

F.A.Q.

Q. How do I refer my child for Early Intervention (EI) services?

A. Referrals can be made by calling the Therapy Center for Children at 631-207-1053 or calling the Division of Services for Children with Special Needs at 631-853-3100.

Q. Who is eligible for Early Intervention services?

A. Children who are eligible for an evaluation are suspected of having a developmental delay or children who have a diagnosed condition which leads to a developmental delay.

Q. Where can I get my child evaluated?

A. A service coordinator from the Suffolk County Department of Health will bring the family a list of approved evaluators. The Therapy Center for Children is an approved center to provide these evaluations and services for Early Intervention and Preschool services.

Q. What are the Therapy Center for Children's qualifications?

The Therapy Center for Children has:

- Providers who have extensive experience working with children 0-21 years of age.
- Bilingual-speaking therapists.
- Therapists who are licensed, certified and pass criminal background checks.
- Private pay sessions for Early Intervention and school-based children throughout the Long Island region.

Q. Do you take health insurance?

A. Our Agency takes most health insurance

Ask us about how to use your health insurance to cover private pay services.

Q. What if I don't have health insurance? How much will I have to pay?

A. There is no out-of-pocket cost to families for services or evaluations. Early Intervention will ask for your insurance to help pay the cost of services; however, if you don't have insurance, there is still no cost to you. All services are subsidized by the county.

For more FAQs, please visit our website:
therapycenterforchildren.com

About Us

Founded by Christina Bellini-Zaher, MS, OTR/L, The Therapy Center for Children is a "placement agency" composed of licensed and experienced pediatric physical therapists, occupational therapists, psychologists, speech therapists and special educators. Our number one priority is to match your family with a compatible therapist. We understand that it can be a difficult experience to allow an unfamiliar individual into your home to work with your children. The Therapy Center for Children strives to make that process pleasant and beneficial for both the child and the parents. We hand-pick each of our therapists and ensure that every one is specialized, professional and of good character. We also offer service coordination and family training to allow families the smoothest possible transition into and out of services.

Approved Early Interventions Service Provider

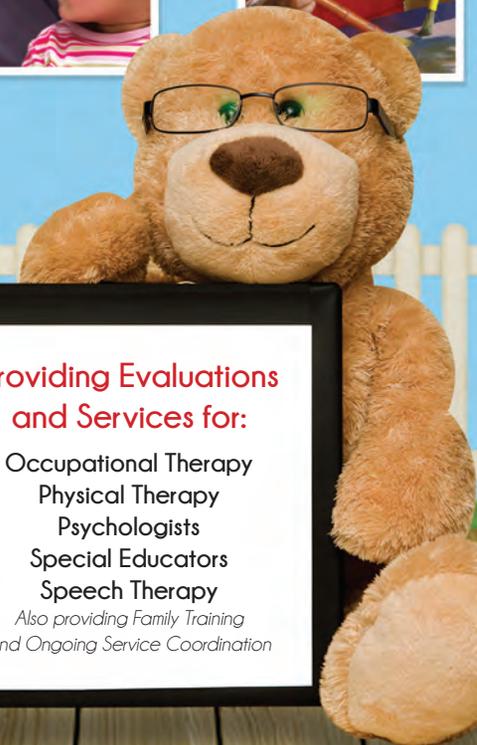
The company is NYS Department of Health approved to provide Early Intervention services for children from birth to three years of age, and preschool services for children ages three to five in New York. We also provide services for school-aged children, which follow each child's Individualized Education Plan (IEP). Funding for Early Intervention services is through Suffolk County and the NYS Department of Health. These services impose NO OUT-OF-POCKET COST to families of eligible children.

Private Pay & Insurance

The Therapy Center also provides private pay sessions for those families who do not qualify for services through the Department of Health or are seeking an alternative to these government and school district run programs.



Helping your child reach their greatest potential.



Providing Evaluations and Services for:

- Occupational Therapy
- Physical Therapy
- Psychologists
- Special Educators
- Speech Therapy

Also providing Family Training and Ongoing Service Coordination

Professional Evaluations and Services

Physical Therapy

Physical therapy should always be family-centered and child-directed. Physical therapy services can be provided to children from birth through three years of age through the county's Early Intervention Program. The process begins with an evaluation of the child to determine his/her gross motor skill level in different areas such as stationary (sitting, standing), locomotor (crawling, walking, climbing) and skills requiring object manipulation (playing with blocks, balls).

