



Kennedy Krieger Institute

Did you know that:

- Within one organization, over 100+ SLPs work in educational, inpatient, outpatient, community and home-based settings.
- Interdisciplinary, family- and person-centered care is a hallmark of services at the Institute.
- Clinical training is prioritized at Kennedy Krieger, including CF seminars, interdisciplinary education, leadership training, advocacy opportunities, and cultural and bias education.
- Children can access services across a continuum of care, as they develop and recover from illness or injury.

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Speech-Language Pathologists at Kennedy Krieger Institute

November, 2023

The SLPs talk about what's remarkable in their programs

A recent survey invited 21 speech-language pathologists (SLPs) at the Institute to explain why they came here and why they have stayed. Their answers, quoted throughout this flyer, provide insight into remarkable characteristics of this organization, the people who work here, and the children and families they serve.

A commonly cited benefit of employment at the Institute is the chance to work with such a large, knowledgeable, and

dedicated group of SLPs. With representation in programs across the Institute, SLPs play important roles in evaluation and treatment of patients and students with

Many SLPs commented on their desire to evaluate and treat challenging and diverse patient populations (29%) and the importance of continuing to learn and grow professionally (67%).

Recruiting, training, and retention have been departmental goals. Faced with increasing demand for services and recent shortages of SLPs, we developed the role of Clinical Discipline recruiters. The SLP recruiter works closely with Human Resources and hiring managers across the Institute to coordinate all phases

of recruiting and hiring. Because many new hires are CFs, having sufficient supervisory level SLPs is an important goal that we have met.



complex needs. SLPs report appreciation for the sense of community, continuity, and respect afforded them.

Clinical Fellows in Speech-Language

CFs provide services to children and families across the Institute. Their certified supervisors recognize the importance of helping CFs improve the lives of children with neurodiverse needs. At Kennedy Krieger, CF supervisors are on-site to provide support and feedback, while fostering independence.

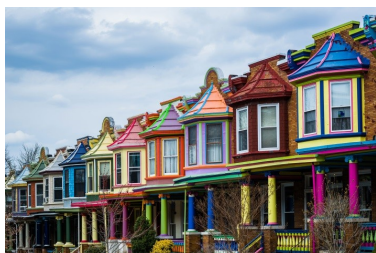
Unique learning opportunities exist to help CFs broaden and

deepen their training during this professional mentorship experience. The interdisciplinary Core Course (supported by the Leadership Education in Neurodevelopmental Disabilities or LEND grant) is a hybrid curriculum designed to support all trainees at the Institute to improve their interdisciplinary clinical skills and cultural and linguistic competence. In addition, CF Seminar provides a bi-

monthly opportunity for all CFs across the programs at Kennedy Krieger to gather and learn content that bridges the gap from graduate school to independent practice.

We are delighted that half of our CFs stay on after their CFY. Many former CFs become supervisors and leaders, here and across the nation.

SLPs completed 36% of the 14,273 visits to children's homes and day care centers that took place in CFSC this past year.



Staff from PACT have mentored and trained 5,000 child care and early education providers on 40 different topics to date.

Child-Family Support Center (CFSC)

This well-established, early intervention program offers services to children from birth to entering kindergarten in their homes, in community settings and in the clinic.

Most of our patients are children 3 and younger who live in Baltimore City and Baltimore County. SLPs in this program often provide treatment to toddlers identified and referred through the Infants and Toddlers Programs.

SLPs work closely with caregivers, occupational therapists, physical therapists, service coordinators and social workers within CFSC to

meet children's and families' needs. Parent and caregiver coaching and training is a consistent focus of treatment. Feeding disorders are treated with a holistic approach, emphasizing active participation, independence and shared control.

Children in this program have a variety of diagnoses. The most common diagnoses include: speech and language disorders, feeding disorders, literacy challenges, developmental delays and autism.

CFSC also serves families in some targeted underserved

communities. Bilingual therapists work in conjunction with Primeros Pasos, an outreach program to the Hispanic community in Baltimore City.

