



**Raising
Special Kids**
families helping families

Connecting

Connect

Family Support is the Heart of our Mission.

December, 2009 - February, 2010

Volume 14, Number 4

High Expectations

“This is to keep me in line,” said Debbie Voll as she related the story of how one of her special education student’s works of art came to be displayed in her office. “This is to remind me that they can.”

Now an instructor in Paradise Valley Community College’s Education Program, Voll frequently shares

“I believe that no one rises to low expectations.”

— *Debbie Voll, Instructor, Paradise Valley Community College Dept. of Education*

with her students an event that has influenced her throughout a long teaching career. As a new student teacher, Voll was helping a table of kindergarten students prepare for a painting project. Thinking a

little boy with a disability would be needing most of her attention and hand-over-hand assistance to even put any paint on the intended surface, she first turned to the other students at her table to help them get started. After



Debbie Voll, Instructor in the Education Program at Paradise Valley Community College, displays a former student’s masterpiece.

only a brief moment she turned back to the boy to find he had already completed a beautiful picture—a masterpiece!

“I’ve kept that picture on my wall since 1973,” said Voll. “I tell my students, “if we assume a child ‘can’t,’ then we have become their disability.”

PACER Center, the national technical assistance organization for Parent Training and Information Centers (such as Raising Special Kids) published information about building and maintaining high expectations for children with disabilities.

The following valuable tips (in blue) are from PACER’s booklet on High Expectations:

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**DON'T MISS ANY FUTURE ISSUES OF
CONNECTING**

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Director's Column

Setting high expectations and helping children achieve them is one of the primary responsibilities of good parenting. We set high expectations for ourselves, too. Parents strive to find appropriate programs and services, assume responsibilities for care coordination within complex public and private systems, consult and inform professionals, educate themselves on current research and therapeutic interventions, and advocate for their children when barriers and obstacles arise. And that's just the short list....

At this point in a discussion of high expectations the word most likely to appear is "balance". Often it's because we see situations as having only two outcomes and start thinking in terms of an either/or choice: Either I can help my child, or I can have time for myself. Understanding the limitations of this type of thinking is another way of saying that perhaps more than one choice is available.

While our parental role is vitally important to a child's future, we know it's essential to find some accommodation for the social dimension of our lives. Disability can become an isolating condition when the activities of daily life revolve around the needs of our child and diminish the contacts we have with our family members, friends, work and career, and personal interests. Sadness, loneliness, boredom, anxiety and even depression may sometimes be the result.

Each of us will need to answer the balance questions: What are the rewarding personal experiences that most enrich my life? What happens to me when I don't have enough time with my family members, friends, and social connections? Is it necessary to be entirely focused on my child's needs? If so, what am I giving up to do this? Under what circumstances and for how long would it be appropriate to deny myself these things? These are personal assessments which each individual will answer in different ways. Disability is a challenging but normal part of human experience and your child learns this by your example. Set a high expectation – conscientious parenting while leading a full and rewarding life.



**Raising
Special Kids**
families helping families

Connecting is published by
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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 Arizona. Raising Special Kids is a 501(c)3 non-profit organization.

Raising Special Kids Calendar Call 602-242-4366 or 800-237-3007 to register

Our office location is a fragrance-free environment: 5025 E. Washington St., #204, Phoenix, AZ 85034

Positive Behavior Support

Training on effective techniques for behavior management.

Wed. 1/6/10, 1:00 – 2:30 p.m.

Thu. 2/25/10, 6:00 – 7:30 p.m. ☾
(Sharpe School, Mesa)

Sat. 3/6/10, 10:30 – 12:00 noon

Wed. 4/14/10, 10:00 – 12:00 noon

Resilient Relationships

Create and maintain a healthy couples relationship through the journey of raising a child with special needs.

Tue. 3/16/10, 6:30 – 8:30 p.m. ☾
(Peoria Community Center)

Sat. 4/24/10, 9:00 – 10:30 a.m.
(UCP, Phx)

Can you hear me now?

Techniques for effective advocacy. What to ask, how to ask it.

Wed. 1/20/10, 10:00 – 11:30 a.m.

Sat. 2/20/10, 10:45 – 12:00 noon

Thu. 3/25/10, 6:30 – 8:00 p.m. ☾

Wed. 4/21/10, 10:00 – 11:30 a.m.

Guardianship Workshop

Learn about what guardianship involves before your teen turns 18. You will also learn about alternatives to guardianship.

Tue. 1/12/10, 6:30 – 8:00 p.m. ☾

Wed. 2/17/10, 1:00 – 2:30 p.m.

Sat. 3/6/10, 1:00 – 2:30 p.m.
(UCP, Phx)

Tue. 4/13/10, 6:30 – 8:00 p.m. ☾

IEP Basics

Learn about the purpose of Individual Education Programs and how to actively participate.

Wed. 1/6/10, 10:00 – 12:00 noon

Tue. 2/9/10, 1:00 – 3:00 p.m.

Sat. 2/20/10, 9:00 – 10:30 a.m.

Thu. 3/4/10, 5:30 – 7:00 p.m. ☾
(Getz School, Tempe)

Wed. 4/7/10, 10:00 – 12:00 noon

Thu. 4/22/10, 6:30 – 8:30 p.m. ☾
(Peoria Community Center)

Advanced IEP Training

Learn about IEP requirements SMART goals, and how to measure progress. (Recommended: attend IEP Basics first.)

Thu. 2/18/10, 6:30 – 8:30 p.m. ☾

Special Education Overview

Learn what the special education evaluation, IEP, and placement processes include and tips for active participation in all decisions.

Thu. 2/4/10, 5:30 – 7:00 p.m. ☾
(Getz School, Tempe)

Tue. 3/2/10, 1:00 – 3:00 p.m.

Understanding 504

Learn about the 504 requirements, responsibilities of schools, plus samples of 504 accommodations.

Tue. 2/16/10, 1:30 – 3:00 p.m.

Transition from AzEIP to Preschool

Learn about the requirements for transition and tips for a smoother process.

Thu. 1/21/10, 6:30 – 8:00 p.m. ☾

Thu. 2/25/10, 10:00 – 11:30 a.m.

Sat. 3/6/10, 9:00 – 10:20 a.m.

