

Communicating with professionals

Effective techniques, positive outcomes

If you're a parent or caregiver to a child with a disability or special health care need, welcome to the world of doctors, therapists, educators, administrators, researchers, lawyers, (the list goes on)...the world of professionals. Each professional is probably focused on a narrow piece of the immense puzzle of personality, biology, health, experiences, likes, dislikes, abilities, fears, passions—the mix of magic that is your unique child.

Did your plans for parenthood include becoming a researcher or negotiator or diplomat? Did you see yourself as becoming an expert in areas of medicine or education or law? Maybe you were quite happy to be “just” a mom or a dad.

Tip: Use “I” statements to express your feelings responsibly and productively. E.g.; “I feel _____ when _____.”

When it comes to accessing services for their children, parents are in the driver’s seat and professionals are important allies. Parents of children with disabilities may be taken aback to find themselves in a virtual career of coordinating

health care, special education goals, therapies, habilitation and a host of activities they didn’t expect to be part of parenthood. Good communication with the professionals in your child’s life is key to successful outcomes.



Maintain perspective

Facing numerous seasoned professionals while navigating health-care and educational systems may seem overwhelming. Both parents and professionals have critical expertise. Professionals may know what programs are available, what has helped other children with similar issues, and have skills to evaluate progress toward a specific goal. Parents have intimate knowledge of how their child responds to various situations, what has (or has not) worked for them in the past,

and information about other factors in the child’s life. Parents are the experts on their children.

Recognizing the importance of your role, and acknowledging your equality in the relationship can help reduce feelings of intimidation, nervousness or fear. Reactions born of fear—whether passive, conciliatory, threatening or aggressive—tend to be ineffective and are not likely to lead to positive outcomes for your child.

Communication is a tool. Learn to use it well to get the greatest benefit. When meeting with

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From the Director...

Building relationships

A few years ago, Raising Special Kids assisted with a survey on the subject of relationships between parents and schools. There were striking similarities in the responses received from special education professionals and from families. Communication, respect, and trust were most often reported as being essential to building and improving relationships. For the IEP team, and other school relationships, effective communication is often a critical factor in achieving good outcomes for children. It begs the question—if we know what it takes to create and sustain positive relationships, why don't we see more of it?

It's just a guess, but my hunch is that it may have something to do with the time involved. Questions that probed how much time parents and educators devote to building and improving relationships were not part of the survey. I'd offer one observation: when parents and schools invest time in building good relationships, it can pay off in big dividends for everyone involved, especially for students.

Of course, even with the best intentions and efforts, problems still surface. While it's important to create the best possible environment for decision-making at your IEP meetings, those meetings can't be the only thing that deserves attention. Relationship-building means making time for phone calls, writing some notes, and talking with teachers and administrators, particularly when you *don't* have a pressing issue, complaint, or concern.

The true test of a relationship is often seen in the way things are handled when problems develop. If a good foundation has been established, there's an existing basis on which to work out a problem or crisis—and if both parties invested time and effort in the process, there's a sincere reluctance to see it damaged. Relationship-building activities take time, but they establish patterns of communication, respect and trust to set the stage for creative problem solving. This can make all the difference for children and families.



**Raising
Special Kids**
families helping families

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Parent to Parent support is the heart of Raising Special Kids. Information about local services, educational programs, advocacy, or special health care needs is available in both Spanish and English. Services are provided at no charge to families in central and northern Arizona.

Raising Special Kids is a 501(c)3 non-profit organization.

Raising Special Kids Calendar

For a complete listing of calendar events, please visit our website at www.raisingpecialkids.org. If you require special accommodations to attend a Raising Special Kids sponsored activity, please notify us at least 48 hours in advance. Unless otherwise noted, all Raising Special Kids workshops and trainings will be held at 2400 N. Central Ave., Suite #200, Phoenix. For more information please call 602-242-4366 or 800-237-3007.

Raising Special Kids Hosted Events, Training & Workshops

Call 602-242-4366 or 800-237-3007 to register

All workshops at Raising Special Kids are free of charge, but you must call and sign up if you wish to attend. If no one has signed up for a workshop, we will cancel it.

ENGLISH

IEP/504

An overview of IDEA and 504 plans for parents and professionals.

Th., June 29, 11am-1 pm

Mon., July 10, 9-11 am

Wed., August 2, 9-11 am

Mon., September 11, 6-8 pm

IEP Q & A

Bring your questions and concerns about your child's IEP.

Th., June 29, 9-11 am

Fri., August 13, 1pm-3 pm

Wed., September 6, 9-11 am

Transition for Youth & Families

Preparing youth for transition from high school to post-secondary education, employment and life in the community.

Fri., August 11, 2-3:30 pm

Parents as Advocates

An in-depth look at Special Education for families and how to advocate for students at school.

Fri., July 21, 1-3 pm

Dad's Network

For men, by men—fathers, grandfathers, uncles of children with special needs.

On vacation for the summer, but will start up again in fall.

For details, call Raphael Figueroa at Raising Special Kids: 602-242-4366 ext. 207

How to Collaborate with Professionals

Learn tools for clear and effective communication with service providers.

Sat., August 26, 10-12 noon

Resilient Families

Learn ways to help your family “bounce back” and thrive in the face of challenges.

Sat., July 8, 10-12 noon

Th., September 28, 10-12 noon

Volunteer Training

Join us for a dynamic introduction for volunteering for Raising Special Kids.

Wed., June 21, 1-2:30 pm

Sat., July 15, 10-12 noon

Sat., August 16, 10-12 noon

Sat., August 19, 10-12 noon

Health Insurance Overview

Join us for a dynamic introduction of health insurance terminology, public agencies and other essentials.

Mon., August 14, 10-12 noon

Health Care Systems Overview

Learn all about health insurance systems and ways to successfully navigate them.

Mon., August 28, 10-12 noon

Mon., September 11, 10-12 noon

ESPAÑOL

Por favor llamar al 242-4366 o al 800-237-3007 para confirmar su asistencia a los talleres

IEP/504

Una perspectiva general de Educación Especial y de los planes 504.

