



Connecting

Connect

Family Support is the Heart of our Mission.

December 2011 - February, 2012

Volume 16, Number 4

Universal Design for Learning

Inclusive learning environments transform education for every child.

Since the law requiring “Free and Appropriate Public Education” (FAPE in Section 504 of the Rehabilitation Act of 1973) was implemented, school doors were opened for children with disabilities and special health care needs.

Advances such as improved recognition of learning disabilities and understanding of behavioral health issues have helped a growing number of students with disabilities to be included in regular classrooms. With a greater variety of learning styles included in classrooms, the discussion of inclusive

practices has fueled debate about what teaching methods are appropriate for general classrooms.

Teacher training programs are now expected to prepare graduates with knowledge about instructional methods suited for exceptional learners. Curriculum currently offered in elementary and secondary classrooms is designed to enable the majority of students to absorb basic principles, but may not address unique needs.

Public education systems are responsible for identifying children who experience difficulty with

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There is more than one best way to learn.



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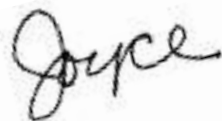
From the Director

Recent news reports and a radio program this week focused on the low numbers of children with disabilities enrolled in charter schools. Certainly there are charter schools in which all students are supported with appropriate resources and expertise, but it remains as a troubling indicator of how children with disabilities are still denied access to the full range of public education options. Universal Design for Learning enables all learners, those with and without disabilities, to be more successful in the mastery of academic content, and it promotes an integrated and inclusive classroom environment.

In considering how we make access “universal,” I’m reminded of a study that looked at the use of voice amplification for the classroom teacher, something that would be considered an accommodation for children with hearing impairment. But the study revealed that on tests of student retention of academic concepts, teacher voice amplification was of significant benefit for all the children in the classroom.

Access to the general education curriculum for students with disabilities is a goal that can be achieved by several means. For some students it involves the ability to be physically present in a classroom without structural barriers that restrict movement and participation. For many others, it may require that we think more creatively about how to address the diverse learning needs of all our students. Here’s one teacher’s approach for music instruction which can be viewed on YouTube at <http://pachyderm.cdl.edu/elixr-stories/udl-music/>

From all of us at Raising Special Kids, best wishes for peace and happiness in the New Year!



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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.

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curriculum presented in “standard” ways and refer them for evaluation for special education. Special education teachers and the team developing an Individual Education Program (IEP) determine how a student can “access the standard curriculum” and what accommodations or services will be needed.

“I consider the UDL principles to be central to broadening access to educational materials and curriculum so that students with disabilities can be students in regular education programs first, in addition to having their individualized needs met under IDEA.”

—Secretary of Education Arne Duncan

As researchers have begun to make progress in identifying effective teaching methods supported by scientific testing, more research has also been devoted to understanding different ways people learn and how to design curriculum to address different learning styles.

The idea of Universal Design for Learning evolved from the practice of making physical spaces and buildings that serve the public accessible to everyone, and it was extended to a service provided by the state to all children: education. With more accessible curriculum available to all students, fewer individuals are likely to be dependent on expensive and socially isolating specialized services. In short, UDL expands the expectations for curriculum presented in all classrooms.

“UDL improves educational outcomes for ALL students by ensuring meaningful access to the curriculum within an inclusive learning environment.”

— from the website of National Center On Universal Design for Learning, At CAST



UDL is a way of designing lessons to engage students with varied learning styles that can be customized for individual needs. It involves using a variety of instructional methods and allows the use of technology to increase accessibility.

Three thought processes are addressed by UDL—the “what,” the “how,” and the “why” of learning.

- **The "what" of learning:**

Present information and content in different ways – use multiple means of representation to give learners various ways of acquiring information and knowledge.

- **The "how" of learning:**

Differentiate the ways that students can express what they know – use multiple means of action and expression to provide learners alternatives for demonstrating what they know.