SLPs also work in conjunction with Kodem Kol, an outreach program to families in the Orthodox Jewish community in Baltimore City.

Through a grant, CFSC SLP services are also available to Southeast Early Head start, a Kennedy Krieger program. Speech/language screenings, demos for improving communication skills, and staff trainings are provided there.

Parents & Children Together (PACT) World of Care

PACT's World of Care specialized childcare center is designed to meet the individual needs of children who have medical conditions requiring daily nursing care and children with developmental disabilities who require multiple therapies (physical, occu-

pational or speech/language). This program is available to children from 6 weeks to 5 years of age. Typical diagnoses include: hemophilia, cerebral palsy, congenital heart disease, severe food allergies and prematurity.

SLPs provide evaluations, individual therapy and therapy within the classroom setting. Staff training to enhance communication within the daily activities is provided.

Integrated Early Learning Center

The Integrated Early Learning Center is a new and unique learning center that aims to provide a comprehensive and family-centered education program to children

ages 3-5. The Center provides an inclusive environment where both typically developing and neurodiverse children can learn together. SLPs provide evaluations, individual

therapy and support opportunities to practice speech and language skills with their peers in daily activities. Caregiver training and support is also provided.

Tethered Oral Tissues Clinic (TOTs)

The TOTs Clinic is an interdisciplinary treatment team working with infants 6 months and younger and their families who are experiencing

feeding difficulties secondary to tethered oral tissues. This is a short-term treatment model of generally 6-8 sessions across 2-6 months with an SLP and PT in co-treat-

ment sessions. A social worker also provides support to families. The SLPs are certified lactation consultants, and they address both breast and bottle feeding.

Fairmount Rehabilitation Programs

The Specialized Transition Program (STP), one of the Fairmount Rehabilitation Programs, is a comprehensive rehabilitation day hospital. The creation of STP was itself an interdisciplinary process, with input from staff across disciplines.

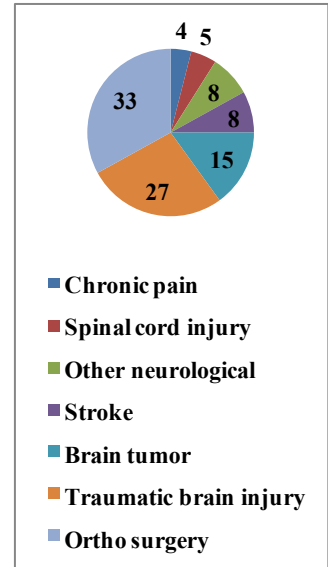
The program treats patients 1-21 years of age who have intensive therapeutic needs. Children and adolescents receive a full range of physical and cognitive rehab services for their neurological and orthopedic conditions in

the context of a school environment—a functional and natural setting for them. Interestingly, some international patients have accessed the comprehensive services at STP, in order to obtain equipment and training before returning home.

This interdisciplinary team includes professionals in pediatric physiatry, nursing, physical and occupational therapies, speech-language pathology, neuropsychology, and special education. Con-

sultative services from other disciplines, such as Assistive Technology, are readily available.

Like other programs at the Institute, dynamic teamwork is a crucial part of STP's success. Length of stay in this program is about 20-40 days. All efforts are aimed toward helping patients transition successfully back into their school system, home, and community lives.



% diagnoses of STP patients

Focused Interdisciplinary Therapy (FIT) Program

This Fairmount Rehabilitation program provides intensive treatment to children and adolescents who have persistent, disabling conditions. Three-quarters of the patients served in the FIT program have cerebral palsy. The remainder of patients who work on functional skills in this program are those with brain injuries, spina bifida and spinal cord injuries.

Before joining this interdis-

ciplinary program, participants complete the initial rehabilitation required after surgery or an injury. Goals targeted in FIT have a strong functional basis. Staff use a variety of treatment techniques, including adapted video games.

Improvements in communicative abilities may come from use of an augmentative communication system, or training on breath support and production of speech.

