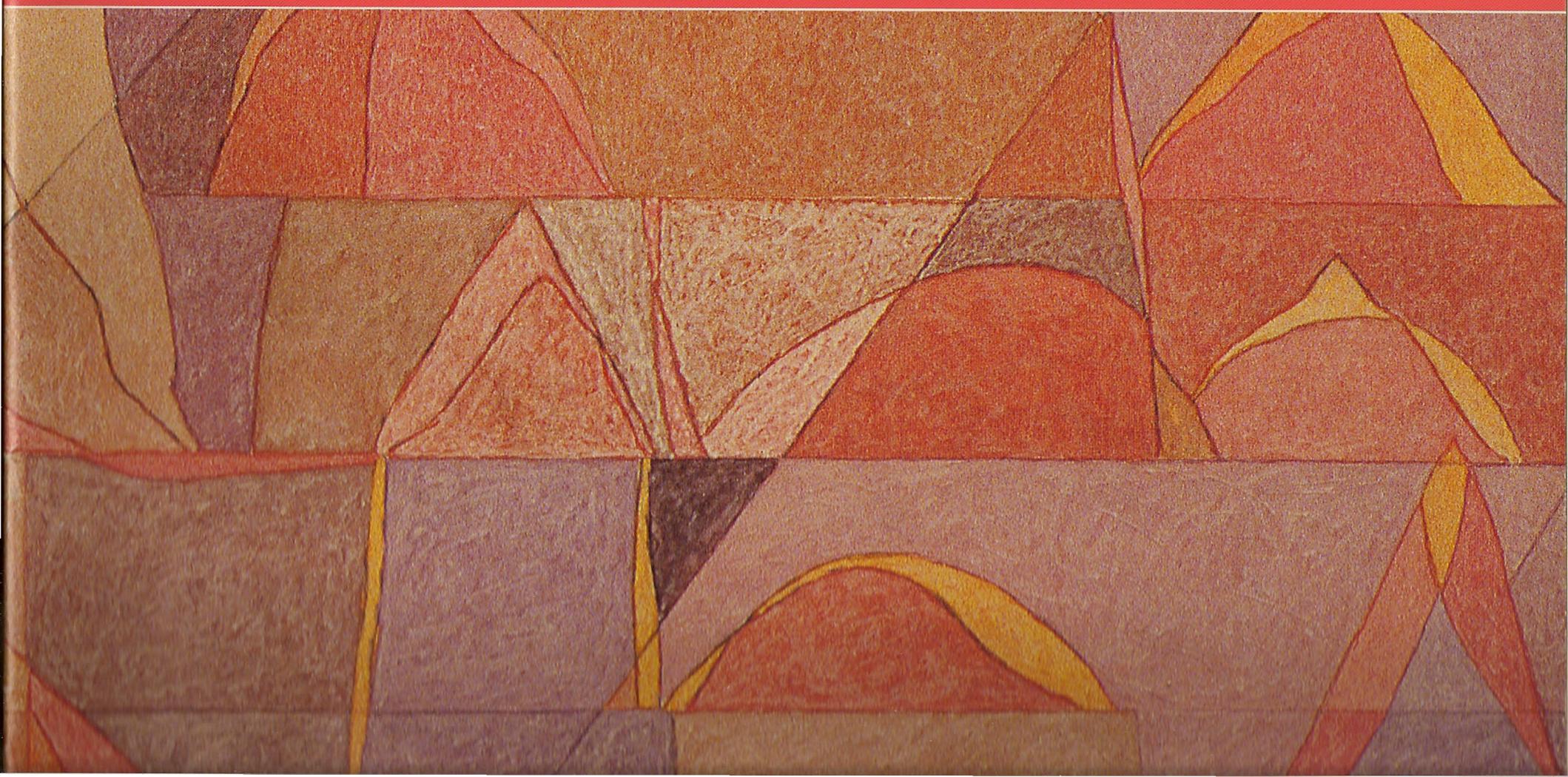


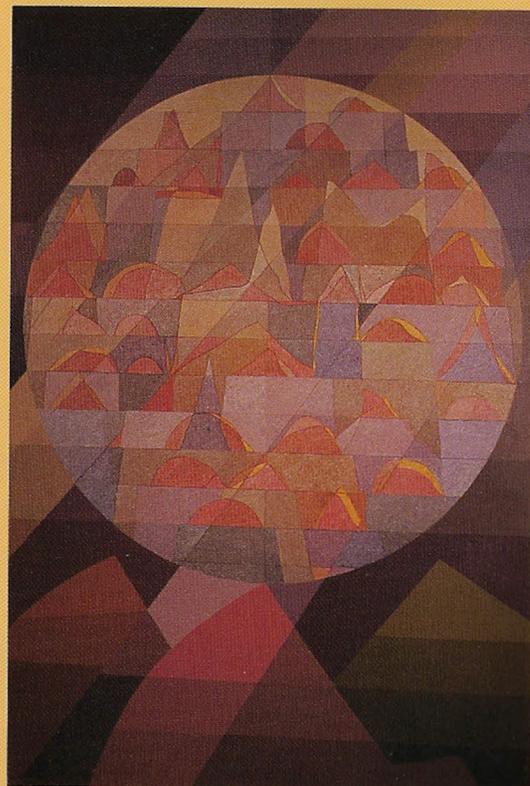
# PATRON



Published by the Loyola University Public Relations Office, *Patron* presents development-related news, profiles on unique members of the Loyola community, and substantive special reports on particularly noteworthy aspects of the university. *Patron* is a tri-annual publication sent to Loyola's friends and supporters.

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*On the cover:* The detail on the cover is from a large tempera on wood, entitled "The City of Peace," by Father Renato Laffranchi, (above). The Italian priest, a Mantua native who has exhibited his works throughout the world since 1954, was a featured exhibitor at Loyola's Fine Arts Gallery in the Edward Crown Center for the Humanities during the summer of 1988. (Photo by Jean Clough.)

# SPECIAL REPORT

For the happiness of the children:  
The mission of Loyola's Charles I. Doyle, S.J.,  
Center and Day School

The children will tell you about the Charles I. Doyle, S.J., Center and Day School. And for a group of children with a median age of about nine, they have a remarkably clear grasp of the services the center provides.

"We work on kids' behavior."

"We go to therapy twice a week."

"We see flowers grow."