- **The "why" of learning:**

Stimulate interest and motivation for learning – use multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Raising Special Kids offers one-to-one consultation on Individual Education Plans. Call us to find out how you can take advantage of UDL principles in your child’s education. Call 602-242-4366 or toll free 800-237-3007 for more information.

A UDL Case Study

Background

Joe is a high school sophomore who is legally blind. He can see shadows and bright colors and discern letters and numbers with large print and bold fonts.

Access Issue

Joe was studying concepts related to latitude, longitude, and global maps as part of an earth science class. In the past, Joe had been taught to memorize the continents, but he did not know where they were located spatially on the Earth. His teacher was trying to find accessible maps and globes to help teach these topics both conceptually and spatially. She searched local resources for the blind but was unable to come up with the specific equipment that she needed.

Solution

Joe's teacher made several adaptations to the lab activities based on what Joe told her about his vision. The hands-on lesson/lab included assembly of a globe using black-and-white conic maps on a ball. To enhance visual access to this activity, she assembled a global map and overlaid the continent areas with brightly colored paper to make the continents distinct from the ocean areas. She used the same process on a Mercator projection of the globe. She used a low-temperature glue gun to mark the latitude parallels and longitude meridians every 30 degrees, as well as extended lines to differentiate the equator and the prime meridian. These adaptations allowed Joe to experience the spatial orientation of the continents on the globe and estimate location based on longitude and latitude.



Conclusion

This case study illustrates the following:

1. Teachers need to be aware of situations in which they may be unintentionally reducing the academic requirements for students with disabilities.
2. The best accommodations are developed when the student and teacher communicate clearly and work together.
3. Accommodations do not need to be costly. Often, low-tech adaptations can be made with materials and equipment that are readily available in the classroom.

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Resources Online:

- National Center on Accessible Instructional Materials: <http://aim.cast.org/>
- CAST: <http://www.cast.org>
- National Center on Universal Design for Learning: <http://www.udlcenter.org/>
- A Parent Advocacy Brief: http://www.udlcenter.org/advocacy/toolkit_policy
- Inclusive Schools Network: <http://inclusiveschools.org/>

Fire and burns safety awareness

The risk of fire in homes increases during colder months. Families of children with special needs may need to use extra care in preparing their family members for what to do in case of fire. Lessons about fire danger may need to be adapted to the unique needs and abilities of their child.

Consider whether accommodations for effective escape routes should be in place. Escape plans should be practiced frequently to ensure all family members

are familiar with how to exit the house, who will assist whom, and where to gather after exiting the building.

Occasional tests of fire alarms during sleeping hours will help determine whether alarms wake up each individual, and they help everyone learn to recognize the alarm when disoriented by sleepiness. Testing is also a good reminder to check the batteries in smoke alarms.

Safety Tips

- **Check bath water with your wrist or elbow before placing your baby in the shower or bath. Set your water heater to 120 degrees to avoid the risk of burning.**
- **Don't carry anything hot while holding a child. Avoid using microwaves to heat baby formula or baby milk. Place hot foods and liquids on the center of the table.**
- **Keep outlets from being overloaded and cover unused electrical outlets.**
- **Install barriers around fireplaces, ovens and furnaces.**
- **Cook with pots and pans on back burners, and turn handles away from the front of the stove.**
- **Plan and practice two escape routes out of each room of the house—it is important to have an alternate escape route in case one is blocked by fire.**
- **Designate an outside meeting place, so all members of the family can be accounted for quickly. Once you are outside, call the fire department or 911 from a cell phone or neighbor's phone.**
- **Teach your child how to dial 9-1-1 and how to provide information for emergency personnel.**
- **Teach your child to stay low in smoke. If he/she is unable to lower themselves to the ground to crawl, teach a responsible adult how to help them get to the floor and onto a blanket. The adult should also remain low in the smoke and use the blanket to pull the child through the building to safety. Another option for a child who cannot crawl is to teach them to use a scooter board to escape a dangerous situation.**