Viernes, 29 de junio, 9-11 am

Viernes, 4 de agosto, 1-3 pm

Jueves, 14 de septiembre, 6-8 pm

Preguntas y respuestas del IEP

Traiga sus preguntas que tenga del IEP de su hijo/a.

Jueves, 29 de junio, 11-1 pm

Jueves, 6 de Julio, 10-12 pm

Viernes, 18 de agosto, 9:30-11:30 am

Viernes, 8 de septiembre, 9:30-11:30

Apoyo para Comportamiento Positivo

Técnicas positivas para aquellas familias que tengan hijos con problemas de conducta.

Lunes, 7 de agosto, 1-3 pm

Transición para jóvenes y sus familias

Preparar a los jóvenes para la transición de la preparatoria o escuela secundaria, a la educación, al trabajo y vida en la comunidad.

Viernes, 11 de agosto, 4-5:30 pm

Información básica sobre los sistemas de salud

Aprenda información básica sobre los sistemas de salud (seguros médicos) y como desenvolverse en ellos.

Lunes, 25 de septiembre, 10-12 pm

Grupo de apoyo para padres (hombres)

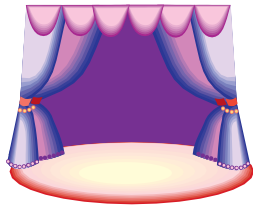
Grupo de padres (hombres) con hijos con necesidades especiales. Para más información, lláme a Raphael al 242-4366, Ext. 207

continued from page 1 —

educators, healthcare providers or other professionals, the following techniques can help you achieve the best results:

Set the stage

Prepare and prioritize before a meeting. Identify your purpose, form goals, list your questions, gather data, schedule enough time (ask for an extended appointment if necessary). Tackle the most important issues first. Ask questions or make statements clearly. To invite feedback and dialogue, ask open-ended questions instead of “yes” or “no” questions (e.g.: “How can we...?” instead of “Do you know how we can...?”)



Establish timelines

Clearly identify goals and schedule a time to review progress or re-evaluate the action plan. Review items that require action and clearly identify the “owner” of each responsibility.

Follow up

Show that you take agreements seriously by following through on any agreed-upon course of action. Acknowledge successes, show appreciation, look for positive points to recognize openly, and thank others for their contributions. Check that others comply with the plan, hold them to their part politely but firmly, and if necessary, in writing.



Persist

Do not be intimidated by apparent failure (or become overconfident due to instant success). Follow up in both situations and avoid the pitfalls of complacency.

Listen

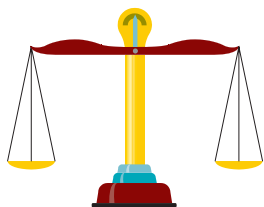
Sometime acronyms or technical terms fly through the air during conversations with professionals. If you are not clear about any terminology or meaning—ask. Take notes, ask for clarification, restate what you think someone means, and give the opportunity to respond.



Keep records

Progress, or the lack of it, can become more apparent when reviewing accurate records maintained over time. Using records to illustrate a point can be the deciding factor in a discussion and provide data to guide decisions. Periodic reviews of records can also reveal goals that may have gotten sidetracked and help you prioritize.

Using these strategies will mean less frustration and stress for all parties, improve outcomes and give parents an opportunity to model the invaluable skill of effective communication for their children.



Stay balanced and open

Keep your goals in focus, but be ready to consider a new approach, other ideas or possible compromises. Open yourself to understanding the position of the other person. If you can acknowledge (even if you do not agree with) their perspective, you enhance your own credibility. Objectivity can help you to better articulate questions and statements and address the issues.

More resources

Related workshops (see calendar on pg. 3)

- *How to Collaborate With Professionals*
- *Can You Hear Me Now?*
- *Parents as Advocates*

Online

- <http://www.directionservice.org/cadre/success.cfm>
- <http://www.fetaweb.com/02/schculture.alessi.htm>
- <http://www.nichcy.org/pubs/parent/pa9txt.htm>
- <http://www.strengthforcaring.com/daily-care/124/communicating-with-professionals.html>

From the professionals' view...

We asked professionals for their opinion on effective communication

“The characteristics that I have felt are most welcome are a sense of humor, a sense of timing, and a sense of purpose. The last is the easiest as the purpose is often to provide the most benefit for their child. The middle one has to do with a realization on the part of parents that physicians are often caring for many patients and many families so that as much time and warning they can provide when requesting something outside the usual and necessary care that their child might require (a letter, or a report, or a phone call to a teacher or psychologist or other provider) the better. The sense of humor is important for all of us.”

— Daniel B. Kessler MD, FAAP
Clinical Associate Professor of Pediatrics
Director, Arizona Child Study Center
Children's Health Center of St. Joseph's Hospital

“To think of the student's needs above the rest of ours. To work as a team with the child's best interest in mind and take appropriate responsibilities in following through with commitments.”

— Rachel Devereaux
Special Education Consultant

“Asking questions shows that you are engaged in the conversation with the professional as an important and vital part of the team. It helps the professional know if they are communicating clearly and how you are receiving the information.”

— Judi Tyler, LMSW
Social Worker
Childrens Rehabilitative Services

“I think the most important thing is that parents come prepared to ask questions, gather information and be involved.”

— Cynthia Nakamura LCSW
Clinical Social Worker
Phoenix Childrens Hospital

“It is most beneficial when families are open to trying something new or different. And it is important for them to really take ownership of their role.”

— Richard Diaz
Program Manager, Mayfield Center
PREHAB of Arizona

2006 Candidate Forum

On Children's Issues

Featuring candidates for Arizona's

Governor

and

**Superintendent of
Public Instruction**

Sunday, October 8th

2:30 - 5 pm

North High School

1101 East Thomas Road, Phoenix

Moderated by

Kent Dana, CBS 5 News

Tickets: \$10, Children K-12 are free

Please send registration form
and payment to:
Children's Action Alliance
4001 North 3rd St., Suite 160
Phoenix, AZ 85012
602-266-0707

Name _____

Address _____

City, State _____

Zip _____

Phone _____

of Tickets _____

MC VISA Checks payable to *Children's Action Alliance*

Acct. # _____

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signature _____



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Parent's Perspective

It's All About Attitude — by Gayle Nobel

Besides autism, my 22 year-old son Kyle also experiences cyclical anxiety episodes each month when the moon is almost full. The doctors have yet to come up with an explanation/diagnosis or even a permanent treatment. These episodes greatly diminish the quality of Kyle's life as he is confined to the house during these weeks and in essence, so are we.