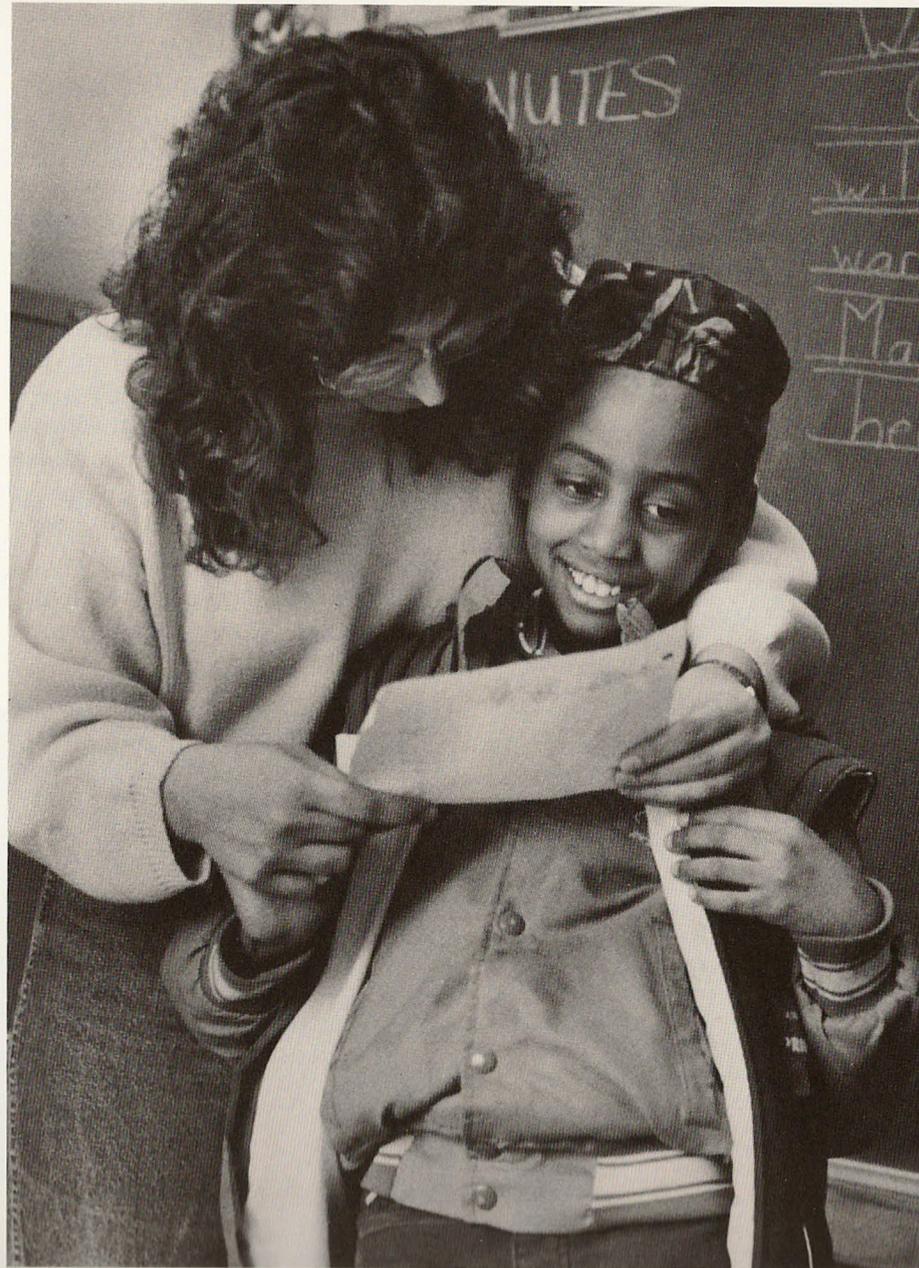
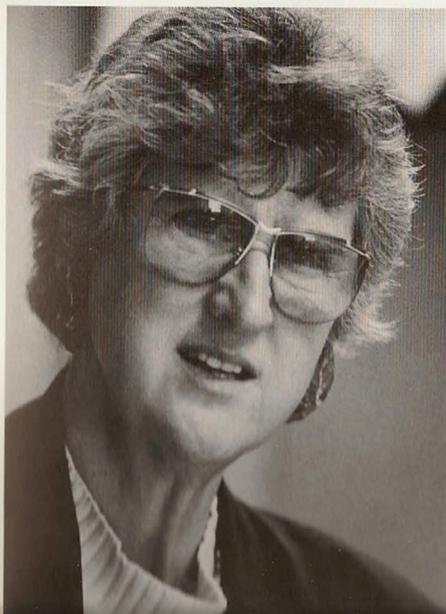
"We do cooking."

"We get help with our spelling, printing, math, cursive, and reading."

"We investigate new parks."

"Some kids in school need more help than others, and we get help from our teachers."

These are the observations of Day School Principal Nancy Buckler's students, who range in age from three to twelve. Since the day the Doyle Center's Day School opened its doors nineteen years ago, Buckler has firmly and lovingly guided the education



A graduate student and a Day School student share the pleasure of a well-done assignment.

of children diagnosed as emotionally disturbed and/or developmentally delayed.

delicate emotional states prevent adaptation in regular grade school classrooms receive understanding

The Day School began as a natural outgrowth of the Doyle Center's mission to minister to the emotional and mental health needs of children.

Father Charles I. Doyle, S.J., founded the center as the Child Guidance Center on the eighth floor of Lewis Towers on the Water Tower Campus in 1941. Since that time, the Doyle



Waiting for the bus after an active day of class.

Center has provided mental health services to more than 12,000 children (from the age of birth to 18) and their families through its Outpatient Services, the Day School, and the Learning and Neuropsychology Diagnostic Service. Ninety-four families comprised of 150 individuals currently attend the clinic; 19 children attend the Day School. The center, which moved to the Lake Shore Campus in 1968, also has provided training to hundreds of graduate students in clinical psychology, social work, education, counseling psychology, and other related disciplines.