Therapy sessions may include strengthening/stretching activities to build muscle strength and joint stability, posture and balance activities to improve the child's ability to move through its environment without falling, and functional activities that represent things the child may encounter throughout his or her day. This is achieved through therapeutic play with the child by incorporating toys that require desired physical actions as well as other therapy equipment. Therapy balls, balance boards, thera-Bands, scooters and many other items that may seem like they are just for "play" can be incorporated into a child's therapy session in order to promote gross motor development and acquisition of specific skills.

Speech Therapy

The speech-language pathologist will evaluate the child's receptive and expressive language skills, oral-motor skills, and pragmatic language skills. Therapy sessions and goals may include improving receptive language skills (following simple directions, responding to directions, recognizing picture and object labels), expressive language skills (labeling pictures and objects, increasing babbling and combining words) and pragmatic language skills (using words to initiate/maintain conversation, eye contact, appropriate vocal volume, and rate of speech). They may also include play skills, which are the ability to use play as an avenue to learning and generalizing new skills or concepts, as well as oral motor skills, which are movements of the muscles in the mouth, jaw, tongue, lips and cheeks.

These goals can be achieved through imitation, singing songs, using fingerplays, by interacting and reading books, and by playing with simple games and toys. Speech-language therapy usually takes place within the child's home or a location that is convenient for the family. It should be in the most naturalistic setting as possible.

Psychological

A psychologist can be used to administer and interpret psychological tests and information about a child's behavior, as well as child and family conditions. These conditions can be related to learning, mental health and development. The psychologist can provide planning services, including counseling, consultation, parent training and educational programs. The Therapy Center for Children's psychologists are familiar with many different diagnostic evaluations.

Special Educators

Special instruction is one of the support services offered to infants and toddlers by the Early Intervention Program (EIP) in the state of New York. In Early Intervention, there are five developmental domains that children get initially evaluated on: adaptive skills, cognition, communication, social/emotional skills and motor (fine and gross) skills. When there is a developmental delay in any of these domains, special instruction can be offered to the family to aid in the development of these skills. Developmental delay means that a child has not attained developmental milestones expected for the child's chronological age in one or more of the areas. To qualify, the child must have either a twelve-month delay in one functional area or a 33% delay in one functional area or a 25% delay each in two of the five areas evaluated.

Special instruction services consist of special educational sessions with a special instruction specialist, the child and the child's parents. These sessions are conducted to help the child attain their developmental progress, milestones and specified goals. Special instruction professionals use infant and toddler educational curriculums, sheets and developmentally appropriate toys and strategies during the sessions.

Occupational Therapy

Occupational therapists work to enable people to achieve maximum independence in areas such as work, play and leisure. Their general focus is addressing how individuals' fine motor skills and sensory processing affect these areas.

Sensory Processing

Sensory processing refers to the way your body processes information about its environment. The body is constantly receiving messages from its five primary sense organs (touching, tasting, seeing, smelling and hearing). These messages may also relate to the body's sense of movement (running, jumping, playing) and to the body's sense of position (weight, pressure, stretching and changes in position). Sensory processing allows the nervous and muscular systems to take in many messages and formulate an appropriate response.

Fine Motor Development and Handwriting

Fine motor skills involve the use of the small muscles of the body that enable movement and functions such as handwriting and grasping small objects. Weakness in fine motor skills can affect the child's ability to shake a rattle, hold a bottle, eat, write legibly, use a computer, turn pages in a book and participate in self-care activities such as buttoning a shirt or zipping pants.

Additional Services

Family Training

A child's needs cannot be separated from the needs of his/her family; for that reason, family training is designed to help your family feel comfortable and confident as you raise your child. Family training services are provided by qualified personnel to assist the family in understanding the special needs of the child and in promoting the child's development. A therapist will work with the family in implementing different techniques to teach and work with the child and also to answer questions or help in any way they can in assisting the entire family.

Ongoing Service Coordination

The ongoing service coordinator is responsible for monitoring the delivery of Early Intervention services in accordance with the IFSP. Ongoing service coordinators provide parents with continuing opportunities to share information, priorities and concerns regarding their IFSP, including home visits and telephone contacts with the parent, other caregivers and service providers. The ongoing service coordinator may also set up meetings with the parent and service providers to foster and support collaboration and integration of service strategies. The ongoing service coordinator is responsible for facilitating the child's transition to preschool education services and/or other programs and services needed by the child and family as the child ages out of the Early Intervention Program, including the development of a transition plan.

Intervention

Including, but not limited to:

- Applied Behavior Analysis (ABA)
- Sensory Integration
- Handwriting Without Tears
- Prompt Therapy
- Oral Motor Therapy
- Feeding Therapy
- Neurodevelopmental Treatment (NDT)
- Praxis/Motor Planning
- Assisted Devices