It would be easy to enter the doctor's office in fighting mode, demanding immediate answers and solutions. Then I remind myself that medicine is not an exact science especially when you are dealing with something as complex as the brain in an individual that already has one that is wired differently. So my goal is to communicate my observations and concerns as clearly and effectively as possible and remember that this is a process.

While our doctor is an expert on medical treatments for anxiety or whatever this mysterious version of Kyle is, I remain the expert on Kyle. We are a team and hopefully, treating each other with equal amounts of respect for our roles in the process of helping Kyle.

It's important that I not be afraid to speak up even if it's the middle of the night on a Saturday night and Kyle's level of agitation and anxiety is at an all time high after recently beginning a new medication. I appreciate that the doctor does not tell me to give it more time or question whether I am sure this is a reaction to the medication. She calmly offers solutions and I begin to calm as well. I don't take my frustration out on this human being on the other end of the phone because she is on my team.

As usual, "it's all about attitude!" My attitude is going to determine my experience. If I want this to be a positive one where both myself and the doctor are working as partners to find solutions, I am aware that I want to remain patient, helpful and calm. I am even striving for acceptance, while trying to find solutions to help Kyle maintain his mental health even when the moon is full.

— *Gayle Nobel is a Raising Special Kids volunteer and co-author of the newly released book "It's All About Attitude, Loving and Living Well with Autism." Below is an excerpt from the book. (available at www.desertbeachpublications.com.)*

Beneath the Veil

Quite some time ago, our pediatrician informed us it was time to take Kyle to a doctor who treats adults. If it were up to me, I would stay with our pediatrician forever. Having treated Kyle since early infancy, he knows our story and is great with both of us. We've had a successful working relationship throughout the years, and it is with reluctance that we make a change.

How do I begin with a new doctor? How can I tell him our twenty-year saga in a fifteen-minute office visit? What does he really need to know about Kyle, and what do I want him to discover for himself?

As with everyone, I hope he can learn to look beneath the veil. This can be a challenge, even for me. In one respect, given Kyle's regular appearance, it's hard to imagine the extent of his challenges. However, beneath his perfect physical features, sensory disarray can make his world a positively overwhelming place.

The body of my strong, tall, twenty-year-old acts as a veil for an emotional self that could really be very young. I want our new doctor to approach Kyle as a young man, and at the same time remember there is a little person inside who might be very frightened and unable to understand what's happening. I want him to be compassionate toward him without babying or talking down to him.

Often, the first thing people seem to notice is Kyle's unusual behavior. They might not even notice he looks the same as you and me, instead paying more attention to his humming, vocalizing, or flapping. His actions lead them to believe there isn't much going on inside. They easily underestimate the extent of his understanding and awareness.

After going to an autism conference recently, attended by many nonverbal people who were achieving at the college level, I began reminding myself that I want to assume more competence in Kyle. This is what I'd like from others as well. Since relationships in our society are based very much on verbal connections and unspoken social rules, where does a nonverbal person like Kyle, who lacks understanding of those rules, fit in? Is he to live forever as an observer on the periphery of life? Sometimes I have no answers, only questions.

So, after procrastinating for months about this transition to a new doctor, we finally opted to see my sister-in-law's long-time family practice physician. During our first office visit, I was relieved to see he didn't push Kyle too much beyond what he was willing to tolerate during the examination. It was evident he didn't want to force himself on Kyle. He patiently examined him with a respectful, gentle kindness. While he'd had no experience with someone with autism, he entered the relationship with an open mind, and perhaps an open heart. What more could I ask?

New fact sheets

Concise information on health service agencies

Quick reference fact sheets are now available to help families navigate the array of agencies and services in Arizona for children with special health care needs. Developed as part of the three-year Family-to-Family Health Care Information Center project awarded to Raising Special Kids, each

sheet presents an outline of a service agency and answers questions including:

- Who is eligible?*
- What services are provided?*
- How much does it cost?*
- How are services delivered?*
- What documents do I need? and*
- Where do I apply?*

For more comprehensive information, workshops on private health insurance and public agencies that finance and deliver health care are listed in our calendar (pg. 3). Online trainings are under construction and will soon be available as interactive workshops through the Arizona Department of Health Services.

Fact Sheets are currently available for:

- AZ Health Care Cost Containment System (AHCCCS - Medicaid)
- AZ Long Term Care System (ALTCS)
- Children's Rehabilitative Services (CRS)
- Community Health Centers (CHCs)
- County Resources (15)
- KidsCare
- Division of Developmental Disabilities (DDD)
- Indian Health Service (IHS)
- Private Insurance
- Regional Behavioral Health Authorities
- TRICARE ECHO (military)

Stay tuned, more to come...

Copies are available for free by calling 602-242-4366 or 800-237-3007 or download them online at www.raisingpecialkids.org.

Children's Rehabilitative Services (CRS)
 Ages 0-2 3-5 6-17 18-20
 Children's Rehabilitative Services (CRS) provides clinic-based, specialty medical treatment, rehabilitation services for children with identified physical disabilities, chronic illnesses, or medical...
HOW ARE SERVICES DELIVERED?
 The CRS Program offers a multi-specialty, interdisciplinary team approach to care with services delivered (generally) at one of the state's four CRS clinics - Phoenix, Tucson, Flagstaff and Tempe.
WHAT DOCUMENTS DO I NEED?
 To your INITIAL CRS interview, you bring:
 • Proof of your child's:
 • Age (birth certificate, school record, etc.)
 • Citizenship (birth certificate, etc.)
 • Health Coverage (insurance or AHCCCS card) - if applicable
 • Residency (utility bill, lease, etc.) or
 • Signed Affidavit stating to whom you remain in AZ
 • Guardianship (court documents)
WHAT DOCUMENTS DO I BRING?
 • Documents by your year:
 • Identity (driver's license, photo ID)
 • Earnings (pay stubs, income tax returns)
 • Unearned income & child support (court orders, Social Security Administration letters, etc.)
 • Child care and past & current medical expenses