Memory and organizational skills help individuals meet cognitive demands. Treatment on activities of daily living and improved physical skills also support improved function. Mastery of skills and generalization occurs during the dense practice in this program (e.g., 3-6 hours a day, 5 days a week, 4-6 week stay).

Community Rehabilitation Program

This program, also part of the Fairmount continuum of rehabilitation services, provides a spectrum of treatment services in patients' homes or their community settings. Patient diagnoses are similar to other Fairmount rehabilitation programs and the age span here is even wider, from 3 months to 61 years of age.

The program involves an interdisciplinary team consisting of speech-language pathology, occupational therapy,

physical therapy, social work, and consultation by neuropsychology. Family and caregiver training is an important aspect of this program.

Treatment intensity varies according to goals of the service and the patients' needs. Intensive treatment across disciplines might occur weekly or several times a week. During a transitional period, patients who can work independently on treatment goals, but need monitoring, may be

seen every other week. Just prior to discharge, staff may see patients on a monthly or quarterly basis and then continue to consult with them, as needed. Telehealth is provided as needed, especially for carryover purposes.

Patients have accessed services in this program at many different points along their recovery, sometimes reducing the length of their inpatient stay and the costs of care.

"I really like working as a team. I know a lot of places advertise team work, but I think the Institute is exceptional in this area."

—SLP at Kennedy Krieger

“We want our children to be the best communicators they can be and have the brightest future they can.”
—SLP at CARD



“It’s great to work with cutting edge researchers...there are so many opportunities for learning here.”
—SLP at CARD

The Center for Autism and Related Disorders (CARD)

The Institute’s Center for Autism and Related Disorders (CARD) houses a multi-faceted program designed to meet the needs of children with autism spectrum disorders (ASD) and their families. The program strives to develop effective models of care and disseminate information about best practices to families, care providers, and professionals on a national and international basis.

In two of the four Center programs, staff offer direct clinical services to children with autism and their families.

Staff in the clinical program provide developmental assessments, single and interdisciplinary evaluations, treatment consultation, and single and dyadic intervention services. Disciplines include psychiatry, neurology, developmental pediatrics, neuropsychology, speech-language pathology, and occupational therapy.

CARD’s Achievements Therapeutic Day Program offers individualized treatment in a small group setting for children 2-5 years of age. Treatment focuses on enhancing skills in language, social com-

munication and interaction, and self-regulation. Theme-based teaching nested in familiar routines fosters learning. Through best-practice methods and careful individualization, the team strives to make the classroom not only a place of learning, but also a place where children can form friendships. Staff welcome parent involvement in this innovative program.

Outreach and Training Services at CARD

CARD sponsors several outreach and training activities, to meet their goal of sharing current information regarding diagnosis and treatment of children with autism with families and practitioners. Outreach takes many forms, to reach a wide variety of audiences.

CARD’s well-attended annual conference provides information to parents and professionals across disciplines who

work with children with autism. Presenters include CARD staff and renowned investigators and practitioners in the field.

A recent summer workshop targeted training for speech-language pathologists and individuals who teach or care for young children with autism. Topics included typical play and learning for toddlers, fostering developmentally appropriate play, and integra-

tion of language and play with familiar routines.

Requests for training come from parents and professionals in Maryland and other states and countries. Outreach and advocacy activities can be tailored to needs of individual children and their families.

Research and Education for Autism in Children (REACH)

The research component of CARD receives federal and private funding to study causes and treatments for autism and social communication disorders.

Many areas of research are investigated by the diverse group of professionals at REACH. Example topics of study include early detection of autism and other developmental disorders, establishing

early diagnostic criteria for ASD, understanding how children with autism and other disorders learn and how to enhance this learning, strategies for very early intervention, developmental trends in children who have autism, the neurological bases for motor and attention deficits in children with autism and the impact of these disorders on development, links between

motor impairment and communication disorders, factors affecting fetal brain development and implications for autism, and environment-gene interactions in autism.