"We are doing exactly what Father Doyle wanted to do," said Doyle Center Executive Director J. Clifford Kaspar, Ph.D. "We combine training and service. We make an important



Exercise is part of the regimen for Day School students.

viewing the child, the child's parents, and other family members. This may involve psychological testing and a school visit."

In addition to working closely with family members, the professionals at the Doyle Center maintain a close working relationship with each child's school. Thus, the most important influences in the child's life form a supportive network.

Intake Coordinator Karen Wertymer, A.M., has contact with every client who seeks help at the Doyle Center. "I'm the gatekeeper for the agency," she said. "I handle all calls inquiring about our services and I handle the initial screening of clients to ascertain the severity of their prob-



Graduate student Nancy Swanson, R.S.M., confers with Intake Coordinator Karen Wertymer.

### *The child and the family*

As Kaspar and his staff noted, Doyle really is a family center: Children with emotional problems often come from families with emotional problems and must be treated in the context of the family. Most cases are referred to the center by the families' schools, pediatricians, and other social service agencies. The Doyle Center staff treats children and families mainly from the surrounding Rogers Park area; the area may seem a small part of the city, yet the call for services is brisk.

The majority of Doyle Center clients receive counseling on an outpatient basis. Families seek outpatient services to deal with a variety of emotional and/or behavioral problems of children, such as poor academic



Counting and learning to use money is made easier in a one-to-one arithmetic assignment.

separated, divorced, blended, and single-parent families. Services also are available to children and families in crisis and in need of intensive intervention because of issues such as school phobia or constant truancy, dangerously aggressive behavior, firesetting, or other severely destructive acts.

"The child's parent or guardian

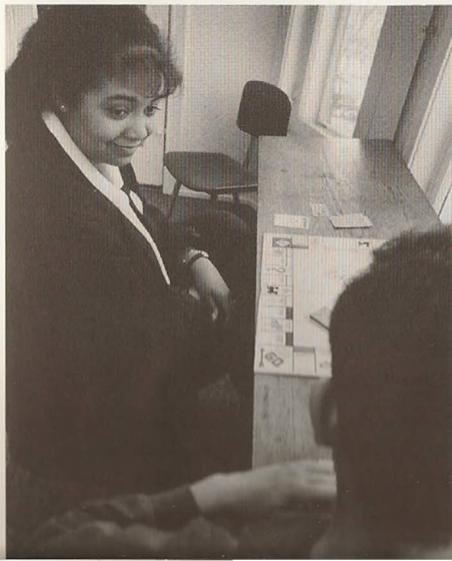


lems and to make sure that we are the agency that can best help them.”

Wertymer also trains graduate students in the finer points of the intake process, assisting them with intake interviews.

“It takes a lot of courage for individuals to call us, to admit they have problems they need help with,” Wertymer said. “I feel it’s my job to make that person feel good that they called here.”

After a staffing review, treatment recommendations are made. Options include individual treatment for children or for parents, family therapy, couple therapy, marital counseling, and other forms of help. Occasionally, “Systematic Training in Effective Parenting” (STEP) courses and the services of parent support groups are offered. The Outpatient Service is funded by the university and by the Illinois State Department of Mental Health and Developmental Disabilities; fees are on a sliding scale.