Thu. 4/29/10, 6:30 – 8:00 p.m. ☾

Self-Advocacy for Youth

Learn how students can independently advocate for themselves

Sat. 1/23/10, 10:45 – 12:00 noon

High School Transition

Learn how to prepare youth for transition from high school to higher education, employment, and life in the community.

Sat. 1/23/10, 9:00 – 10:30 a.m.

Thu. 3/11/10, 6:30 – 8:30 p.m. ☾

Tue. 4/13/10, 4:00 – 6:00 p.m.

Organizing Your Child's Records

Learn effective ways to tame that pile of papers.

Thu. 1/7/10, 5:30 – 7:00 p.m. ☾
(Getz School, Tempe)

Thu. 4/15/10, 6:30 – 8:30 p.m. ☾

Bully-Free Environments

Learn how to recognize bullying, effectively respond, and build positive solutions.

Wed. 1/27/10, 10:00 – 11:30 a.m.

Wed. 2/24/10, 6:30 – 8:00 p.m. ☾

Wed. 3/10/10, 1:30 – 3:00 p.m.

Sat. 4/24/10, 10:45 – 12:00 noon

Saturday
workshops are
back!!

www.raisingpecialkids.org

Notice our NEW ALTERNATE LOCATIONS

(workshops listed in red at left)

United Cerebral Palsy (UCP)

1802 W. Parkside Lane

Phoenix, AZ 85027

North of the 101 off of I-17

Resilient Relationships

Sat. 4/24/10, 9:00 – 10:30 a.m.

Guardianship Workshop

Sat. 3/6/10, 1:00 – 2:30 p.m.

Getz School

625 W. Cornell Dr.

Tempe, AZ 85283

Organizing Your Child's Records

Thu. 1/7/10, 5:30 – 7:00 p.m. ☾

Special Education Overview

Thu. 2/4/10, 5:30 – 7:00 p.m. ☾

IEP Basics

Thu. 3/4/10, 5:30 – 7:00 p.m. ☾

Peoria Community Center

8335 W. Jefferson St.

Peoria, AZ 85345

2 blocks south of Peoria Ave.

Resilient Relationships

Tue. 3/16/10, 6:30 – 8:30 p.m. ☾

IEP Basics

Thu. 4/22/10, 6:30 – 8:30 p.m. ☾

Sharpe School

950 N. Sun Valley Blvd.

Mesa, AZ 88207

Positive Behavior Support

Thu. 2/25/10, 6:00 – 7:30 p.m. ☾

Evaluations & Tests

Learn about the types of tests and what they measure, scoring results and what the bell curve means in formal assessments.

Wed. 2/3/10, 10:00 – 12:00 noon

Wed. 3/24/10, 10:00 – 12:00 noon

IEP 1-to-1 Consultation

Bring your child's current IEP as well as your questions and concerns. We will privately address your individual issues and offer solutions and strategies to help you advocate more effectively for your child.

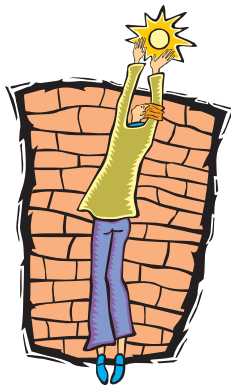
Call for an appointment: 602-242-4366 or 800-237-3007.

Challenging your child to be the best he or she can be

...Because each child is unique, parents need to balance their expectations in a way that is right for their child. We don't want to expect too much and set the child up for failure, or too little and show a lack of faith in the child's capability. Children must be allowed to be who they are and not simply who we dream they will be.

How do we keep this balance with a positive and respectful attitude and encourage our child? Consider these ideas:

- Build on your child's strengths, abilities, natural interests, personality.
- Be intentional. Goals don't just happen. Make a plan of how to accomplish the goal.
- Make it fun; leave room for humor and play.
- Use hobbies or sports to encourage the skill or goal.
- Life shouldn't be all struggle and work. Keep your child's spirit intact with a balance of striving and relaxing, working and playing.
- If something isn't going as you hoped, look at what you are doing, not just what the child is doing. Maybe you'll have to change your method or emotional reactions to better suit the child's way of learning.
- Encourage your child to view mistakes as something normal and as an opportunity to learn.
- Remember you are a parent, not a therapist.
- Work with you child during school breaks. Achieving the goal may take more time than it does for other children.
- Help your child understand how he or she learns best; affirm your child's learning style with positive language.
- Praise small steps and attempts as well as larger accomplishments; most success in life is achieved by those who show up and try.
- Give positive feedback on what is done correctly.



Challenging the low expectations of others

Professionals, and especially your child's school team members, need to hear from parents. Tell them about your child and the dreams you have for your child's future. By providing this information, you will help the school team align the Individualized Education Program (IEP) goals and objectives with the vision you have for your child. The purpose of special education is to prepare children to lead "productive and independent adult lives to the maximum extent possible." Remember a child cannot learn what has not been taught. Make sure your child has the opportunity to learn.

It's helpful to understand that parents and school personnel approach education from different perspectives. Parents often think of long-term goals, and school personnel should be able to break those down into smaller steps to achieve the goals.

How do we encourage the school to help our children reach the goals we've set for them?

- Expect that your child will be valued as a human being whose rights are respected.
- Appreciate those who provide service for your child and actively participate in planning those services.
- Know there is a law that says your child has a right to an appropriate public education where he or she can make meaningful educational progress.
- Show the school what the child can do at home; could you schedule a home visit, videotape your child displaying a particular skill, or show work completed at home to the teacher?
- Share a "snapshot" of your child in a brief, usable format.
- Describe why and how your vision for your child makes sense to you.
- Share you ideas with the school, and be open to ideas from the school; no one knows it all; brainstorm.
- Use you best people-skills
- Educate yourself about the special education process. Learn how to turn your child's needs into measurable goals and find services to achieve those goals.
- Be willing to try something for a given amount of time and measure its effectiveness.