Assistive Technology

At Kennedy Krieger's interdisciplinary Assistive Technology (AT) Clinic, innovative technologies and the expertise of our specialists allow children and adults of all ages to enjoy many of the same activities as their peers. Professionals from speech-language pathology and occupational therapy collaborate to help patients build independence. Patient diagnoses include cerebral palsy, brain injury, spinal cord injury, muscular dystrophy, down syndrome, autism, Rett syndrome, developmental delay, rare chromosomal anomalies

and others.

Assessments address communication, power mobility, computer access, phone or tablet access, reading, writing, mounting, and environmental control unit (ECU) needs. For patients with multiple AT needs, technology is selected to maximize integration and independence such as using the same access method for driving a power chair, accessing a phone, and accessing an AAC device. Treatment-based visits help patients maximize use of equipment and, caregivers are often involved in this training

to support implementation across environments. Skills from this experienced team have wide-reaching benefits, as they consult with and train primary treating clinicians across the Institute when technology needs arise.

The AT Clinic maintains a library of AAC systems, tablets, alternative access input methods, mounting systems, ECUs, and AT software support. Skilled staff and up-to-date technology combine to improve quality of life for patients who face enormous accessibility barriers.



Audiology Department

The Audiology Department is located in the Outpatient Clinic on the Broadway campus. Audiologists work closely with SLPs at the Institute in outpatient, inpatient, and our school settings.

The Institute's audiologists are skilled in assessment of children and adults with complex neurodevelopmental and medical conditions, as well as behavioral difficulties. They offer hearing evaluations of newborns, young children, teens and young adults using state of the art procedures to

provide comprehensive diagnostic evaluations to those at risk for hearing loss. Services also include screening of hearing and middle ear status, sedated and unsedated auditory evoked potential testing and central auditory processing testing. Fitting and dispensing hearing aids and hearing assistive technology is an integral part of their practice. The Department uses objective measures and developmentally appropriate behavioral test procedures to verify that a child is receiving

optimal benefit from the hearing aids.

Recent research completed in the Audiology Department has looked at audiological findings in disorders like osteogenesis imperfecta and adrenomyeloneuropathy, parent recognition of hearing loss in children with Down syndrome, auditory function and the effects of sedation on auditory brainstem in Rett syndrome, and prevalence of hearing loss and ear morbidity in adolescents and young adults in Nepal.

SLPs are committed to culturally responsive, anti-racist and gender-identity and neurodiversity affirming practices using clinical expertise, disability community values, and strengths-based approaches.

Speech-Language Outpatient Clinic

Outpatient speech-language services at Kennedy Krieger are offered at two locations: the Broadway campus in downtown Baltimore and the Columbia location on the outskirts of Baltimore.

Patients in these program range in age from toddlers to young adults; they come from local neighborhoods, surrounding counties, and even other countries. Some patients receive their first diagnoses here, while others have questions about existing diagnoses or treatment

programs or are seeking a second opinion. Most patients have difficulties in other areas of function—many of which affect their communication, feeding, or swallowing skills.

SLPs conduct comprehensive evaluations and provide individual and small group treatment using evidence-based practices focused on maximizing functional and meaningful skills.

SLPs in this program are focused on interdisciplinary care and often collaborate with other disciplines to provide a comprehensive plan of care.



“I like the smaller caseload. It allows us to do more to serve the child. Here, we focus on the ‘whole child’—an interdisciplinary process.”
—An inpatient-outpatient SLP at Kennedy Krieger



When asked by a group of trainees how having her child receive services at the Institute had affected her, one mother answered simply, “I can sleep at night now.”

The Brain Injury (BI) Inpatient Unit

In 2019, the Brain Injury (BI) Program, the first pediatric brain injury program in Maryland accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF), celebrated its 40th anniversary.

On the inpatient BI Unit, patient ages range from infants to young adults. Their acquired brain injuries may be secondary to trauma, strokes, anoxia, tumors, epilepsy or neurological conditions. Resulting deficits from these injuries vary in severity and may yield short- or long-term functional impairment.