AHCCCS Health Insurance for Children Families with Children
 Ages 0-2 3-5 6-17 18-20 21+
 The Arizona Health Care Cost Containment System (AHCCCS) is Arizona's Medicaid program. AHCCCS is a managed care health insurance system...
WHO IS ELIGIBLE?
 • Medicaid-eligible child under age 19
 • U.S. citizen or qualified immigrant
 • Arizona resident with Social Security Number
 • Household income is at or below 100% Federal Poverty Level (FPL; monthly income < \$2,000 for family of 4)
 • Can be added from household income \$10/month for each person employed & up to \$200/month for children to enable a family member to work.
 • No limit on residence or property that is covered
WHAT SERVICES ARE COVERED?
 • Doctor & Specialist care
 • Prescription & medical supplies
 • Surgery & hospital stays
 • Lab & x-ray services
 • 24-hour emergency medical care
 • Physical therapy & occupational therapy
 • Dental, eye & hearing screening/treatment
 • Behavioral health services
 • Pregnancy care
 • Emergency/Non-emergency medical transportation
 • Occupational, physical & speech therapies
HOW MUCH DOES IT COST?
 \$1 copay for doctor's office visit, and \$0 copay for non-emergency visit of emergency room. However, an AHCCCS provider cannot refuse to provide services to someone who cannot pay the copay. Native Americans receive AHCCCS services at no cost.
HOW ARE SERVICES DELIVERED?
 AHCCCS uses a "managed care" system for all of its health insurance programs. The state contracts with...

Sample fact sheets

Changes in citizenship documentation

AHCCCS implements new requirements for consumers

Notice from the Arizona Health Care Cost Containment System:

AHCCCS Members and Applicants are now required to provide additional documentation of U.S. citizenship and identity.

Due to a change in Federal law, AHCCCS members and applicants who are United States citizens must provide additional proof of U.S. citizenship and identity when renewing or applying for AHCCCS health insurance benefits, including Arizona Long Term Care System (ALTCS) and the KidsCare program.

Fast Facts

When do the new requirements start?

On July 1, 2006 all members, at the time of renewal, or applicants will need to provide proof of U.S. citizenship and identity.

Why new requirements?

The Deficit Reduction Act, a Federal law signed in February, 2006, requires all Medicaid (AHCCCS) applicants, claiming U.S. citizenship to document both U.S. citizenship and identity.

For more details visit: <http://www.azahcccs.gov/Members/citizenship.asp>
 Or call: 602-417-7000 or 800-962-6690 outside Maricopa County

The Arizona Early Intervention Program Connecting with AzEIP

Maureen Casey, a family representative on the ICC, contributed this article.

One of the cornerstones of a successful Early Intervention program is communication. You are the expert on your child and family, and your team has expertise in early childhood and their specific disciplines. Together, you will all create a plan that is unique to your child and family. To do this, all members of the team must share information on a regular basis. Your Individualized Family Service Plan (IFSP) is what will guide those discussions.

Before your child's IFSP meetings you should spend some time thinking about your child's strengths. What does she like to do and what is she good at? Has he made his own accommodations? My son's disability affects how fast he can move. At two years old, we noticed that during games of tag he used distraction, not speed to win. We want to build on that strength. Now think about your child's needs. What areas are you concerned about? What would you like to focus on? Determine what your priorities are for you and your child and share this information with your team.

Next, think about your everyday routines and activities. What works well, what does not. Think about your mealtime, who is there, what does it look like? What activities are important to your family? What does your family like to do? What does your infant or toddler like to do? For instance, do you go to the park, or go to baby-time at the library? Do your child's delays make any of these activities hard, and if so how? Again, share this information with your team.

You have probably tried different things to address your child's needs. Sharing this with your team will



help them to understand how your child's delay affects your family. For instance, if your child's delay makes it hard for her to eat, you may have begun to feed her before the rest of the family. Think about how that affects your child and the rest of the family. Is that strategy working? Is there something you would like to change? Was that your first choice, or did you try something else first? At each session with

your team, you should begin by talking about how you did or did not use the strategies or activities suggested at the last visit. Remember, any activities your team comes up with are suggestions. They are not homework and are not intended to make your life harder; rather, suggestions should make your family's day easier. If they do not fit into your life or routine, tell your team members. If they do not know that their ideas are not working they cannot help you properly.

Once you have shared your view of your child's strengths and needs, your everyday routines and activities, your priorities and the strategies you have already tried, you and your team can discuss your outcomes. What are the things you would like to see happen? These are called Functional Outcomes (see the January – March 2006 issue for more on this). You will develop outcomes, and your team will develop strategies and activities, which will help you and your child achieve those outcomes. While this newsletter has focused on using those tips during IFSP meetings, ideally you should be having these conversations in a much smaller way during every session. The more energy you and your team put into talking about what is working and what is not working, the stronger your early intervention program will be.

This column is a collaboration between AzEIP, Raising Special Kids and Pilot Parents of Southern Arizona to benefit families of young children with disabilities in Arizona. If you have questions or suggestions for content, or if you would like information on council or committee meetings or to be on AzEIP's mailing list, call Maxine Piper at AzEIP: (602) 532-9960 or (888) 439-5609 or email allazeip2@azdes.gov

Programa de Intervención para Niños de Arizona

La Conexión con AzEIP

Maureen Casey, una representante de la familia en ICC, contribuyó este artículo.

Uno de los pilares de un programa exitoso de Intervención Temprana es la comunicación. Usted es el/la experto/a en su hijo/a y familia, y su equipo tiene pericia en la infancia temprana y sus disciplinas específicas. Juntos, todos ustedes crearán un plan exclusivo para su hijo/a y familia. Para hacer esto, todos los miembros del equipo deben compartir información con regularidad. Su Plan de Servicio Individualizado para la Familia (IFSP por sus siglas en inglés) guiará esas pláticas.