- Discuss meaningful and effective inclusion. You may want to ask such questions as:
- Are there higher expectations for children who are fully included in the regular education classrooms?
- In what environment does my child learn the best? Which subjects?
- What accommodations might help my child participate with other children?
- If my child is included for social reasons, where and how will the academic subjects be taught?
- Does inclusion mean the same thing from year to year?
- Discuss Assistive technology (AT) devices and services. AT may be the key that provides access to instruction and peer interaction
- AT must be considered annually at the IEP team meeting.
- If the IEP team thinks AT may benefit a child, the school must evaluate to see what technology the child needs in order to learn.
- If, through evaluation, AT is needed, those devices and services must be written on the IEP.



Jaz leads a class of preschoolers in yoga.

A parent of a young adult with Down Syndrome, Jill Pearn draws from her experience as a parent who used innovative methods and ideas for her son's Individualized Learning Program (IEP). "Looking back, we practiced what we preached," said Pearn. "We felt that if we expected the school to have high expectations for our child, then we needed to have high expectations at home also."

"We sought out opportunities to include our son in activities," Pearn explained. Jaz's family enrolled him in typical sports teams such as soccer and little

league when he was young, and later when local teams' competition became too intense, they developed a sports team to accommodate their son's needs. Jaz has participated in varied performing arts activities since age two, and attended a typical preschool.

Pearn wanted her son to learn a specific skill that he could use after graduation, so they worked to find an activity based on Jaz's strengths and interests. A high school occupational therapist arranged for him to study yoga. Now, as a high school graduate, Jaz instructs preschoolers in yoga twice a week.

Stephen Hinkle, a graduate student at Northern Arizona University, is working on a Masters degree in Disability Policy Studies and has presented throughout the country on issues he encountered growing up as a person with autism.

Reflecting on the impact that both the presence and absence of high expectations has had on his life Stephen commented, "I feel that the segregated classes I was in until fourth grade were clearly below grade level. More importantly, I also think that I missed out on a lot of the fun from not knowing social skills as a child."

More challenges, and as a result, more opportunities appeared as Stephen got older. He recalls teachers that pushed beyond the regular curriculum and opened new doors for him in education and life skills. An English teacher worked with him to improve his ability to understand narrative reading, and a speech therapist taught him to dance so he could attend homecoming and prom.

Stephen attributes much of his success to the strong advocacy of his mother, who countered medical advice to institutionalize her son at age five. Instead she enrolled him in school and challenged educational systems to fully include him in the regular classroom.

Stephen is glad that he had challenges which helped him to grow. "I surprised myself in that I never thought I would become a national presenter...or go to graduate school."

More on the web:

- <http://www.ldonline.org/article/6162>
- <http://www.ncl.org/ld-basics/ld-aamp-social-skills/self-esteem/low-self-esteem>

Arizona Parent Survey Results

On parents' understanding of Parts B and C of IDEA

In November, the U.S. Department of Education, Office of Special Education Programs conducted a verification visit in Arizona. The purpose was to gather information about how the state meets its requirements under the IDEA (Individuals with Disabilities Education Act). Prior to the OSEP visit, Raising Special Kids was asked to provide community input and conduct a survey to assist in the verification visit. 379 participants responded to the survey for parents of children with disabilities about Part C (birth to 3 years) and Part B (3-22 years) special education requirements.

An invitation to participate in the web-based survey was distributed to a statewide sample of organizations and individuals. The surveys, available in English and Spanish, were accessible for a period of two weeks. Four facilitated focus groups were conducted in Phoenix and Tucson to encourage participation from parents who did not have access to technology.

Part C (Parents of children ages 0-3)

- 68% I have been informed of my rights under the Early Intervention Program for Infants and Toddlers (Part C)
- 53% Don't know if Arizona corrected non-compliance issues
- 2% Requested Mediation, and 6% Due Process Hearing
- 54% I know how to get information and data about EI services
- 20% I get early intervention information and data from a state or local agency
- 48% The early intervention system provides the services and supports my child and family needs
- 52% Do not know how Arizona collects information on early childhood programs and outcomes
- 55% Agree Strongly: My child receives services at home, at child care, or in another familiar place
- 19% I know how well Arizona met federal requirements for early intervention
- 38% I think Arizona implementation of the 45 day timeline was in compliance with IDEA requirements



Part B (Parents of children over age 3)

- 77% I was informed of my rights under federal law, the IDEA
- Area reported most in need of improvement: Teacher Quality
- 55% I don't know if Arizona corrected noncompliance in the past year
- Requested Mediation 8.6%; State Complaint 5.7%; Due Process 4%
- Issues raised were addressed in the complaint: 1.2%
- 42.5% I know how to get information and statistics about special education services and the local school district
- 14% I obtained information from State's website (ADE); 11.4% from PTI
- 23.3% The educational system in Arizona is doing a good job of educating students with disabilities (55% responded No)
- 30.3% Arizona is making progress and improving outcomes for children with disabilities (37.7% responded No)
- 9.8% The IEP team placed my child with a disability in a private school
- 3.2% Disagree Strongly that private school services are comparable to the services in public school (2.8% Agree Strongly)
- 70.4% I do not know how well Arizona complied with federal requirements for special education law and regulations

Conclusion

Many parents provided comments in response to the question about what is the most important thing Arizona can do to improve its ability to meet requirements under the IDEA.

Parent comments centered on three broad themes: Improving teacher quality and performance, adequate state funding, and schools working more effectively with parents.

Thank you to all respondents who participated in this effort to provide direct parent feedback to OSEP's Monitoring and State Improvement Planning Division.

Health

Child care license fees to be guided by health standards

The Arizona Department of Health Services announced fees for all licensees in November.

Will Humble, ADHS Interim Director explained that using input from First Things First, their team “figured out a way to use federal and voter protected funds to offer a substantial discount for most child care facilities, and invented a new public health curriculum for pre-schoolers. As long as facilities participate in our new, easy-to-implement “Empower Pack” public health program for preschoolers, they can receive a significant break on their fees and teach their kids new and valuable life skills to stay healthy.”

The Empower Pack pilot program will allow centers to pay 50% of the new fees. The facilities have to incorporate 10 ways to empower children to lead healthy lives.

“Child Care Facilities provide a unique opportunity to reach families with really strong public health messaging,” said Jeanette Shea-Ramirez, Assistant Director of Public Health Prevention. “Creating healthy habits at an early age will affect their entire lives and impact the health of our state overall.”