This strong interdisciplinary team includes practitioners in medicine, nursing, occupational and physical therapy, music therapy, speech-language pathology, behavioral and neuropsychology, social work, education, nutrition, child life and recreational therapists, assistive technology, and clinical care managers.

SLPs coordinate care with other disciplines where their specialties link. Assistive technology consults with primary SLPs on use of augmentative communication systems. BI SLPs conduct

evaluations and treat speech, language, voice and cognitive-linguistic disorders. They also coordinate oral motor and feeding/swallowing assessment and treatment with OT colleagues, which may include completing Modified Barium Swallow studies at Johns Hopkins Hospital.

Staff track patient functional status with the WeeFIM and more specific outcome scales developed here.

The Spinal Cord Injury (SCI) Unit

The inpatient Spinal Cord Injury Unit is part of a continuum of care available through the International Center for Spinal Cord Injury (ICSCI) at the Institute. This program is one of the first in the world focused on rehabilitation and restoration for children with paralysis resulting from spinal cord injury, developmental disorders, vascular events, demyelinating or infectious diseases, tumors, or surgical complications.

In this program, SLPs complete speech, language, voice, and cognitive-linguistic and swallowing screenings to assess patient skills and determine the need for formal evaluations and ongoing treatment. SLPs ensure that patients, who are able, have access to their environment. SLPs consult with assistive technology and occupational therapy to maximize the child’s ability to use their television, phone, tablet, or

computer through use of adaptive technology or accessibility options. SLPs also coordinate speaking valve assessments with Respiratory Therapy for patients who have tracheostomies and ventilators due to their spinal cord injuries.

The Comprehensive Inpatient Rehabilitation (CIR) Unit

Although not on the protocol for this inpatient unit, SLPs frequently consult on behalf of patients, families, and staff on the CIR Unit. Treatment can be provided, when needed, to enhance or maintain communication or feeding/swallowing skills.

Children may be admitted to this unit after they have orthopedic surgery, so that they can receive intensive occupa-

tional and physical therapy to maximize benefits of the surgical intervention for improved function.

Infants may also be admitted to this unit if they have feeding and swallowing difficulty due to prematurity or other medical conditions. SLPs work closely with occupational therapy to support the child’s bottle-feeding skills.

Sometimes, international patients come to this unit for medical and rehabilitation work-ups, so that they can receive treatment and parent/caregiver training. Home programs, sent with the family, allows rehabilitation to continue after discharge.

The Neurobehavioral Inpatient Unit (NBU)

The Neurobehavioral Unit (NBU), a 16-bed inpatient unit, is dedicated to the assessment and treatment of severe problem behaviors seen in autism and intellectual disabilities. Patients who are admitted to the unit have behavior disorders severe or intense enough to cause significant self-injury or harm to others. Length of stay varies, but patients generally spend several months on the NBU.

Overall treatment involves integrating behavioral and pharmacological interven-

tions to address severe problems that have resisted previous treatment.

Patients admitted to the NBU inpatient unit receive behavioral, psychiatric, educational, developmental, communication, and social assessments and interventions. Behavioral strategies follow an applied behavior analysis model.

SLPs evaluate and treat patients' functional communication via speech or AAC, speech, literacy, feeding/swallowing, and voice

skills. They partner with other professionals to identify links between communication and problem behaviors and help patients replace problem behaviors that served a communicative function with safe and appropriate means of expression. High, mid, and low augmentative systems support communication alongside verbal expression. Staff and caregiver training improve outcomes.

*"it's more than a
'supportive' environment.
The learning opportunities
are invigorating. I'm
NEVER bored!"
—An inpatient/outpatient
SLP*

The Pediatric Feeding Disorders Program

The Pediatric Feeding Disorders Program includes a continuum of care, from an interdisciplinary outpatient clinic, where children are evaluated or seen for follow-up, to an intensive 6-8 week day treatment program or, inpatient stay for more medically complex patients including babies. Behavior psychology also offers intensive outpatient services, while SLP, OT and nutrition offer individualized outpatient services ranging from periodic treatment sessions to once weekly. Other members of the interdisciplinary team are collaborated with as necessary. Factors like severity of needs, medical stability, and type and

intensity of service dictate the programs recommended. Children can move across levels of service, as needed.