Antes de las reuniones del IFSP de su hijo/a, usted debe pasar cierto tiempo pensando sobre las fortalezas de su hijo/a. ¿Qué le gusta hacer y qué hace mejor? ¿Ha hecho sus propias adaptaciones? Las discapacidades de mi hijo afectan la velocidad en la que se puede mover. A los dos años de edad, nosotros notamos que durante el juego de la roña él usaba la distracción, no la velocidad para ganar. Nosotros queremos estimular esa fortaleza. Ahora piense sobre las necesidades de su hijo/a. ¿Qué áreas le preocupan a usted? ¿En qué le gustaría enfocarse? Determine cuáles son sus prioridades para usted y su hijo/a, y comparta esta información con su equipo.

Después, piense sobre las rutinas y actividades cotidianas. ¿Qué funciona bien, qué no funciona. Piense en su hora de comer, ¿quién está ahí, qué apariencia tiene? ¿Qué actividades son importantes para su familia? ¿Qué le gusta hacer a su familia? ¿Qué le gusta hacer a su bebé o a su pequeñito/a? Por ejemplo, ¿usted va al parque, o va a la biblioteca a la hora de los bebés? ¿Los retrasos de su hijo/a dificultan más estas actividades, y si es así, cómo? Otra vez, comparta esta información con su equipo.

Probablemente usted ha intentado distintas cosas para dirigir las necesidades de su hijo/a. Al compartir



esto con su equipo, ayudará a que éste entienda cómo los retrasos de su hijo/a afectan a su familia. Por ejemplo, si el retraso de su hija hace que se le dificulte comer, podría haber empezado a alimentarla antes del resto de su familia. Piense sobre cómo eso afecta a su hija y al resto de la familia. ¿Esa estrategia funciona?

¿Hay algo que desearía cambiar? ¿Esa fue su primera elección, o intentó antes algo distinto? En cada sesión con su equipo, debe empezar a hablar sobre cómo usó o no las estrategias o actividades sugeridas en la última visita. Recuerde que cualquier actividad que se le ocurra a su equipo son sugerencias. No es una tarea y no tienen la intención de dificultar su vida; sino que dichas sugerencias deben hacer su día familiar más fácil. Si no se ajustan a su vida o rutina, infórmeleselo a los miembros de su equipo. Si ellos no saben que sus ideas no están funcionando, no podrán ayudarle adecuadamente.

Una vez que haya compartido su punto de vista de las fortalezas y necesidades de su hijo/a, sus rutinas y actividades cotidianas, las prioridades y estrategias que ya han intentado, usted y su equipo pueden hablar sobre los resultados. ¿Qué cosas le gustaría que sucediesen? Éstas se llaman Resultados Funcionales (vea la edición de enero – marzo 2006 para más información sobre esto). Usted desarrollará resultados, y su equipo desarrollará estrategias y actividades que les ayudarán a usted y su hijo/a a lograr esos resultados. Mientras que este boletín informativo se ha enfocado en usar esos consejos durante las reuniones del IFSP, idealmente usted debería tener estas conversaciones a una escala menor en cada sesión. Entre más energía pongan usted y su equipo para hablar sobre lo que funciona y lo que no funciona, más fuerte será su programa de intervención temprana.

Esta es una colaboración entre AzEIP, Raising Special Kids y Pilot Parents of Southern Arizona para beneficiar a las familias de los niños pequeños con incapacidades que viven en el estado de Arizona. Si tiene alguna pregunta o sugerencia, llame a AzEIP (602) 532-9960 ó (888) 439-5609 ó mensaje electrónico allazeip2@azdes.gov. También puede llamar a Raising Special Kids (602) 242-4366.

Comunicándose con los profesionales

Técnicas efectivas, resultados positivos

Si usted es padre, madre o proveedor de cuidado de un/a niño/a con una discapacidad o necesidad especial del cuidado de la salud—Le damos la bienvenida



al mundo de doctores, terapeutas, educadores, administradores, investigadores, abogados, (la lista continúa)... al mundo de los profesionales. Probablemente, cada profesional se enfoca en una pieza estrecha del inmenso rompecabezas de la personalidad, la biología, la salud, las experiencias, las preferencias, lo que disgusta, las habilidades, los temores, las pasiones—la mezcla mágica que es su singular hijo/a.

¿Sus planes de paternidad incluyeron ser investigador, negociador o diplomático? ¿Alguna vez se imaginó convertirse en experto/a en las áreas de medicina, educación o leyes? Tal vez usted estaba lo suficientemente feliz con sólo ser mamá o papá.

Cuando se trata de navegar por los servicios de sus hijos, los

padres se encuentran en el asiento del conductor, y los profesionales son aliados importantes. Los padres de niños con discapacidades podrían desconcertarse al encontrarse en una carrera virtual de coordinación del cuidado de la salud, metas de educación especial, terapias, habilitación y una gran cantidad de actividades que no esperaban que fuesen parte de la paternidad. La buena comunicación con los profesionales durante la vida de su hijo/a es la clave para obtener resultados exitosos.

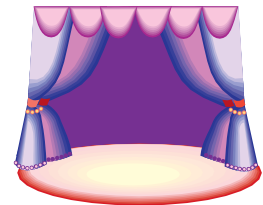
Mantenga la perspectiva

Enfrentarse con numerosos profesionales experimentados mientras navega el sistema del cuidado de la salud y educativo podría parecer abrumador. Tanto padres como profesionales tienen una pericia crítica: Los profesionales podrían saber qué programas hay disponibles y qué ha ayudado a otros niños con problemas similares, además de que tienen habilidades para evaluar su progreso hacia una meta específica. Los padres cuentan con un conocimiento íntimo de la forma en la que responde su hijo/a a distintas situaciones, qué ha o no ha funcionado previamente, e información sobre otros factores en la vida del/la niño/a — los padres son expertos en sus hijos.

Reconocer la importancia de su papel y su igualdad en la relación, puede ayudar a reducir los sentimientos de intimidación, nerviosismo o temor. Las reacciones que nacen del temor — ya sean pasivas, conciliatorias, amenazantes o agresivas — tienden a ser inefectivas, y es posible que no conduzcan a resultados positivos para su hijo/a.