The pilot program will reduce most child care fees to \$3,900 for a three-year license. Facilities with 11-59 children will pay \$2,000 and those that watch 5-10 kids will pay \$500 if they participate in the pilot program for a three-year license. Providers who choose to participate will receive a designation of “Empower Centers.”

The fees will take effect January 1, 2010. More information is available at <http://www.azdhs.gov/phs/bnp/empower.htm>.

CRS Eligibility Changes

Due to state budget cuts, as of Dec. 1, 2009, children will no longer be able to enroll in the Children’s Rehabilitative Services Program (CRS) unless they are also enrolled in Arizona Health Care Cost Containment System (AHCCCS) - Arizona’s Medicaid Agency. If current CRS families lose eligibility for AHCCCS, their membership in CRS will be revoked.

Empower Center Standards

10 Ways to Empower Children to Live Healthy Lives

Facilities should encourage physical activities as part of their curriculum by scheduling at least 60 minutes of structured activity (which can be broken up in shorter time periods) per day. Encourage “sun safe” physical activities.

- Limit kid’s screen time* to under one hour a day.
- Avoid more than 60 minutes of sedentary activity at a time, except while the child is sleeping.
- Offer water at least 4 times during the day.
- Serve 1% low fat or fat free milk for all children over two years of age.
- Serve only 100% percent fruit juice (with no added sugars), and limit kids to (4 ounces) per day.
- Serve meals family style** - let the child decide how much to eat. Avoid rewarding good behavior or a clean plate with foods of any kind.
- If eligible, participate in the USDA Child and Adult Care Food Program.
- Facilities and homes should be totally (24-hour) smoke-free campuses.
- Provide all families with education and referrals regarding tobacco prevention cessation and second hand smoke at least 4 times per year.

*Screen time includes: TV/DVD, Computer, and Video Games.

**Family-style meal service means serving foods in bowls or dishes on the table. Children are encouraged to serve themselves or serve themselves with help from an adult. Caregivers eat the same food, promote healthy eating habits, and create a positive meal-time environment. Enough food must be placed on the table to provide the full required portion size for all the children at the table.

Note: Programs operating 6 hours or less would alter the activity schedule, screen time, and the number of times water is offered by 1/2.

New protection under GINA

On November 21, 2009 Title II of the **Genetic Information Nondiscrimination Act (GINA)** took effect. GINA prohibits discrimination by health insurers and employers based on individuals' genetic information. Genetic information includes the results of genetic tests to determine whether someone is at increased risk of acquiring a condition in the future, as well as a person's family medical history.

For more information about Title I provisions of the law relating to health coverage read The Genetic Information Nondiscrimination Act of 2008: Information for Researchers and Health Care Professionals online at: <http://www.genome.gov/Pages/PolicyEthics/GeneticDiscrimination/GINAINfoDoc.pdf>

Bill signed for best practices in special ed

On November 12th, Governor Brewer signed Senate Bill 1197 Best Practices in Special Education and Behavior Management. Executive Director Joyce Millard Hoie and self advocate Matt Hoie were present at the bill signing ceremony with Governor Brewer.

The task force, chaired by Raising Special Kids Board Member and Deer Valley Special Education Director, Michael Remus, produced a document with recommendations on behavior management, seclusion, restraint, parental notification, and other issues. The bill includes the requirement that governing boards of all the state's school districts must review their practices before June 30, 2010, and conduct a public meeting to consider adoption of the recommendations. Find the task force report online at:

<http://www.azed.gov/ess/TaskForceBestPractices/TaskForceReportonBestPracticesinSpecialEdandBehaviorManagement.pdf>



Matt Hoie with Governor Jan Brewer at the signing ceremony for Senate Bill 1197.

New Developmental Disabilities Planning Council

The Developmental Disabilities Planning Council (DDPC), was established on September 3 as the successor organization to the Governor's Council on Developmental Disabilities. The GCDD was sunsetted by the State Legislature and disbanded on July 1.

The new 23-member Council was established by Executive Order. The Council's activities must be consistent with the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (Public Law 106-402) with 60% of membership consisting of persons with developmental disabilities or their immediate family members or guardians.

Mr. Stephen Tully was named Chair, Ms. Karla Phillips was named Vice-Chair. Raising Special Kids Executive Director Joyce Millard Hoie is a council member.

The purpose of the Council is to act as the lead agency on planning, advocacy, capacity building and systemic change activities for individuals with developmental disabilities and their families. The U.S. Department of Health and Human Services, Administration on Developmental Disabilities is the federal administering agency.

A primary activity of the Council is to develop a five-year State Plan. After conducting comprehensive research and analy-

sis on issues that affect persons with developmental disabilities, the State Plan summarizes how services and programs (e.g. employment, health, housing, recreation, child-care, etc.) should be structured within the State of Arizona.

The essence of the Act is to assure that individuals with developmental disabilities and their families participate in the design of, and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

QUOTED

"As ASU's Field Experience program gets ready for our Student Teaching Conference in January, we were discussing which professional development sessions were the most successful last August. We had such wonderful feedback about Raising Special Kids that we were wondering if you might be willing to talk to student teachers? Please let me know...we would love to have you there!"

— Gina Warren, Ph.D., Arizona State University

Workshops available on-site



Paradise Valley Special Education Director, Laura Bistrow, welcomes attendees to a presentation by *Raising Special Kids*.

Vicky Rozich presents *Understanding the IEP at Horizon High School*.



Busy parents and professionals now have additional options for attending Raising Special Kids' workshops. Presentations are being offered on-site at schools and other community based locations at

varied times including evenings and weekends to increase access to information on topics such as

special education and parenting.

To schedule a workshop, call 602-242-4366 or 800-237-3007.

SOUTHERN ARIZONA/Tucson

presented by Pilot Parents of Southern Arizona

Beginning of the IEP Journey

Learn how one participates in the development of an IEP and the rights a parent and a child have on an IEP.

Tue. 3/9/10, 6:30 – 8:30 p.m.

Sat. 3/20/10, 11:00 – 1:00 p.m.

Your Child's Rights for Special Education

Review's the law for those students needing Special education including the related Services. Examine the process of how a student gets special education services.

