:30 – 12:30 Morning Routine/Hygiene
- 12:30 – 1:00 Lunch
- 1:00 – 5:45 Afternoon Activities (planned calendar activity)
- 5:45 – 6:15 Dinner
- 6:15 – 9:00 Evening Activities (Study Hall on Sunday 6:15 – 7:30)
- 9:00 – 9:45 Bedtime Routine/Hygiene
- 10:30 Lights out (10:00 on Sunday)

The Transitional Living Center Staff

The Transitional Living Center ("TLC") is the least restrictive living environment within the Orthogenic School. TLC is designed to help students transition from the more structured setting of our therapeutic residential treatment center to more open settings, such as home with family, college, trade school, or semi-independent and independent living arrangements within their community. TLC provides students with the necessary treatment, education, knowledge, skills and experiences to make a successful transition to adulthood so that each may optimally utilize their own resources and those of the community to become healthy, happy, productive members of society.

A major focus of the program is to help students solidify gains made while in residential care, and to ensure development of pro-social attitudes and behaviors as well as strong, broad-based adaptive skills. In addition to strengthening appropriate family interactions and supports, the TLC provides students the opportunity to build and maintain supportive peer relationships within the program as well as helping to establish ways to develop similar relationships with peers in the community to which they intend to return. At the same time, because children in residential care are sheltered from many community problems, the program will work preventively with youth regarding issues of personal safety, teen pregnancy, safe sex and substance abuse.

In addition to helping students develop the necessary knowledge, skills, and experience to become self-sufficient in their community, TLC will also address the ongoing social, psychiatric and psychological needs of students who have successfully struggled to manage their emotional distress, disruptive and dangerous behaviors, and/or dissatisfying interpersonal relationships.



Jennifer Bailey, Dormitory Manager

Jennifer received her bachelors in psychology from The Ohio State University. She then attended the University of Chicago getting her Masters in Social Work. Jennifer began her journey at the Orthogenic School as an intern in October 2009 and transitioned into a summer fun staff by June. By August 2010, she was working as a Starz dormitory counselor and in 2012 continued this work as the dormitory manager.

Jennifer became the leader of the Transitional Living Center of TLC in October of 2014. Although she is new to TLC Jennifer is very excited to help youth develop and begin to master independent living skills. Jennifer's favorite part of working at the Orthogenic School is getting the opportunity of working with talented and creative youth and the families from which they came. Jennifer enjoys the strong sense of community at the Orthogenic School. She finds it refreshing and inspiring that through their relationships with others, youth at the Orthogenic School are free to explore who they are as people, conquering the difficulties that could hinder their life experience.

Audrey Lester, Counselor

Hello my name is Audrey Lester and I am a dorm counselor in the TLC dorm. I have a B.A. in Psychology and a minor in Business obtained from Chicago State University. In addition, I have a certification as an Alcohol and Drug Abuse Counselor. I worked in a residential setting for seven months prior to coming to Sonia Shankman Orthogenic School. The population I worked with in that setting were women with a history of drug addiction. That experience allowed me an opportunity to work with patients with dual diagnosis and trauma.



Laura McInernery, Counselor

Laura began working at the O'School in June 2012 as a Summer Fun staff member, prior to joining the TLC team as a dormitory counselor. She received her B.A. in psychology and sociology, with a minor in environmental studies, from the University of Illinois in Champaign-Urbana in May 2012. Currently, she is pursuing her M.A. in social work (clinical focus) at the University of Chicago. Laura enjoys making puppets, sleight-of-hand magic, and of course spending time with the wonderful TLC team and its student residents.



Thomas Heet, Counselor

I graduated from Valparaiso University in 2004 with a Bachelor's degree in Music, and again in 2008 with an interdisciplinary Master's degree in the social sciences. I've taught guitar lessons to middle and high school aged kids for five years, and after attaining a graduate degree began working with a wider variety of ages and populations with physical and intellectual disabilities in both traditional and residential schools, and also in assisted living centers. In my three years working at the Texas School for the Blind and Visually Impaired in Austin, I grew increasingly interested in the emotional struggles of the young people I served, and in January 2014 joined the Orthogenic School as a dormitory counselor.