## *Therapy for children*

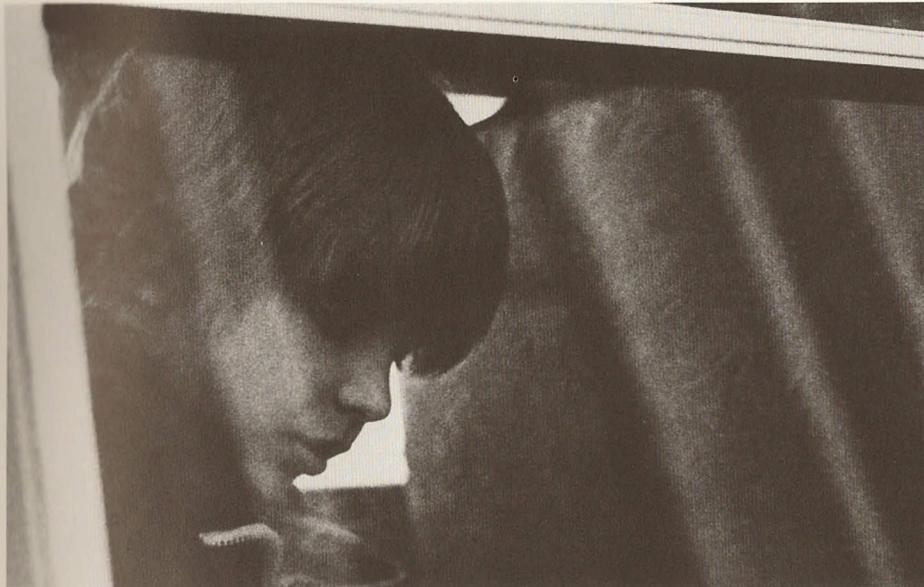
As Director of Clinical Training in Psychology and Supervising Psychologist John Paoella, Ph.D., explained, children counseled at the Doyle Center can be categorized as suffering from among three types of emotional disturbance.

“In the first category, children develop problems because of organic reasons and neurological problems; they develop secondary emotional problems. Learning-disabled kids fall into this category,” Paoella said.

“In the second category, due to psychological factors and poor social learning experiences, children develop interpersonal problems with parents. The causes are functional or psychological; for example, there is no biological problem, but the family may be experiencing distress for a number of reasons, and as a result experiences great difficulty providing children with nurturance and structure,” Paoella continued. “In the third category, there is a combination of organic/neurogenic problems and genuine psychological problems from poor experiences with parents when the child is young. For example, a school-age child with learning disabilities and severe emotional problems could result from this combination of factors.”

“We use a lot of play therapy with the children,” said Rita Quinn Dominguez, M.S.W, director of clinical training in social work, coordinator of outpatient services, and a Doyle staff member for 20 years. “Play therapy helps children





The bus ride home provides time for reflection after a day of classes at the Day School.

adults they can call on when they feel helpless.

"We also help parents with child management. We help them learn to control anger and frustration," Dominguez continued. "Often, parents can't deal with their own children until they resolve their feelings about how they were raised. We also help parents with parenting skills that they may not have developed; the center is like an extended family, especially for single mothers."

Of the clients who seek counseling at the Doyle Center, Dominguez explained, "The families we counsel may continue with us for several months or for several years. After initial problems are solved, we may find other areas to work on."

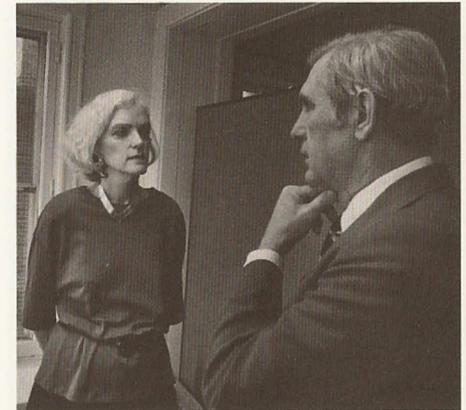
During his 14 years at the center, Paoella says, the severity of problems presented and the number of

he said. "It's not just a problem here in this neighborhood; people in suburbia are experiencing the same problems. Professionals in mental health are simply seeing more behavior problems in children and distressed families across many geographical boundaries. We are seeing more multi-problem families who are experiencing severe distress as evidenced by children whose presenting problems include destructive behavior directed toward self and society.