Sat. 2/6/10, 11:00 – 1:00 p.m.

Tue. 3/2/10, 6:30 – 8:30 p.m.

More About the IEP Journey

A more in-depth understanding of the IEP. Includes an understanding of the process and what should be in each section of the IEP.

Sat. 2/20/10, 11:00 – 1:00 p.m.

Tue. 3/16/10, 6:30 – 8:30 p.m.

Transition from AzEIP to Preschool

Requirements and timelines for the childhood Transition from AzEIP program to early special education preschool.

Sat. 2/27/10, 11:00 – 1:00 p.m.

Tue. 3/23/10, 6:30 – 8:30 p.m.

Evaluation Reports

Learn terms and how to interpret numbers used by professionals in your child's evaluation results.

Tue. 3/30/10, 6:30 – 8:30 p.m.

Sat. 3/27/10, 11:00 – 1:00 p.m.

Positive Behavior Support

Learn about the PBS, the process of functional behavior analysis and how it can be incorporated into the IEP.

Sat. 4/3/10, 11:00 – 1:00 p.m.

Reserve your seat today by contacting Pilot Parents at 520.324.3150; toll free 1.877.365.7220 or email robert@pilotparents.org

NORTHERN ARIZONA Flagstaff

Flagstaff Family Resource Center

1806 E US-66

Flagstaff, AZ 86004

928-774-1103

4:30 – 6:00 p.m.

Understanding the IEP

Tue., January 19, 2010

Bully-Free Environments

Tue., February 23, 2010

Parents Rights in Special Education

Tue., March 2, 2010

Understanding 504 Plans

Tue., April 13, 2010

To register, please call Kathleen Collins at (928) 523-4870 or email kathleenc@raisingspecialkids.org

Please notify Pilot Parents if you need any special accommodation or are unable to keep your reservation. You will be contacted if the training is cancelled. The seating is limited to 20. Seminars are held in the Flo Manning room at the Children's Rehabilitation Clinics, 2600 N. Wyatt Dr., Tucson, AZ 85712

Altas Expectativas

“Esto es para mantenerme a raya,” dijo Debbie Voll mientras relataba la historia sobre cómo una de las obras de arte de sus estudiantes de educación especial llegó a exponerse en su oficina. “Esto es para recordarme que ellos pueden.”

Ahora, como instructora del Programa de Educación del colegio comunitario Paradise Valley Community College, Voll frecuentemente comparte con sus estudiantes un evento que la ha influenciado durante toda una larga carrera de enseñanza. Como nueva maestra estudiante, Voll estaba ayudando a una mesa de niños de kindergarten a prepararse para un proyecto de pintura. Pensando que un pequeño con discapacidad necesitaría más de su atención y ayuda para guiarle la mano hasta para poner algo de pintura en la superficie pretendida, primero se volvió hacia los otros estudiantes de su mesa para ayudarles a empezar. Después de sólo un breve momento, volteó hacia el niño para darse cuenta que había terminado una bella pintura—¡una obra maestra!

“He conservado esa pintura en mi pared desde 1973,” dijo Voll. “Les digo a mis estudiantes, “si suponemos que un niño no puede, entonces nos hemos convertido en su discapacidad.”

El centro PACER Center, la organización nacional de apoyo técnico para Centros de Capacitación e Información para Padres (como Raising Special Kids) publicó información sobre la edificación y el mantenimiento de altas expectativas para niños con discapacidades. En los siguientes pasajes en azul se incluyen algunos valiosos consejos:

Animando a su niño/a para que sea lo mejor que pueda ser

...Debido a que cada niño/a es único/a, los padres y madres necesitan balancear sus expectativas de la manera correcta para su niño/a. No queremos esperar demasiado y ponerle una trampa al niño/a para que falle, o demasiado poco y mostrar falta de fe en su capacidad. Se debe permitir que los niños sean quienes son y no simplemente quienes soñamos que serán.

¿Cómo mantenemos este balance con una actitud positiva y respetuosa, mientras estimulamos a nuestros niños? Considere estas ideas:

- Edifique sobre las fortalezas, capacidades, intereses naturales, personalidad.
- Actúe a propósito. Las metas no suceden porque sí. Haga un plan sobre cómo lograr la meta.
- Hágalo divertido; deje lugar para el humor y el juego.
- Use pasatiempos o deportes para estimular la capacidad o meta.
- La vida no debería ser toda lucha y trabajo. Mantenga el espíritu de su niño/a intacto con un

balance entre esforzarse y relajarse, trabajar y jugar.

- Si algo no sucede como usted lo esperaba, observe lo que usted está haciendo, no sólo lo que está haciendo su niño/a. Tal vez usted tendrá que cambiar su método o sus reacciones emocionales para ajustarse mejor a la forma de aprendizaje de su niño/a.
- Aliente a su niño/a para que vea los errores como algo normal y como una oportunidad para aprender.
- Recuerde que usted es padre o madre, no terapeuta.
- Trabaje con su niño/a durante las vacaciones escolares. Alcanzar una meta puede tomar más tiempo que para otros niños.
- Ayude a su niño/a a entender cómo aprende mejor; afirme el estilo de aprendizaje de su niño/a con un lenguaje positivo.
- Elogie los pasos e intentos pequeños así como los logros más grandes; la mayor parte del éxito en la vida lo logran quienes están presentes y tratan.
- Expresé comentarios positivos sobre lo que se está haciendo correctamente.

Retando las bajas expectativas de otros

Los profesionales, y especialmente los miembros del equipo escolar de su niño/a, necesitan escuchar a los padres. Cuénteles acerca de su niño/a y los sueños que usted tiene para su futuro. Al proveerles esta información, usted ayudará al equipo de la escuela a alinear las metas y los objetivos del Programa Educativo Individual (IEP por sus siglas en inglés) con la visión que usted tiene para su hijo/a. El propósito de una educación especial es el de preparar a los niños a llevar “vidas productivas e independientes como adultos al grado máximo posible.” Recuerde que un/a niño/a no puede aprender lo que no se le ha enseñado. Asegúrese de que su niño/a tenga la oportunidad de aprender.