Christie Offenbacher, Counselor

Christie has a Bachelors of Science degree in Psychology from St. Mary's College in Maryland, and an enduring interest in theories of mind and their relationship to the societies that produce them. In the past she's enjoyed working as a therapeutic support staff in the Philadelphia public school system, leading creative writing and theater workshops for middle school students, writing for an experimental publishing house, and co-founding an educational non-profit (the Society for Psychoanalytic Inquiry). She is new to the O'School but is already feeling both impressed with and supported by the students and staff she is working with in TLC.

TLC: Program Information

The Transitional Living Center ("TLC") is the least restrictive living environment within The Orthogenic School. TLC is designed to help students transition from the more structured setting of our therapeutic residential treatment center to more open settings, such as home with family, college, trade school, or semi-independent and independent living arrangements within their community. TLC provides students with the necessary treatment, education, skills and experiences to make a successful transition to adulthood so they may optimally utilize their own resources and those of the community to become healthy, happy, productive members of society.

A major focus of the program is to help students solidify gains made while in residential care, and to ensure development of pro-social attitudes and behaviors as well as strong, broad-based adaptive skills. In addition to strengthening appropriate family interactions and supports, TLC provides students the opportunity to build and maintain supportive peer relationships within the program as well as helping to establish ways to develop similar relationships with peers in the community to which they intend to return. At the same time, because children in residential care are sheltered from many community problems, the program will work preventively with youth regarding issues of personal safety, teen pregnancy, safe sex and substance abuse.

Along with helping students develop the necessary knowledge, skills, and experience to become self-sufficient in their community, TLC addresses the ongoing social, psychiatric and psychological needs of the students to assist them in managing their emotional distress, disruptive and dangerous behaviors, and/or dissatisfying interpersonal relationships.

TLC has access to a comprehensive range of services and resources, including: daily monitoring by skilled mental health professionals, medication management, psychotherapeutic services, daily living skills (housekeeping, shopping, time and money management, and cooking skills) educational programs, and employment assistance. A basic requirement for all students in the TLC is that they maintain some form of volunteer or paid employment on at least a part-time basis. Students for whom it is appropriate will enroll in formal instruction directed at developing their personal interests, strengths or skills, including jobs, schools or preparation for advanced academic programs.

The TLC counselors also facilitate workshops for the students bi-weekly. The workshops provide the opportunity for the students to focus more on a specific topic. The workshops center around various topics, including skill building, psychoeducation, budgeting, and other independent living skills.

TLC: Daily Schedule

- 7:00-8:15 am: Students are responsible for waking up on their own and preparing for school
- 8:15 am: Breakfast
- 8:50-3:15 pm: School
- 5:45 pm: Dinner
- 8:15-8:30 pm: Students are responsible for going to the nurse for their medications
- 9:00 pm: Students are required to be back in the building
- 10:00 pm: Students are required to be in TLC
- 11:00 pm: Students are required to be in their rooms
- *In the afternoons and evenings students have some flexibility in structuring their time. They are expected to complete their chores and homework, clean their rooms, and successfully self-occupy. They may also utilize their independent outings (IO's) and alone time.

Float Counselors



Janine Snyder, Counselor

Hi! My name is Janine Snyder. I graduated from Northwestern University in 2010 and earned my Masters in Social Work from Washington University in St. Louis in 2012. During undergrad, I worked as a counselor and student leader for Camp Kesem, which is an overnight summer camp for kids whose parents have or had cancer. In graduate school, I did multiple internships in schools as a school social worker. Through these experiences, I learned that I wanted to help kids and teens in a therapeutic way. I've worked at the Orthogenic school since March 2013 and have loved spending time with all of the students throughout the program.

Ashley Blake, Counselor

Ashley Blake received her Master of Social Work at Loyola University Chicago, during which she worked with adults, children, and families in community mental health. In this time, she realized how much she loved working with children, and was thrilled with the opportunity to work at the Orthogenic School. Prior to embarking on a career in social work, she worked in advertising and theater, directing and acting in plays in Chicago's vibrant theater scene. She holds a BFA in Theater from Avila University in Kansas City.



Ken Truong, Counselor

My name is Ken Truong, and I started working at the Orthogenic School in May 2013. In 2011, I graduated from the University of Illinois at Chicago with a Bachelor's degree in Psychology. Before coming to the Orthogenic School, I worked as a child care worker at Lutherbrook Child and Adolescent Center. I am also a volunteer mentor for Metropolitan Family Services. Working with youth and seeing them make progress is a fulfilling goal of mine. I plan on attending graduate school to continue my education in Psychology. Although I am new to the Orthogenic School, the students and staff have made me feel welcomed. It has been a wonderful experience so far, and I look forward to working with the students each day.