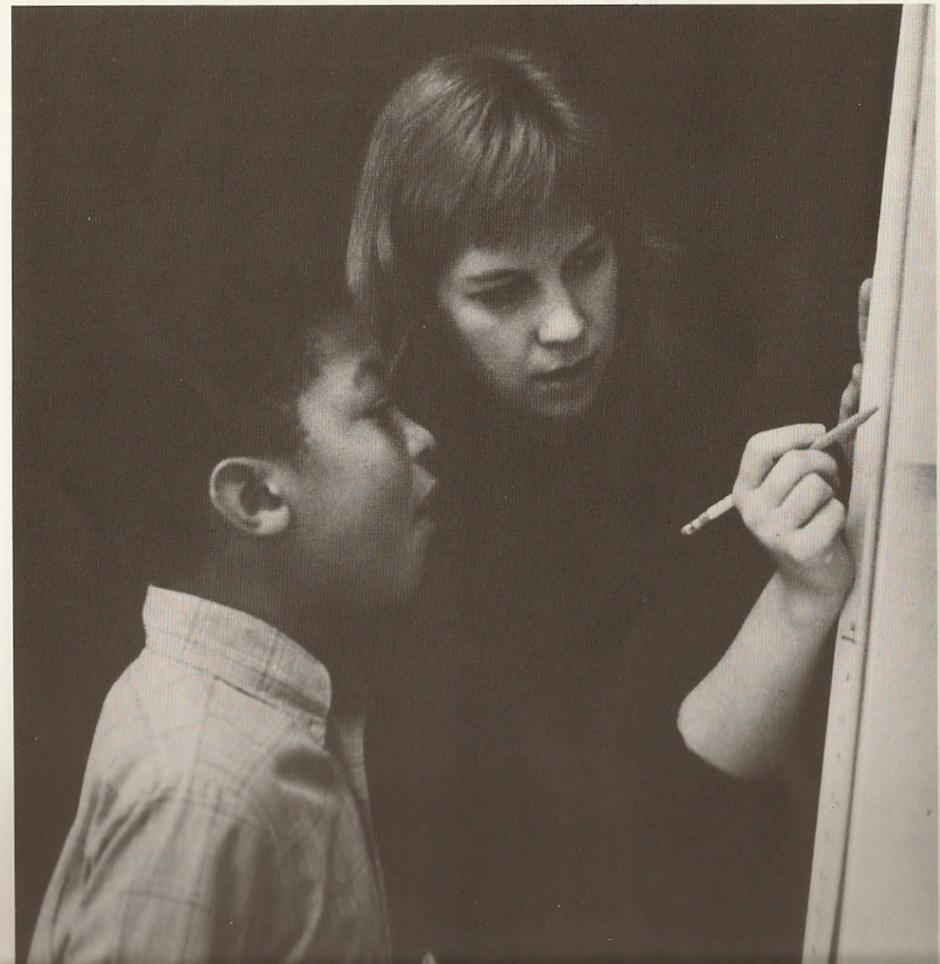
"I believe the problems professionals in this field are seeing are a symptom of a larger illness in society," Paoella continued. "Here at the Doyle Center, we teach our graduate students skills and interventions that are relevant to a large group of children and families who are experiencing psychological distress. There clearly is a need for what we do. We

## Graduate training

Dominguez and Paoella, two of 12 senior staff members, supervise a number of graduate students, primarily from Loyola, who compete for the opportunity to work and learn in the Doyle Center program. He chiefly handles the psychologists; she chiefly handles the social workers. Both stress the importance of the variety of disciplines working together for the benefit of the children.

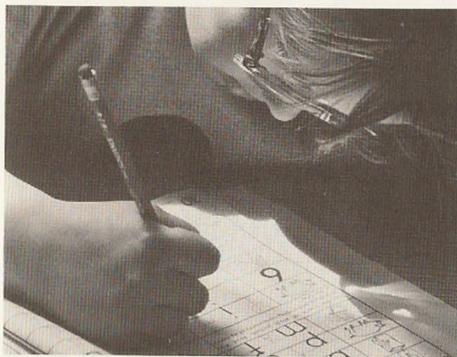


Rita Quinn Dominguez, M.S.W., discusses Doyle Center business with Executive Director J. Clifford Kaspar, Ph.D.



"We have a strong commitment to our multi-disciplinary model," Paolella said. "In addition to teaching our graduate students specialized techniques for treating severely disturbed children and adults, we teach them to work in a multi-disciplinary agency with a multi-disciplinary model. Clinical psychology, social work, education, child psychiatry, and speech therapy all are represented at the Doyle Center. We offer graduate students the opportunity to learn to work productively and cooperatively with people in different mental health disciplines."