- Es útil entender que los padres, las madres y el personal de la escuela se enfocan en la educación desde perspectivas distintas. Los padres y las madres de diez piensan metas de largo plazo, y el personal de la escuela debería poder dividir las metas en pasos más pequeños para lograr las metas.
- ¿Cómo apoyamos a la escuela para que ayude a nuestros niños a alcanzar las metas que hemos establecido para ellos?
- Espere que su niño/a sea valorado/a como ser humano cuyos derechos son respetados.

- Agradezca a quienes proveen servicios para su niño/a y participe activamente en la planeación de dichos servicios.
- Sepa que hay una ley que dice que su niño/a tiene el derecho a una educación pública apropiada donde pueda lograr un avance educativo significativo.
- Muestre a la escuela lo que el/la niño/a puede hacer en el hogar; ¿podría usted programar una visita al hogar, videograbar a su niño/a mostrando una capacidad particular, o mostrar trabajo terminado en el hogar al/la maestro/a?
- Comparta una “foto instantánea” de su niño/a en un formato breve y usable.
- Describa por qué y cómo su visión para su niño/a tiene sentido para usted.
- Comparta sus ideas con la escuela, y esté abierto/a a las ideas de la escuela; nadie lo sabe todo; aproveche la lluvia de ideas.
- Use su mejor don de gentes.
- Aprenda acerca del proceso de educación especial. Aprenda cómo convertir las necesidades de su niño/a en metas mensurables y encuentre los servicios para alcanzar dichas metas.
- Esté dispuesto/a a probar algo por una cantidad de tiempo dada, y mida su efectividad.
- Comente acerca de la inclusión significativa y efectiva. Usted puede querer hacer preguntas como:
 - o ¿Hay expectativas más altas para niños que están completamente incluidos en los salones de clase de educación regular?
 - o ¿En qué ambiente aprende más mi niño/a? ¿Qué materias?
 - o ¿Qué acomodaciones especiales pueden ayudar a mi niño/a a participar con otros niños?
 - o Si mi niño/a es incluido/a por razones sociales, ¿dónde y cómo se enseñarán las materias académicas?
 - o ¿Inclusión significa lo mismo cada año?
- Comente acerca de los aparatos y servicios de Tecnología Asistencial (AT por sus siglas en inglés). La AT puede ser la clave que provee acceso a la instrucción e interacción entre compañeros.
 - o La AT debe ser considerada anualmente en la reunión del equipo IEP.
 - o Si el equipo IEP cree que la AT puede ser benéfica para un/a niño/a, la escuela debe realizar una evaluación para determinar qué tecnología necesita el/la niño/a para aprender.
 - o Si la evaluación determina que se necesita la AT, dichos aparatos y servicios deberán ser anotados en el IEP.

Una madre de un adulto joven con Síndrome de Down, Jill Pearn, aprende de su experiencia como una madre que usó métodos e ideas para el Programa Educativo Individual (IEP por sus siglas en inglés). La familia Pearn encontró que necesitaban guiar con el ejemplo. “En retrospectiva, practicábamos lo que predicábamos,” dijo Pearn. “Sentimos que si esperábamos que la escuela tuviera altas expectativas para nuestro niño, también necesitábamos tener altas expectativas en el hogar.”

“Buscamos oportunidades para incluir a nuestro hijo en actividades,” explicó Pearn. La familia de Jaz lo inscribió en equipos deportivos típicos como fútbol soccer y la liga menor cuando era joven, y más tarde, cuando la competencia de los equipos locales era demasiado intensa, desarrollaron un equipo deportivo que se ajustara a las necesidades de su hijo. Jaz ha participado en variadas actividades de artes escénicas desde los dos años de edad, y asistió a una escuela preescolar típica con la ayuda y el apoyo provistos por su familia.

Pearn quería que su hijo aprendiera una habilidad específica que pudiera usar después de su graduación, así que trabajaron para encontrar una actividad, basados en las fortalezas e intereses de Jaz. Un terapeuta ocupacional de la escuela secundaria le ayudó para que estudiara yoga. Ahora, como graduado de la secundaria, Jaz enseña yoga a preescolares dos veces por semana.

Stephen Hinkle, un estudiante de postgrado en la universidad Northern Arizona University, está trabajando para alcanzar su Maestría en Estudios de Normas Sobre Discapacidades y ha hecho ponencias a través del país relacionadas con asuntos a los que él se enfrentó creciendo como una persona con autismo.

Reflexionando en el impacto que ha tenido en su vida tanto la presencia como la ausencia de altas expectativas, Stephen comentó, “Siento que las clases segregadas a las que asistí hasta que llegué al cuarto grado fueron claramente más bajas que el nivel del grado. Aún más importante, también siento que perdí mucha de la diversión debido a no contar con las habilidades sociales infantiles.”

Más retos, y como resultado, más oportunidades, se presentaron conforme Stephen fue creciendo. Él recuerda a maestros que empujaron más allá del curriculum regular y abrieron nuevas puertas para él tanto educativas como en habilidades de la vida. Un maestro de inglés trabajó con él para mejorar su habilidad de entender la lectura narrativa, y un terapeuta del lenguaje le enseñó a bailar para que pudiese asistir a los bailes “Homecoming” y “Prom”.

Stephen atribuye mucho de su éxito a la fuerte abogacía de su madre, quien rechazó el consejo médico de institucionalizar a su hijo a los cinco años de edad. En lugar de ello, ella lo inscribió en la escuela y retó a los sistemas educativos para que lo incluyesen totalmente en el salón regular de clases.

A Stephen le da gusto el haberse enfrentado a retos que lo ayudaron a crecer. “Me sorprendió a mí mismo, ya que nunca pensé que me convertiría en un ponente nacional... o que asistiría a la universidad de postgrado.”

CALENDARIO ESPAÑOL

POR FAVOR TOME NOTA
NUEVA DIRECCIÓN :
5025 E. Washington St. #204
Phoenix, AZ 85034

IEP/504

Martes 2/23/10, 1:30–3 p.m.
Jueves 3/4/10, 5:30–7 p.m.
(Getz School – Tempe)

El Comportamiento Positivo

Sab. 3/6/10, 10:30–12 p.m.
Viernes 4/9/10, 1:30–3 p.m.