Nate Herman, Counselor

My name is Nate and I graduated from the University of Texas in 2009 with a degree in Elementary Education and Psychology. Since then I have taught English in Mexico and Turkey and have worked with students of all ages. I enjoy reading, comics, music and science fiction. I have worked at the Orthogenic school for 2.5 years and I am currently in the Master's of Social Work program at the University of Illinois at Chicago. I hope to eventually become a family counselor.



Morgan Gray, Counselor

My name is Morgan Gray. I earned a bachelor's degree in English Education as well as a minor in Gender Studies from the University of Southern Indiana in December 2009. During my time as an under-graduate, I worked with emotionally disturbed youths in an after-school program. After completing my degree, I moved to Japan where I volunteered at a high school specifically working with their English club. I began working at the Orthogenic School as a float counselor in March 2012 and am now happy to be a float working with students throughout the program. Though some days can be challenging, I can honestly say that I love my job and being a part of the O' School family.

Float Counselors

Altimase Thomas, Counselor

My name is Altimase Thomas and I am originally from Glen Allen, Virginia and moved to Chicago, Illinois to pursue my current position as a Float Dormitory Counselor for the Orthogenic School. I started at the Orthogenic School in December of 2010. I graduated from Virginia State University with a Bachelors of Science in Psychology. While at VSU, I received many opportunities in mentoring and counseling children and teenagers with emotional, behavioral, and learning problems. Outside of school I have had employment opportunities that entailed counseling, evaluating, interacting, and developing young individuals from the school ages K-12. Before moving to Chicago, I was a Lead Teacher's Assistant for Virginia Commonwealth University's Faison School for Autism in which I taught mild to severely diagnosed autistic children ways to communicate and self-help skills. I have completed at least one year of my Masters of Science program in Mental Health Counseling at Walden University. Although only being at the O'school for a short time, my experience here has been great and very beneficial towards my development within the mental health field.



Cecily Givens, Counselor

Cecily Givens grew up in the Greater Boston, Massachusetts area. She graduated from the University of Massachusetts, Boston with a Bachelor's degree in Psychology. Before coming to the Orthogenic School in February 2014, she worked on a Clinical Psychology dissertation project studying the impact of childhood traumatic events on behavior and learning. Cecily completed a children's ministry internship in 2013, in which she developed curriculum and religious programming for elementary-aged kids. Past experience has included volunteer work on several domestic and international community service projects, as well as teaching, tutoring, and leading small groups of preschool, middle,

and high school students. Cecily has enjoyed her time at the O'school so far, and is excited to start the new school year!

Eduardo Barrios, Counselor

Hi, my name is Eduardo. I am a "transplant" from Sunny South Florida. After relocating to the Windy City, I completed my BS in Physical Education at DePaul University and I am expecting to begin my MBA in Sports Management in the winter Northwestern University. Since then, I have worked in various local agencies as a teacher, coach, counselor and mentor. My interest in coming to the OSchool is to help our residents in achieving their full potential academically and becoming productive members in our society.

Esther Park, Counselor



My name is Esther Park. In May of 2013, I graduated from Illinois State University with a degree in Special Education in Interdisciplinary Studies. I became part of the O'School in the summer of 2011 as a summer fun counselor. I was a summer fun counselor for 2012 and 2013 and became a full-time dorm counselor in the Broncos once I earned my degree in Special Education. In the summer of 2014, I transitioned to a float counselor to be able to work with all of the O'School students. During my time here, I hope to grow as an educator and counselor to be able to continue in my passion of helping children with special needs.

Josh Gregory, Counselor

Josh graduated from Northwestern University in 2012, where he completed his undergraduate education focusing upon psychology, religious studies, and gender studies. Prior to joining the O'School staff in October 2014, Josh worked in several different behavioral healthcare settings with a wide variety of populations, but primarily with children and adolescents. Josh plans to complete his master's degree education in the coming years and ultimately to pursue a career working with youth as a licensed clinical social worker. Josh is grateful and excited to have the opportunity to work with the O'School students.