Graduate trainees at the center do diagnostic work and psychotherapy with outpatients, and individ-



Learning to write takes concentration.



Two Day School students are walked to their bus by teacher Laurie Bushman.

ual therapy with Day School students. A number of trainees work intensively at the Day School. Trainees also have the opportunity to pursue intensive intervention counseling and research projects. Approximately 25 graduate students are selected to fill trainee positions each year. The Doyle Center Endowment Fund enhances the money available for training graduate

the competition when she pursued a trainee position at Doyle two years ago. "My number one priority was supervision in a clinical setting," she said. "I'd heard very good things about the Doyle Center from other social work students. In fact, they advised me to go for a position at Doyle, no matter how far I had to drive. I got up every morning at 4:30

trainees receive a lot of really wonderful support from the senior staff. The center was founded for training, and I really think that's an advantage for learning for the graduate students."

In her two years as a trainee at the Doyle Center, Swanson, who graduated in May, says she sensed a personal commitment to the organization in the center's staff. "There is a real

I felt valued by the staff, and I felt my work was valuable. I will have a tremendous feeling of sadness when I graduate.

"I also think Loyola has a commitment to reach out into the Rogers Park community through the Doyle Center," she continued. "As a Sister of Mercy, I have a religious viewpoint, and we have a religious quality at this



Swanson cited her client contact as another area of satisfaction. "I've had the opportunity to work with some of our clients over a long period of time," she said. Swanson met with clients eight hours each week. She also was part of a crisis intervention team, and was one of three therapists working with a family. "That has given me a deep understanding of their emotional problems. It has been energizing to develop a therapeutic relationship with a Day School student. Our therapy sessions have been good for the child and for me."

Graduate psychology trainee Trina Turner has spent part of each weekday at the Doyle Center this past semester, including nine hours each week at the Day School and another two hours as a research assistant.

"Therapy with the children mostly has to do with building relationships," said Turner, who also has trained at the center for two years. "I want them to feel that if they tell me something I won't feel indifferently about them. I won't sit in judgement. We talk about things they can't tell their parents or their friends. I initiate questions, asking 'how are things at school, how are things at home?' We talk about what happens when they're mad, sad, and happy.

"As a therapist, I want to be supportive and help them face issues, but I don't want to give them more than they can handle at one time," she continued. "Hopefully, the children see the center as a safe place. It is easier to explain to an adult, 'use me as your sounding board.' With a child it's a little harder, but we are basically doing