Organizando su niño/a's archivos

Jueves 1/7/10, 5:30–7 p.m.
(Getz School–Tempe)
Jueves 4/15/10, 6:30–8:30 p.m.

Entrenamiento Para Voluntarios

Viernes 2/26/10, 10–11:30 a.m.

Derechas de padres en educación especial

Martes 3/9/10, 1:30–3 p.m.

Transición de AzEIP (Intervención Temprana) al Preescolar

Jueves 1/21/10, 6:30–8 p.m.
Sabado 3/6/10, 9–10:20 a.m.

Perspectiva en la Educación Especial

Jueves 2/4/10, 5:30–7 p.m.
(Getz School – Tempe)

Es su Hijo Blanco de Burlas?

Miércoles 2/24/10, 6:30–8p.m.
Sabado 4/24/10, 10:45–12 p.m.
(UCP – Phx)

Familias Resistentes

Viernes 3/19/10, 1:30–3p.m.
Sabado 4/24/10, 9–10:30 p.m.
(UCP – Phx)

Para descripciones de talleres y más información, llame nuestra oficina en listas de 602-242-4366 o 800-237-3007 o cheque en el Calendario español en nuestro sitio web: www.raisingsspecialkids.org/ Por favor llamar al 242-4366 o al 800-237-3007 para confirmar su asistencia a los talleres.

Somos un oficina libre de fragancias.

Around Arizona

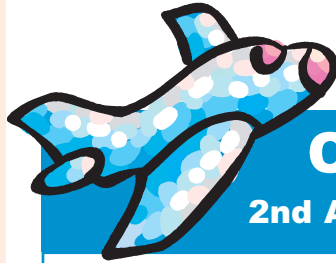
Center for Loss and Trauma

The MISS Foundation announces the opening of its International Headquarters: The Center for Loss and Trauma in Phoenix.

The Center provides educational opportunities for professionals, community leaders, and academicians, covering topics related to grief, trauma and bereavement such as:

- The Power of Compassion: A New Attitude in Healthcare
- New Theories of Grief: Going Beyond the Five Stages
- Culturally Competent Communication & Intervention with Families During Crisis
- Children's Grief and the Family System
- Perinatal and Newborn Death
- Perinatal Hospice: Supporting Families When Birth and Death Merge
- The Importance of Ritual: Creating Cherishable Memories
- Helping Couples Cope and Heal after a Child's Death
- The Importance of Social Support Networks

For more information or to schedule a seminar, please contact info@missfoundation.org or (623) 979-1000.



Challenge Air

2nd Annual Phoenix, AZ Event

Challenge Air for Kids and Friends offers inspiration, and self-esteem building to children and youth with physical challenges and serious illness through aviation, by providing a day to focus on their abilities.

Saturday, February 6, 2010

Cutter Aviation – Deer Valley Airport

This event is **FREE** to children with special needs ages 7-17 and their families.

Call 877/FLY-KIDS for info & to register.

Highlights of the day include:

- Educational ground school
- 30-minute flight over Phoenix
- Face painting, Clowns
- Cool static aircraft
- Service animals and more!
- Lunch will be provided for all in attendance.

Challenge Air for Kids and Friends is a Dallas-based not-for-profit organization that inspires children and youth with physical challenges and serious illnesses through aviation. For more information log on to www.challengeair.org. Challenge Air for Kids & Friends 8008 Cedar Springs Road, LB24 Dallas, Texas 75235, 214.351.3353

Parent wisdom *Sharing the experience of real parents*

Raising Special Kids believes families learn from each other by sharing wisdom they've gained through raising a child with special needs. Here are answers received to our most recent question. To view answers to previous questions, log on to our website's Family Voice page at: <http://www.raisingpecialkids.org/news/familyvoice.aspx>

Question:

What are the top 3 things you want your child to learn in school?

Answers (excerpted):

- 1 How to work with others
- 2 How to problem solve on their own
- 3 How to rely on their strengths and improve their weaknesses

- 1 Vocational skills
- 2 Living skills (ride the city bus, make meals, make appointments)
- 3 For other people to be social to our kids

- 1 To learn to read.
- 2 To learn to comprehend what he reads
- 3 To be able to self advocate

- 1 (To be) well behaved,
- 2 Socially appropriate and
- 3 Able to communicate

- 1 Read fluently across genres
- 2 Think critically and independently
- 3 To express thoughts coherently either written or orally, which can be captured by speech-to-text software.

- 1 I want him to learn all the reading, math and other typical skills up to his ability.
- 2 Computer skills
- 3 Filling out papers (job applications and forms for daily living)

- 1 Social skills—to cope with people in life
- 2 Organization/responsibility-executive skills
- 3 Basic academics to survive people taking advantage

- 1 Communication between teacher(s) parent and child
- 2 Meet their needs
- 3 Safety

- 1 Creativity
- 2 Problem Solving/Critical Thinking Skills
- 3 Joy of Learning – throughout life, not just for school/test purposes.

- 1 To learn to be around all kinds of people, to communicate and interact with his peers
- 2 With all the help he needs physically, to be independent as much as possible
- 3 To open his mind and be ready to learn academically all that he can

- 1 Academics to the height of their ability
- 2 Life skills training and assistance - socialization skills, teaching advocacy and semi-independence and self esteem building
- 3 A solid transition plan - job search, shadowing, volunteering and meaningful employment if possible

- 1 Obviously to learn at his own level
- 2 To interact with peers
- 3 To interact with society and learn to adjust to being accepted for who he is within that society

- 1 I would like my daughter to learn to be confident
- 2 Make friends and enjoy learning from others.
- 3 Learn to read

- 1 (*Just 1 listed*) to learn how to speak
- 1 To be able to speak better
- 2 How to focus better on one topic at a time
- 3 To understand what it means to join in with other kids

- 1 Reading
- 2 Writing
- 3 Math

- 1 To read
- 2 Social and life skills
- 3 Improve art ability

- 1 Academics
- 2 Social skills
- 3 Citizenship

- 1 Respect for each other as well as for themselves and commitment is very important in their learning
- 2 All the basics needed to be able to function in this world with all the technology,
- 3 Sign language

- 1 Social skills
- 2 Writing
- 3 Simple math

- 1 Appropriate socialization with students and teachers.
- 2 How to approach a situation where they are having difficulty with learning
- 3 I want them to learn on their level (especially when they are Special Ed and Gifted).