La comunicación es una herramienta — aprenda a usarla bien para obtener mejores beneficios. Cuando se reúna con los educadores, proveedores del cuidado de la salud u otros profesionales, las siguientes técnicas le pueden ayudar a lograr mejores resultados:

Prepare el escenario



Prepárese y piense en sus prioridades antes de una reunión.

Identifique el propósito, establezca metas, escriba una lista de preguntas, recopile datos, programe suficiente tiempo (si es necesario pida una extensión en su cita). Aborde primero los problemas más importantes. Haga preguntas o declaraciones con claridad. Para invitar la retroalimentación y el diálogo, haga preguntas abiertas en lugar de preguntas que requieran respuestas sí ó no

Comunicándose con los profesionales

Técnicas efectivas, resultados positivos

(ejem.: pregunte “¿Cómo podemos...?” en lugar de “¿Sabe usted cómo podemos...?”)

Sea persistente



No se intimide por fallas aparentes (ni se confíe demasiado debido al éxito instantáneo). En ambas situaciones haga un seguimiento y evite el riesgo de la complacencia.

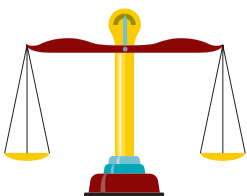
Escuche

En ocasiones, las siglas o los términos técnicos se usan constantemente en las conversaciones con profesionales. Si no está clara cualquier terminología o significado — pregunte. Tome notas, pida clarificación, repita lo que usted crea que alguien quiso decir, y dé la oportunidad para que respondan.



Mantenga un balance y la mente abierta

Mantenga su enfoque en sus metas, pero esté listo/a para considerar un nuevo enfoque, otras ideas o



posibles compromisos. Abra su mente para entender la posición de la otra persona. Si puede reconocer (aunque no esté de acuerdo) su perspectiva, usted mejorará su propia credibilidad. La objetividad le puede ayudar a articular mejor sus preguntas y declaraciones, además de enfrentarse a los problemas.

Establezca un itinerario



Identifique las metas claramente, y programe una hora para revisar el progreso o volver a evaluar el plan de acción. Revise los artículos que requieren acción, e identifique con claridad quién es “dueño” de cada responsabilidad.

Dé seguimiento



Muestre que usted toma los acuerdos con seriedad dando seguimiento a cualquier curso de acción acordado. Reconozca los éxitos, muestre apreciación, busque puntos positivos para

reconocer abiertamente y agradecer las contribuciones de los demás. Verifique de manera cortés pero firme que los demás cumplan con su cometido, y si es necesario, hágalo por escrito.

Mantenga registros



El progreso — o la falta de progreso — puede volverse más aparente cuando revise registros precisos mantenidos a través del tiempo. Usando registros para ilustrar un punto puede ser el factor decisivo en una discusión, y puede proporcionar datos para guiar las decisiones. El repaso periódico de los registros también puede revelar desviaciones en las metas y ayudar a establecer sus prioridades.

Usar estas estrategias, significará menos frustración y estrés para todas las partes, mejorará los resultados y dará a los padres la oportunidad de modelar una herramienta invaluable — la comunicación efectiva — para sus hijos.

Worth Noting

Scoops of support

Cold Stone Creamery comes through again!

On **Monday, August 21st from 5 to 8 pm** select Cold Stone Creameries will be dishing up delicious ice cream treats to support Arizona families. Participating stores will donate 50% of net sales during this event to Raising Special Kids for families of children with disabilities and special health care needs.

Raising Special Kids is honored to be selected as the beneficiary of this effort. We salute the spirit of community support for families by Cold Stone Creameries.



The locations below will be participating in this event:

455 N. 3rd St. #120 Phoenix, AZ 85004

2170 E. Baseline Road, Ste. 136 Phoenix, AZ 85042

1949 E. Camelback Rd., #Suite 162 Phoenix, AZ 85016

2525 E. Camelback Rd., #130 Phoenix, AZ 85016

4290 E Indian School Rd., Suite 120 Phoenix, AZ 85018

7131 W. Ray Rd. #27 Chandler, AZ 85226

2960 S. Alma School Rd., #3 Chandler, AZ 85248

3163 West Chandler Blvd, Ste V-114 Chandler, AZ 85226

3641 E. Baseline Rd., #Q101 Gilbert, AZ 85234

1664 E. Florence Casa Grande, AZ 85222

Transition tales

Recent accomplishments by young adults

Here's the latest news on some recent accomplishments by some very talented young adults.

Matt Hoie, 19, a May graduate of Paradise Valley High School, was recognized as "outstanding senior" by the Special Services Faculty, and named the recipient of the Bryan J. Pollan Memorial Scholarship. The scholarship of \$2,000 recognizes outstanding academic accomplishment in students who overcome significant adversity or challenges in the achievement of their education. Matt plans to attend Paradise Valley Community College in the fall. Congratulations Matt!

Carrie Raabe, 22, gave the keynote presentation entitled "This Little Light of Mine" at the Treasure Valley Transition Fair in Nampa, Idaho. Carrie enjoyed visiting a program for youths with developmental disabilities and using sign language to communicate with students. "I enjoyed learning new ways to talk," she noted. Carrie reports the experience has inspired her to consider a job working with young adults in center-based programs. We salute you Carrie!

Eric Nunn, 15, is graduating from middle school in Arizona and welcoming the challenge of a cross-country move to Ocean Lakes High School and a new home in Virginia Beach, VA. Eric and his family have been long-time volunteers and Family Faculty. We send our thanks for all their help and our best wishes for the future!

If you have a transition success story, please let us know! If you need information to assist a high school student or young adult with transition plans, career or job development, independent living, self-advocacy, continuing education or other questions contact Juliana Recio, Transition Coordinator, at Raising Special Kids, 602 242-4366 X 205.

Sixth Annual Transition Conference

**VOICES, CHOICES
AND RESULTS
Sept. 18-19, 2006**

Radisson Fort McDowell Resort
10438 N. Fort McDowell Rd.
Scottsdale, AZ 85264

Register by Sept. 1 online at www.ade.az.gov, click on "Calendar of Events". For more information, please contact Jeannette Zemeida at (602) 542-3855.

Join Raising Special Kids for our presentation "Career and Job Development Guided Tour: A Plan for Youth and Parents" at 2:45 pm on Monday, Sept. 18.