Residential Program Interns

Ellen Bee, Intern

A Chicago native, Ellen received her Bachelor of Arts in Psychology and Biology from Indiana University. Following graduation, Ellen led cross-cultural, global perspectives, adventure, and service-learning trips for adolescents around the world. Through challenging and stimulating interactions, she helped to cultivate leadership, communal participation, and social activism. Ellen's passion for youth also extends to her work with middle school gifted students. As a residential coordinator for Center for Talent Development, she oversaw all dormitory activities to ensure a safe living and learning environment. Ellen is currently completing her Master of Arts in Counseling, Child and Adolescent Clinical Mental Health, at Northwestern University. Last year, she was a student therapist at The Family Institute as well as a group facilitator for children dealing with loss and family change through Rainbows. Ellen is particularly fascinated by the social and cultural determinants that define mental health, and the relation between dysfunction and the pressures young people face. She looks forward to working with the students in TLC this year as a clinical intern.

Payton Somers, Intern

Payton Somers graduated from Washington University in St. Louis with a dual degree in Psychology and Spanish. During her time as an undergraduate, Payton worked as a One-to-One Behavioral Intervention Therapist at The Andrus School in Yonkers, New York. Currently, she is in her second and final year at Northwestern University, earning a Master's degree in Counseling. This past year in this program, Payton gained experience in a therapeutic setting at The Family Institute as a Master's level therapist for a demographically diverse selection of clients. In addition to working at The Family Institute, Payton also facilitated a peer support group through the Rainbows program with first and second grade students. In this peer support group, Payton aided the children in coping with various forms of familial loss. Payton is excited to be a part of The Orthogenic School due to its incredible dedication its students and its mission to foster their emotional well being.

Anne Eckman, Intern

Anne Eckman is a first-year master of clinical social work student at the University of Chicago. After a career in international health and community development, Anne has returned to school to grow her skills in the areas of psychosocial support, trauma, and resilience. Anne's prior experience working with youth spans a range of settings, including an in-patient psychiatric unit for adolescents, a girls' group home, community programming with young men to support healthy relationships, and managing a teen-women led sexuality education program. Anne holds a PhD in Cultural Studies from the Department of Speech Communication at the University of Illinois at Urbana-Champaign, and completed a post-doctoral fellowship in public health at UNC Chapel Hill. She's been working on learning Spanish for the past 15 years and one day hopes to be bilingual.

Jasmine Atwell, Intern

Jasmine Atwell graduated from Northwestern University in 2013 with a B.A. in Sociology and Legal Studies. In this time, Jasmine sought out internship opportunities in helping positions to determine where she contributed most effectively. First, this manifest in an internship with an Evanston alderman, working to identify constituent concerns and brainstorming policy and programming initiatives to address those concerns. Following this, Jasmine served as a research intern and interviewer at the Bluhm Legal Clinic's Center on Wrongful Convictions and as a film production intern and resources coordinator for a young social justice enterprise, called Jail Education Solutions. In both roles, Jasmine was most struck with the impact of art practice on the rehabilitation and overall mental health improvement of those she served. The desire to incorporate art practice and mindful reflection in her professional life led to her most recent role as a tutor and personal consultant for young adults participating in untraditional educational tracks that merge life and social skill preparedness with traditional academic competencies. Currently, Jasmine is in her first year of the University of Chicago's Master of Social Work (A.M.) program through the School of Social Service Administration. In addition to pursuing the A.M., she is enrolled in the University's Graduate Program in Health Administration and Policy. Jasmine is honored to begin her social work career at the Orthogenic School, as it already has provided meaningful opportunities to engage in the clinical concepts and reflexivity that are being taught in her classes and undoubtedly will continue to refine her professional perspective for the better.

Crisis Intervention Leaders



Adam Apostolovich, CIL

Adam has worked at the Orthogenic School as a dormitory counselor since October of 2006. He has had many roles: part-time substitute counselor, counselor in the Broncos and Penguins, as a float counselor, and now as a Crisis Intervention Leader. He enjoys his new position because it allows him to work with all of the second floor students and see them progress. His previous work experience includes working at short-term residential setting, summer camps, and interning for an environmental awareness organization. Adam graduated from the University of Chicago undergraduate program in June 2007 receiving his B.A. in Human Development. Adam graduated from UIC in 2013 with his Masters in Social Work and a specialization in Community Health and Urban

Development.