- 1 Make friends and have friendships
- 2 Learn about the world that she lives in
- 3 Communicate with other children

- 1 Related activities fitting her special needs at the time
- 2 Social appropriateness and relationship building
- 3 Importance of school/classroom rules and respecting ones' teacher

"This is a good question and I wonder how I would answer it for my almost 7 year old daughter in 1st grade (no special needs). I will ponder upon this. Thank you"

"I like this question, it is truly making me think."

Thank you to all the families who shared thoughts. We hope you'll contribute to our **next question:**

In raising a child with a disability, what causes you stress, and how do you deal with it?

Please label responses with "Attention Newsletter Editor" and email to:

info@raisingpecialkids.org or mail to: Raising Special Kids 5025 E. Washington St. #204, Phoenix, AZ 85034

Raising Special Kids News

2009 Dandelion Golf Classic CareScape Landscape Management Services tops last year raising \$41,000

Thank you to our sponsors

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Mitchell Owens, President of CareScape, Inc., prepares to sink a putt during the 2009 Dandelion Golf Classic.



Raising Special Kids extends our sincere appreciation to the **Ricky Riggs Memorial Foundation** for their generous gift of \$5000

Founded in 2001, the Ricky Riggs Memorial Foundation was created to raise funds to support children's hospitals and other charitable organizations whose activities involve the health and education of children.

Hockey star scores for Raising Special Kids

Now, that's team spirit!!!

A surprise birthday party for our Board Member, Tim Watters, was hosted by his friends and family members. A former professional hockey player, Tim played for three different NHL teams during his career. His team jerseys were raffled off at the party, and raised almost \$3,000, which Tim donated to Raising Special Kids!

Tim Watters applauds as a jersey is raffled.



New workshop: Organizing Your Child's Records

A great way to start the new year!

Have you ever had trouble locating your child's last IEP, evaluation results or prescription records? Learn tips and strategies for getting and keeping your records organized in our new workshop.

It's never too late to start getting more control over the chaotic elements in your life. Check our calendar for times or call 602-242-4366 or 800-237-3007 to schedule a group presentation.

www.raisingpecialkids.org

In The Spotlight

Making a Difference in the Lives of Children Thank You for referring families to Raising Special Kids

August - October, 2009

ABIL
Amina Kruck

Area Agency on Aging
Julie Ngiriyi

Arizona Center for Disability Law
Maryann Highley
Michelle Kraly
Leonne Shockley

Arizona Department of Education - PINS
Amy Dill

**Association for Supportive Child Care
ASU West**
Lisa Aaroe

AzEIP (ABA Schools Integrated)
Jennie D Cook, OTR

Banner Thunderbird Medical Center
Laurie Shea, MSW
Cathy Carroll, MSW

Cardon Children's Medical Center
Amira El-Ahmadiyyah
Edward Walwork

Child & Family Resources
Nubia Garcia-Shinagawa

Child Protective Services
Andrew Marzowi

Children's Rehabilitative Services
David Karrigen

Division Of Developmental Disabilities
Carmen Agullera
Kimberly Becker
Ruthann Bilkey
Ellie Bowen
Lois Brooks
Kathleen Calder
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Lisa Rennells
Liza Roman
Adina Scortea
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Marietta Valdez

First Southern Baptist Church, Buckeye
Mark Hoole

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Murphy Elementary District
David Williams

**Northern AZ Autism Society of America
PACER**

Paradise Valley Community College
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Phoenix Children's Hospital**
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Special Education Administrators of Arizona**
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SILC
Tony DiRienzi

South Mountain Park Health Center
Bridgette Ferrazai

Southwest Human Development
Angela Curtis

St. Joseph's Hospital and Medical Center
Dr. Hoyoung Chung
Dr. Daniel Kessler

Tempe Elementary School District
Laura Hauer

**Touchstone
Ville de Marie Academy**
Ched Salasek

Washington High School
Missy Olivier

Individuals
Paula Banahan
Lisa Brecker
Natasha Brooks
Dr. Melanie Griffin
Michelle Hamilton
Dr. Harold Magalnick
Elizabeth Naughton
Laura Pierce
Judy Spencer
Sallie Vanzandt

Volunteers are the heart of Raising Special Kids

Thank You!

August - October, 2009

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Kristina Blackledge

Cave Creek
Leann Juarez
Jill Pearn

Chandler
Marty Baio
Samantha Beatty
Shauna Braudt
Darren & Jimmelle
Hooks
Beth Maloney
June Siegel
Shelby Willa

Gilbert
Tamara Bergen
George & Jeanne
Hulecki
Gina Johnson
Paul Lucas
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Derrill Wolkins

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Pam Baldwin
Margaret "Peg" Boyle
Amy Gonzalez
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Kristie Amator

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JoAnne Spencer

Five years: priceless

When I joined the staff at Raising Special Kids five years ago, I had no idea what a fantastic learning experience the job would become. As a parent of children with special needs, it has been such a revelation to encounter the wisdom, courage, and determination of parents. It is a true privilege to be able to learn daily invaluable lessons from—and occasionally share some insights with—families and professionals throughout our Arizona communities. Thank you for this priceless experience.

— Marissa Huth, Editor

www.raisingpecialkids.org

Connecting is available by email. Visit our website to sign up or send an email to info@raisingpecialkids.org

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Please help keep our families reading!

Raising Special Kids faces increasing challenges in providing copies of our newsletter to parents caring for children with special needs. Whether it is displayed in a therapist's waiting room, referenced at an IEP meeting, or perhaps shared with a family who lacks ready access to a computer, sometimes a printed copy of **Connecting** newsletter is the most effective way to share news and information with families.

Parents need current, family friendly information on health, education, advocacy, parenting, events, and other topics that impact their lives.

Please help us keep this valuable service available in Arizona.

Your gift of \$15 will help put future issues of **Connecting** into the hands of families and professionals who are trying to make children's lives and futures better.

Please send your gift today using the enclosed envelope in this newsletter, or visit our website to make a secure online donation at www.raisingpecialkids.org.

Thank you for supporting families!

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