Program directors have expertise in medicine (gastroenterology) and behavioral psychology. Other primary disciplines include nursing, nutrition, SLP, OT, and social work. The team addresses children's and their families' needs relative to the complex nature of a pediatric feeding disorder. Across programs, coordination of care leads to management of medical concerns, improved feeding and swallowing skills, nutritional status, and acquisition of

appropriate behavior so that mealtime can become a positive experience.

SLPs utilize a variety of responsive feeding techniques incorporating their knowledge of development and specialized training in swallowing to provide comprehensive care. They collaborate with OT and provide guidance to the interdisciplinary team on recommended consistencies, textures, and feeding strategies. Experienced SLPs perform instrumental assessments when warranted.

*When asked what keeps
them at the Institute, 62%
of the 21 SLPs surveyed
commented on the training
and support their
supervisors provided,
calling it "excellent,"
"impressive," or
"astounding."*

“I really like how we all work together as a cohesive unit. I feel like the seniors are very receptive to any ideas or concerns that we may have.”
—A school-based SLP

“Low caseloads allow time for SLPs to get to know their kids and their kids’ families. That’s much better than trying to manage a caseload of 60-80 kids in a public school.”
—A supervising SLP at the school

Kennedy Krieger School Programs

The Kennedy Krieger School Programs (KKSP) are Maryland State Department of Education (MSDE) approved non-public special education schools. Students are referred to KKSP by their local school system (LSS) when their educational needs exceed what can be met in their local school setting. Students receive funding from their LSS for enrollment at KKSP until they are able to return to the less restrictive environment in their own community. A comprehensive intake process ensures a good match between KKSP and the student.

Staff members develop Individualized Educational Plans (IEPs) that outline the type and intensity of services students will receive while enrolled in special education. Speech and language services are an integral part of the educational program for most of the children at KKSP. SLPs collaborate with educational and related services staff to offer a variety of communication services designed to meet students’ needs.

Through this collaboration, educational and support staff make classroom adaptations to lessen the effect of stu-

dents’ language difficulties, increasing their chance for success with schoolwork.

Because communication support is an integral part of KKSP’s interdisciplinary work, students learn to use communication and compensatory strategies throughout their school day. The following descriptions highlight the specific programs within the special education program.

Lower and Middle Grades—Fairmount Campus

Students in the 11-month Lower and Middle Grade programs may have one or more of the following diagnoses: autism spectrum disorders, language-learning disabilities, emotional/behavioral disorders, traumatic brain injury, or other neurological disorders.

Classes range in size from 6-8 students and include one teacher, an assistant teacher, and classroom assistants if

required by a student’s IEP. SLPs work closely with educational and clinical staff to determine students’ needs, set appropriate goals and provide training in meaningful learning environments.

Students receive speech and language services through a variety of modalities, according to their needs. Services may be provided through a combination of classroom-based sessions, supplemented

by “push in” sessions within the classroom to facilitate educational access, and “pull out” services. In addition, co-treatments with other disciplines may be conducted when deemed clinically necessary.



Fairmount Campus—Educational Programs

LEAP-Lifeskills and Education for Students with Autism and other Pervasive Behavioral Challenges*

Another program within the Kennedy Krieger School Programs developed to meet needs of children with autism (and other neurological disorders) is nick-named LEAP. This 12-month interdisciplinary program, with smaller class size, meets the needs of students diagnosed with severe communication and behavior disorders.

The program ranges from a functional academically based program for younger elementary aged students, to a functional life skills and/or work-based curriculum for older students. Professional staff

offer educational and related services through structured protocols individualized according to student need.

SLPs provide speech-language and communication services to all students in this program through several models, including individual and small group sessions, and classroom.

In addition, some students participate in community outings (work-based learning

for older students and purchasing with younger students) to generalize the skills they build in individual treatment sessions to less structured community settings.