A Focus Group event on transition issues for parents and youth is being planned for this fall in coordination with Rehabilitation Services Administration. Check Raising Special Kids' website for more details as they become available.

Community Notes

GCDD Five Year Plan

The Governor's Council on Developmental Disabilities has published a draft of the new "Five Year Plan for 2007-2011." Based on input gathered during the past year from community forums, surveys and discussions with community partners, the plan is intended to address the needs of people with developmental disabilities in Arizona.

Topics addressed in the plan include Education and Early Intervention, Housing, Employment, Community Supports, Health Care, Transportation, and Quality Assurance.

GCDD Executive Director Jami Snyder stated "The goals and objectives contained in the plan that is ultimately adopted by the Council and approved by its federal funding agency, the Department of Health and Human Services/Administration on Developmental Disabilities, will guide all of the work conducted by the Council over the course of the next five years."

The final draft will be approved by the council on July 13. For more information visit the council's website at <http://www.azgcd.org/>.

Smart Card Program

The First Responder Smart Card offers families the option of registering for a program designed to improve emergency response services for people with special health care needs.

Currently available in Scottsdale, the program enables the addresses of individuals with disabilities to be flagged in police dispatch systems so emergency responders will be alerted to look for a Smart Card posted at the residence. The Smart Card contains information for Police, Fire Fighters and Emergency Medical Technicians regarding the individual with special needs such as medications, the patient's behavioral tendencies and emergency contact numbers.

The program also offers training to emergency personnel on how to better recognize and respond to someone with special needs including physical, mental, emotional, behavioral, learning, developmental, cognitive and medical needs. For more information call (480) 312-CARD or e-mail smartcard@scottsdaleaz.gov

ABIL providing attendant care

Arizona Bridge to Independent Living now has a contract with the Division of Developmental Disabilities (DDD) to provide attendant care and housekeeping to consumers with developmental disabilities.

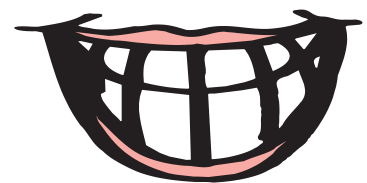
They have begun receiving referrals from DDD, and are cross-training many long-time employees to provide service. If you are seeking a personal attendant or know someone interested in being a personal attendant please contact Larry Serpa, PAS DDD Program Manager, at 480-222-4215.

Diapers covered!

Preventive incontinence briefs needed as the result of a disability are now covered through AHCCCS insurance. The change is the result of the March 3rd decision in *Eckloff vs. Rogers*, argued by the Arizona Center for Disability Law.

Supplies of up to 240 diapers per month can be obtained by faxing a prescription from the patient's primary care physician (including brand and size) to the medical supply company for the child's AHCCCS insurance provider. Include a cover sheet from the doctor with the patient's address and diagnosis.

Anyone having difficulties obtaining briefs for their children can contact the Health Care Services Team at the Arizona Center for Disability Law at (602) 274-6287 or toll-free at 1-800-927-2260.



Find a Dentist

The Arizona Dental Association (AzDA) has completed a special needs dentistry training program for dentists and established a free "Find a Dentist" service to help locate dentists to treat patients with special needs. Online: log onto www.azda.org, click on Public and then Find a Dentist. Or call 480-344-5777 or 800-866-2732 for a referral.

Raising Special Kids News

Volunteers helped staff our information table at the Women's Expo event at the Civic Center.



(Right) A volunteer for Catch a Special Thrill (C.A.S.T.) For Kids fishing day helps Spencer check out his prize catch. The annual event, sponsored by the Bureau of Reclamation offers children with special needs and their families an opportunity to learn how to fish with fishing professionals at no cost! Four Raising Special Kids families participated in the fun at Lake Pleasant.



Grant awarded

Thanks to a grant from the Arizona Community Foundation for the goal of improving our technology capacity, Raising Special Kids will soon be upgrading parts of our computer network and data systems. We offer our sincere appreciation to ACT for this much-needed opportunity.



(Above) Raising Special Kids volunteer Miguel Silva and his family enjoyed the festivities at Special Day for Special Kids.

(Below) Event volunteer and Board Member Kevin Bonner with his son, Patrick, at Special Day for Special Kids.



Many thanks to the Scottsdale Sunrise Rotary Club and Scottsdale Unified School District Service Learning Classes for their sponsorship of the Special Day for Special Kids event in April.

We are seeking items
for a fundraiser

Silent Auction

Thurs., Nov. 9, 2006

to benefit

Raising Special Kids

If you know of an individual, business or organization who may be willing to donate gift certificates, passes, event tickets, artwork or other similar items, please call Heather Buchta at 602-229-5228.

Free Estate Planning Workshop

Save the date for

"Planning for the Future of Your Child or Dependent with Special Needs"

Tuesday, July 18, 2006

6:00 pm - 7:30 pm

Raising Special Kids office:
2400 N. Central Ave. Suite 200, Phoenix

Issues to be addressed include:

- Government Benefit Eligibility
- Guardianship and Conservatorship, Guardian Ad Litem
- Financial Security and Funding Options

Sponsored by Raising Special Kids
Presented by MetDESK Specialists
Jason Cowans & Greg Morell

RSVP to 602-242-4366 or
800-237-3007

In The Spotlight

Volunteers are the Heart of Raising Special Kids Thank You!