Tim Arrington, CIL

Education BA DePaul University , Communications Studies

Tim has been with the O school for 4 years and is currently pursuing a Licensed Nursing Certificate through one of the city colleges of Chicago. His experience is extensive and he is passionate about setting a positive example for the students at the Orthogenic school. He works primarily on the overnight shift, but is an all around contributor and team player. He has worked with youth in the Chicago Public Schools, and is active in his community as a volunteer for local kids football teams and other sports.



Sandra Green, CIL

Sandra began working at the O'School in January 2008 as a part time Coverage Staff. In August 2010, Sandra became a full time Crisis Intervention Leader.. Sandra earned her Bachelor of Arts degree in Psychology from Chicago State University. She has worked in the Social Service field for over 18 years. Sandra enjoys working at the O'School because of the unique programming the school provides.

Ken Vicek, Broncos Counselor

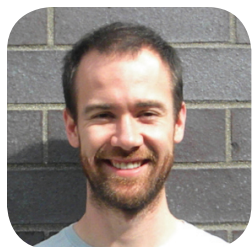
Ken completed work towards his Masters degree in Counseling at Northern Illinois University in the fall of 2009. He is presently a Licensed Professional Counselor (LPC), certified school counselor, and certified secondary educator in Illinois. Ken possesses experience working with youth in community mental health as well as traditional and alternative education settings. Prior to joining the team at the Orthogenic School, he was employed as a DuPage County Community Support Specialist and engaged children and adolescents in activities-based interventions that dovetailed with mental health treatment plans. Ken's interest in joining the ranks of the Orthogenic School staff centers on the school's dedication to providing a balance of challenge, structure, and support to at-risk kids.



Blaken Wamsley, CIL

Blaken was born in Oklahoma City and lived in many places including San Diego, Shreveport, and Jasper, IN. He received an undergraduate degree in psychology at Wabash College, with a minor in philosophy. Before coming to the Orthogenic School in 2009, he worked for two years at Wediko residential summer camp for children. It was there that he learned many things about the psychology of adolescents and techniques that he has been able to put into practice at the Oschool. Blaken chose to work at the Orthogenic School because it provided him with the opportunity to work with adolescents. He feels that adolescence is a transitioning point in life that can determine the future of an individual. It is a time when the mind is extremely malleable and can be altered greatly depend-

ing on the particular influences presented to the person. He hopes to provide a positive influence in the life of the children he works with so that they can become responsible adults that maximize their true potential in life.



Nursing Staff

Dorothy Burwell, LPN

Dorothy has been an Licensed Practical Nurse for over 30 years. She has extensive experience in Drug and Alcohol abuse counseling. During her career she has worked in the Department of Corrections and the Department of Human Services, Rehabilitation Center. Although Dorothy had chosen to go into an early retirement, when offered the opportunity to come back to work full time at the Ortho-genic School, she couldn't refuse. Dorothy enjoys working in an environment that provides safety, stability and opportunity for growth.

Deborah Greanard, RN

Hello! My name is Deb Grenard, and I have recently joined the "O" School team as the Weekend Part Time Nurse. I am originally from southwestern Michigan and after graduating with my BSN, I worked at Northwestern and Children's Memorial Hospital. With my family, I then relocated to Des Moines, where I worked for two years as a school nurse. My particular school contained the district's special program classrooms for children with behavioral disorders. I also worked for nine years at Orchard Place, which is a 103 bed psychiatric residential center for children. I truly enjoyed the time I spent working as a staff nurse at Orchard Place, and felt that I was able to make at least a small contribution to the lives of many troubled children. When we returned to the Chicago area, I began working in an inpatient child and adolescent psych unit in a local hospital. I have found that I much prefer the residential setting for children because I enjoy watching the progress that can be made during the treatment process and being a part of the treatment team. When I'm not working, I spend my time reading and walking along the beautiful Chicago lakefront with my standard poodle, Chi-Chi. I look forward to meeting and assisting you in the care of your child during their stay. Please stop by or call the nursing office to introduce yourself or to discuss your child's medical concerns.



Barbara Rivers, RN

Barbara is a registered nurse with more than fifteen years spent in adolescent behavioral health. She has also spent time working in pediatric rehabilitation helping children with all types of injury and disease. Her career as a nurse has been divided almost equally between direct patient care and management. Although adolescent residential treatment is a new experience, the O school's outstanding reputation and her love and dedication to adolescents led her to seek a position here.

Phone & Contact List

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Orthogenic School Fax	773-420-2805
Nursing Office	773-420-2897



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