LEAP's Mascot



Greenspring Campus—LEAP & High School Educational Programs

High School

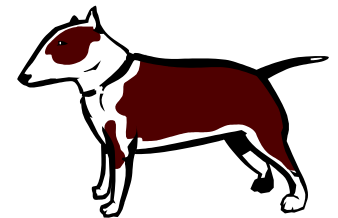
The Kennedy Krieger High School is an interdisciplinary “school to work” program focused on educating and training special education students in work cluster areas such as horticulture, information technology and hospitality. Students participate in this 11-month program and earn either a diploma or a certificate. Students participate in “academies” that provide specialized instruction delivery, classroom structure,

and behavioral interventions to meet their needs. Students gain knowledge and skills necessary for employment upon completion of high school. Classes consist of 7-12 students, a teacher, an assistant teacher, and classroom assistants, as indicated on IEPs.

Speech-language services, governed by students’ IEPs, include direct services and consult services. Staff encour-

age students to use appropriate communication strategies throughout the day. Classroom accommodations exist to minimize the impact of language problems on learning.

Classroom-based speech-language is the primary service delivery model at KKHS.



High School Bulldog Mascot

“There are extensive resources and support, in terms of people and materials.”

—A school-based SLP

Powder Mill Campus

Started in September, 2007, Powder Mill Campus (formerly located at our Montgomery County Campus) serves students with autism spectrum disorders throughout Prince Georges County, Montgomery County, surrounding counties and Washington DC. The program is designed to prepare students for completion of high school through a

diploma track (2nd through 8th grades) or certificate track students ages 7-21).

SLPs collaborate with special educators, OTs, behavior specialists, and social workers to meet student needs in a language-rich environment. SLPs offer treatment through classroom-based, small group, individual, community-based instruction, and

work-based learning experiences. The instructional program follows “best practice” teaching methods including, but not limited to, TEACCH, Applied Behavior Analysis, discrete trial, incidental learning, Pivotal Response Treatment, augmented communication, picture exchange communication, sensory diets, and vocational training.

Southern Maryland Campus (SMC)

Nestled in beautiful St. Mary’s County, our newest program, the Kennedy Krieger School: Southern Maryland Campus (SMC), serves students K – 21 with autism and developmental disabilities from St. Mary’s, Charles and Calvert Counties. This 11-month program employs evidence-based practices, such as ABA, TEACCH, discrete trial, augmentative communication, picture exchange communication and sensory diets. SMC features an interdisciplinary approach to individualized programming.

SLPs collaborate with special educators, OTs, behavior analysts and social workers to best meet the needs of their unique students. Providers rely on their clinical judgment to offer services in a variety of ways, including individual, whole group, small group, dyad, and supporting during classroom activities.



Opened in Summer, 2023, Southern Maryland Campus in California, Maryland



Kennedy Krieger Institute

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Our history: Kennedy Krieger's tradition of improving the lives of children with neurological disorders dates back to 1937, when Winthrop Phelps, M.D., an orthopedic surgeon from Baltimore, founded the Children's Rehabilitation Institute, in response to the dire need for treatment for individuals with cerebral palsy. The Institute was renamed the Kennedy Institute in 1968 in memory of President John F. Kennedy, who enacted the Medical Training Act during his administration, to protect the rights and improve the lives of persons with disabilities. In 1992, the name was changed again to Kennedy Krieger Institute to honor original board member and long-time supporter, Zanyvl Krieger.

Our Continuing Mission: Kennedy Krieger is committed to improving the lives of children and adolescents with disorders of the brain and spinal cord, either of congenital onset or acquired through injury or illness. Its singular focus on pediatric brain disorders, interdisciplinary treatment, ground-breaking research, application of specific and proven therapies, and training of professionals across disciplines are what make Kennedy Krieger world renowned and recognized.

*"There isn't a feeling
of competition, rather,
collective greatness."
—An SLP from CFSP/
PACT*



Cinderella