

*"The Rush Day School rescued us  
and took very good care of our  
child. He was able to relax, complete  
his schoolwork and feel safe again  
to function in a group. We, as  
parents, gained insights into his  
fears and behaviors with the  
help of the staff."*

*— A parent of a Rush Day School student*

### *Convenient Location*

The Rush West Campus is conveniently located just west of downtown Chicago and is easily accessible from I-290 off of Western Avenue or the Chicago Transit Authority's Blue line (Forest Park train at Western stop). To see a map and get directions, please visit [www.rush.edu](http://www.rush.edu) or call (888) 352-RUSH (7874).

### *Contact Us*

For more information about the Rush Day School, please call (312) 942-6627.

### *Rush Day School*

2150 W. Harrison St.  
Chicago, IL 60612



### *About the program*

The Rush Day School, founded in 1967, is a nonprofit therapeutic school offering education and treatment for children, ages six to 14, with autism spectrum disorders and emotional disabilities. Some of the children may also have another neurologically based disorder, a learning disability or a speech and language disorder that requires clinical and educational intervention.

The goal for each student is to return to a less restrictive school environment. The majority of our students, who come from more than 20 school districts, return to a public or private school. Students continue to receive academic and counseling support to aid in their transition in their schools.

Located just west of Rush University Medical Center on the Rush West Campus, the Rush Day School is approved by the Illinois State Board of Education and has been accredited by the North Central Association of Colleges and Schools.

## *The Rush Day School*

*Empowering Minds for  
a Brighter Future*

For more information about the  
Rush Day School, call (312) 942-6627.



## *An emphasis on education*

With class sizes limited to six to nine students, each child receives personal and small-group instruction. In addition to certified special education teachers in each classroom, a learning resource teacher provides additional support and enrichment to individual students both inside and outside of all classrooms as needed. An individualized education plan serves as the blueprint that guides most of each child's day.

Our curriculum aligns with the Illinois State Standards and a child's home school district. In addition, we support a fine arts curriculum to enrich our students' experiences, which includes music, drama, improvisation and photography.

## *Intensive therapeutic services*

The Rush Day School's unique array of therapeutic services, which combine behavioral and psychodynamic treatment, include the following:

- Individual and family therapy
- Group therapy with an emphasis on development of social skills
- Parent groups for education and support
- Occupational and speech-language therapy
- Sensory integration
- Art therapy

Psychiatric nurses work collaboratively with teachers to design individualized behavior management plans for each student to meet his or her emotional needs. They communicate with parents, child and adolescent psychiatrists and other physicians regarding symptoms, diagnoses and medication monitoring aimed at symptom reduction.

*"When I first came to Rush, I was short fused, easily saddened, shy and easily bullied. Now I have friends and am outgoing and happy. I've learned how to have a longer fuse."*

*— A former student of the Rush Day School*

## *A team approach*

Providing this breadth of services in a coordinated manner requires a team approach. The Rush Day School staff includes the following:

- Certified special education teachers
- Child psychiatric nurses and mental health workers
- A licensed psychologist
- Licensed clinical social workers
- Advanced practice nurses
- Occupational and speech-language therapists
- An art therapist
- A learning disability consultant
- A board-certified child and adolescent psychiatrist

The student's family is also an integral part of the treatment team. Experience shows that family involvement can improve outcomes and aid in the reintegration process for both school and community.

## *Planning for the future*

Our ultimate goal is to return students to the setting that is appropriate for them, whether it's a mainstream school, an alternative self-contained program or a unique combination of educational and resource services. Planning for that return starts early in a student's tenure at the Rush Day School. Each child's academic and therapeutic plan includes important benchmarks — and strategies for reaching those benchmarks — that will empower him or her to achieve success.

## *Referring a student to the Rush Day School*

The Rush Day School accepts referrals from school districts, parents, community agencies, therapists, psychiatrists, child advocacy attorneys and other interested parties. Tuition is generally provided through an arrangement with a child's school district, although parents may opt to pay privately under special circumstances.

After a child is referred to the Rush Day School, we will review his or her records. Parents, school district representatives or other referral sources may also arrange a visit to the program at this time. Finally, our administrative staff will determine whether our program is best for a particular child's needs.

*"I have learned that friends are one of the keys to success."*

*— A former student of the Rush Day School*

## *Mission and philosophy*

The mission of the Rush Day School aligns with that of Rush University Medical Center and incorporates the core values of innovation, collaboration, accountability, respect and excellence.

We are committed to providing the very best individualized treatment and academic training for autism spectrum and emotionally disabled children.

We believe that a community that is committed to — and respects — the individual child is necessary for growth and development. We believe that every child has the right to educational and social experiences that foster feelings of competency and self-worth.