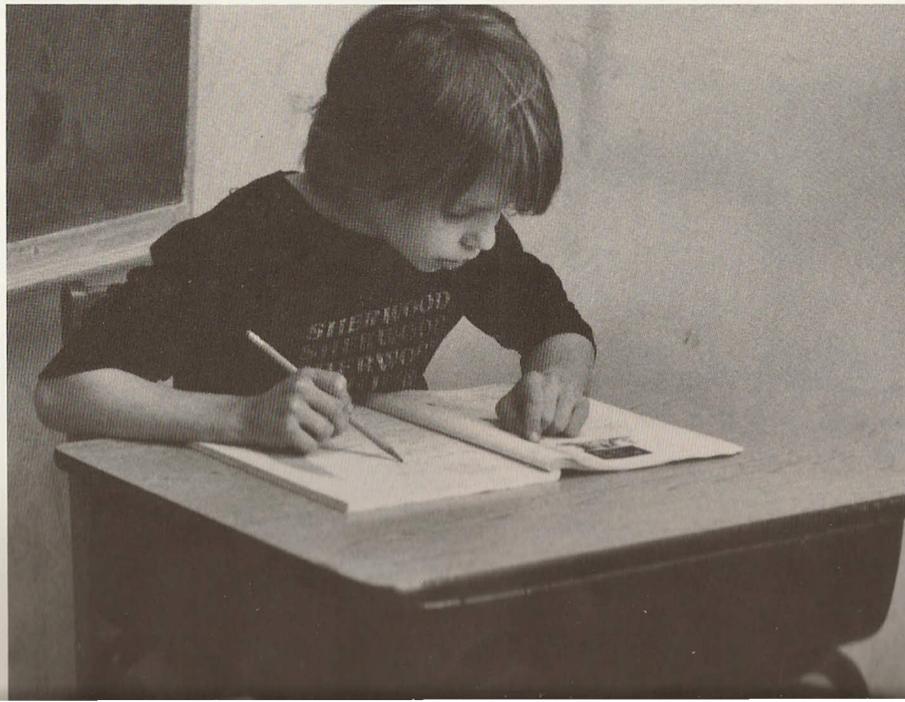


Graduate student and therapist Nancy Swanson, R.S.M., finds talk flows easily when hands are occupied with clay.

Turner works as a research assistant for Rosalyn Chrenka, Ph.D. Chrenka joined the Doyle Center staff a year ago as an intensive intervention specialist and began developing and coordinating research projects at the center. Her position, and a portion of the crisis intervention program, is funded by a grant from the Dr. Scholl Foundation, a staunch supporter of the Doyle Center.

Chrenka also trains graduate students in intensive intervention techniques.

"First and foremost, our research helps us better understand families," Chrenka said. "When families come in for counseling, we ask them to participate in a voluntary project. The project is totally anonymous and confidential—and they can withdraw at



A Child and Family Assessment Project has been ongoing for one year; a Child Therapy Project began two years ago. Chrenka hopes the research results will refine the already successful approaches used at the Doyle Center.

The Doyle Center also provides a Learning and Neuropsychology Diagnostic Service for in-depth evaluations of children who experience difficulties in thinking, in learning, and in adapting to society.

"This is an elaborate battery of tests that assesses a child's functioning in terms of language, perception, memory, and academics," Kaspar said. He teaches the first child neuropsychology graduate course at Loyola. "We score and interpret the tests, and then meet with the parents to try to understand the child's difficulty."

## *The Day School*

Back in the Day School, Nancy Buckler surveys her classroom. She notes that many of her young students already have had difficult lives. One has been orphaned by alcoholic parents, another has just returned from a CAT scan at the hospital, and several display autistic characteristics. Many also receive a type of nurturing at the Day School that they don't receive at home.



Principal Nancy Buckler meets with her teachers for daily discussion.

"If we get a referral, they've tried everything else for that child. The Board of Education can't service him or her," Buckler said. "The children are happy here, mainly because they have so many people taking care of their immediate needs.

"We meet every morning for a half-hour of social studies, during which we orient our day. These kids need to know someone is in charge. They are not self-directed; they are basically infantile in their wants and needs," she said. "Therefore, our day is very structured. The children have an



A teacher and an aide work on motor skills with some students.

Buckler is assisted by teachers Laurie Bushman and Lesley Greene, 14 graduate trainees, and a number of volunteer undergraduates. The school is divided into four classrooms, according to developmental levels. A private, not-for-profit educational institution, the Day School is funded by the university, the Board of Education of the City of Chicago, and the Department of Mental Health and Developmental Disabilities. The George M. Eisenberg Foundation also has supported the Day School and the activities of the Doyle Center.

"We are not special education teachers as such," Buckler said. "We are clinicians using academics as a therapeutic tool in a psycho-educational approach. We have a clinical approach to the children.



Special days at the Day School require a treat.

others are behind but are making progress," she said. "They all have severe and profound emotional disturbances."

"Their ability to communicate is hindered. That makes it all tough," Bushman added.

### *The mission continues*

As Doyle Center Executive Director Kaspar sums it up, "These kids at the Day School are considered in need of very special care. According to Public Law 94142, every child has the right to be educated to the maximum of his or her potential—if not in a public school, then in a private school. We are the only school I know of that provides weekly one-on-one psychotherapy for each student. Again, we are providing more of what

Father Doyle wanted—service to the child and experience to the graduate student."

In describing his work at Loyola, Father Doyle once said, "Our whole purpose in this center has been to restore to the child his birthright to happiness and to help his parents understand him better."

On the 100th anniversary of Father Doyle's birth, children still need help. The professionals at Loyola's Doyle Center continue to provide it.