Avondale

Claudia Lizarraga
Gabriela Sanchez-
Orozco

Bullhead City

Lorraine Sorenson

Cave Creek

Mark Trombino

Chandler

Kym McMullin
Damita Radtke
Donna Riser

Gilbert

Carol Boyd
Kari Cook
Traci Guerra
Shawnie Huff
Jennifer Kurr
Janna Murrell

Glendale

Courtney Chudziak
Jane Dalen
Marge Dalen
Amy Gonzalez
Marc Monaghan
Elizabeth Naughton
Dana Southworth
Cee Cee Tassinari

Goodyear

Lydia Saunders

Kingman

Art Gode

Laveen

Linda Cannon

Mesa

Nancy Aposhian
Kimberly Crook
Julie Follmer
Christy Holstad
Monica Hulsey
Kristi Kleban

Peoria

Maggie Everts

Phoenix

Beatriz Acosta
Veronica Acosta
Rebecca Bailey
Kevin Behl
Debbie & David
Demland
Phyllis Eisner
Cheryl Fisher
Nancy Gunderson
Dolores Herrera
Monica Liang Aguirre
Nancy Licht
Sheila McMahon
Kari Moore
Gayle Nobel
Terri Nunn
Susan Ory
Nannette Salasek
Carolyn Sechler
Nancy Williams

Prescott

Katie Windsor

Paradise Valley

Jennifer Lansky

Queen Creek

Michelle Steff

Scottsdale

Connie Chu
Janet Gutierrez
Lynn Michels
Jude Notman
Suzanne Perryman
Julie Sherman

Sun Lakes

Philip Sanabria

Sun City West

Ginger Barnhart

Surprise

Laura Riddle
Lara Woodworth

Tempe

Beth Wiley

Tolleson

Kristie Amator

Making a Difference in the Lives of Children Thank You!

Academic Behavior Alternatives

Apraxia Support Group

Arizona Early Intervention Program

Carmen Rangel

Arizona State University

Dr. McBride

Assist To Independence -Tuba City

Arizona Asthma Coalition

Arizona Center For Disability Law

Arizona Department Of Health

Vivien Burley

Arizona Department Of Education

PINS/PALS

Roberta Brown

Sharon Moeller

Banner Childrens Hospital

Lucille McElrath RN

Nathalie Grolimond

Alicia Strenick

Jane Ryan

Jennifer Stalteri

Amira El-Ahmadiyyah

Heidi Solak

Banner Desert Medical Center

Rachel Calendo

Banner Thunderbird NICU

Baptist Childrens Services

Ginger Barnhart

Bayless & Associates

Maria Willis

Cartwright Elementary School District

Rhonda Hancock

Centro De Amistad Inc.

Diana Estrada

Childcare Resource and Referral

Childrens Rehabilitative Services

Anne Chase

Judi Tyler

Council For Jews With Special Needs

Becca Hornstein

DDD

Ruthann Bilkey

Cindy Bordeaux

Gloria Bustos

Sara Bravo

Steve Burgess

Caroline Champlin

Danielle Charles

Bonnie Critchfield

Barbara Croom

Josie De La Cerda

Anita Decker

Gladys Drake

Francine Emrick

Maria Fernandez

Danielle Ferrante

Sabin Gershweir

Katherine Hartnett

Kristen Heninger

Hattie Hill

Cindy Keller

Marvin Lewis

Fabiola Montelongo

Armando Munoz

Gina Niccum

Karen Nugent

Karen Patten

Elsie Penrod

Linda Ramsay

Gloria Santiago

Kizzy Sepulveda

Nancy Skiver

Dana Southworth

Jodi Stein

Ernestine Thompson

Esther Vargas

Tanushree Vashist

Jo Ann Valdez

Meredith Webb

Penny Willer

Particia O. Williams

John Zarilli

East Valley Family Resource Center

Dr. Elaine Ellis

Family Advocacy Program - US Military

Foundation For Blind Children

Frogs Landing

Elaine Berkley

Ganado Exceptional Students Services

GANE

Goodwill Of Central Arizona

Peggy Allen

Growing In Beauty

Verna J. Harvey

Highland Lakes

Roseanne Horn

Hospice Of The Valley

Pam Ruzi

Jennifer Yuhas

Jewish Family & Childrens Services

Lodestar Family Connection Center

Peggy Cho

Make A Wish Foundation

Maricopa Medical Center

Patty Morris

Mercy Care Plan

Michelle Hamilton

Mesa Pediatrics

Mesquite High School

Lisa Dee Meyerson Marshall

NICHY

Judith Niccum

Northern Arizona University

Susan Marks

PACER

Palm Valley Elementary

Mary Engstrom, RN

Peoria Unified School District

Phoenix Childrens Hospital Cystic Fibrosis Clinic

Phoenix Childrens Hospital

Cynthia Nakamura

Jennifer Smith

Julia Wise

Phoenix Indian Medical Center

Connie O'Marra

Pinnacle High School

Shelley Carlson

Dr. Karlsson Roth

Sanders Middle School

Southwest Human Development

Carolina Pinero

St. Joseph's Hospital

Carol Bedner

Dr. Cody Conklin

Melissa Abbitt

Touchstone Behavioral Health

United Cerebral Palsy Of Central Arizona

Valle Del Sol

Frank Rios

Yolanda Touchin

Value Options

Washington School District

West Point Elementary

Kathy Ramirez

West Side Headstart

West Valley Pediatrics

Dianne White

Special thanks to Soroptimist International Valley of the Sun

for their support in 2006 of programs for
families of children with disabilities.

Birdies for Charity



Many thanks to all
who made pledges
through the Phoenix
Thunderbirds
"Birdies for Charity"

program. Pledges based on the
number of birdies hit at the FBR
Open Tournament raised more than
\$4,100 for Raising Special Kids'
programs for families.

RAISING Special Kids
2400 N. Central Avenue, Suite #200
Phoenix, AZ 85004-1313

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Fly Southwest with Raising Special Kids!

Win tickets for a family vacation on Southwest Airlines

Enjoy a vacation with your family or friends compliments of Southwest Airlines and Raising Special Kids. Raffle tickets are available for \$25 each. The winner will win 4 round-trip airline tickets. Only 500 raffle tickets will be sold. The winner will be announced during a special event on Thursday Nov. 9, 2006.

Airline tickets are valid Nov. 1, 2006 through Nov. 1, 2007. Proceeds from the raffle will support programs and services at Raising Special Kids. Just fill out the form at right and send in with payment, or call Raising Special Kids at 602-242-4366 or 800-237-3007.

Our sincere thanks go to Southwest Airlines for their generous donation.



SOUTHWEST.COM[®]

Yes, I would like to purchase (#) _____ chances at \$25 each to win 4 Southwest Airlines tickets.

Name _____

Address _____

City, State _____

Zip _____

Phone _____

Checks payable to *Raising Special Kids* or Charge my MC or VISA:

_____ expiration date _____ signature