Find out more online:

- Safe Kids USA (note links to videos): www.safekids.org/safety-basics
- Minnesota Department of Health: www.health.state.mn.us/divs/fh/mcshn/disasterplan.htm
- Phoenix Children's Hospital: www.phoenixchildrens.com/community/injury-prevention-center/fire-safety-at-home-practice.html
- May Institute: www.mayinstitute.org/news/press_releases.html?year=2011&id=1117
- NFPA "People With Disabilities" Page (note link to e-ACCESS newsletter archives): <http://bit.ly/nroEe2>

Raising Special Kids Calendar

Register through our online calendar or call 602-242-4366 or 800-237-3007.

Our office location is a fragrance-free environment, please avoid wearing fragrances.

Disability Empowerment Center, 5025 E. Washington St., #204, Phoenix, AZ 85034

IFSP Basics

For parents of children birth to 3. Learn the basics of the process for developing an Individualized Family Service Plan.

Sat. 1/14/12, 10:00 – 12:00 noon

Sat. 3/24/12, 10:00 – 12:00 noon

Turning 3, What's Next?

AzEIP to Preschool Transition

Learn how to transition your child from AzEIP services to preschool services provided by the school district.

Thu. 2/2/12, 10:00 – 12:00 noon

Wed. 4/25/12, 9:30 – 11:30 am

Transition from Preschool to Kindergarten

Learn eligibility differences and strategies for an effective transition into school age services.

Thu. 2/23/12, 10:00 – 12:00 noon

Wed. 3/14/12, 9:30 – 11:30 am

Positive Behavior Support

Training on effective techniques for behavior management.

Thu. 1/12/12, 3:00 – 5:00 pm

Thu. 2/9/12, 10:00 – 12:00 noon

Thu. 3/15/12, 3:00 – 5:00 pm

Thu. 4/12/12, 10:00 – 12:00 noon

Understanding 504

Learn about the rules and regulations of a 504 Plan and how it differs from the IEP (IDEA).

Thu. 1/19/12, 1:00 – 3:00 pm

Thu. 3/15/12, 10:00 – 12:00 noon

Parent/Professional Collaboration

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

Wed. 2/22/12, 1:00 – 3:00 pm

IEP Basics

Learn about the purpose of IEP's, parents' role in the process, and how to prepare for meetings.

Sat. 1/14/12, 12:30 – 2:30 pm

Thu. 2/9/12, 1:00 – 3:00 pm

Wed. 3/7/12, 2:00 – 4:00 pm

Thu. 4/5/12, 10:00 – 12:00 noon

Advanced IEP Training

Receive an in-depth view of the IEP and strategies to help maximize the potential of each student. (Recommended: First attend IEP Basics.)

Wed. 2/22/12, 10:00 – 12:00 noon

Tue. 4/17/12, 6:00 – 8:00 pm

The Journey to Adulthood

Provide young adults and parents with information about physical, emotional and social changes that adolescence and puberty bring to every child.

Thu. 1/5/12, 12:30 – 2:30 pm

Thu. 3/1/12, 12:30 – 2:30 pm

Getting and Keeping the First Job

Assist young adults and parents with identifying the importance of employment for youth with disabilities and special needs.

Thu. 2/2/12, 12:30 – 2:30 pm

Thu. 4/5/12, 12:30 – 2:30 pm

High School Transition

Learn how the transition plan in a student's IEP in high school can prepare for higher education, employment, and life in the community. Resources discussed.

Thu. 1/12/12, 6:00 – 8:00 pm

Thu. 4/19/12, 1:00 – 3:00 pm

Bully-Free Environments

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

Wed. 1/11/12, 10:00 – 12:00 noon

Thu. 2/16/12, 1:00 – 3:00 pm

Wed. 3/7/12, 10:00 – 12:00 noon

Thu. 4/12/12, 1:00 – 3:00 pm

Guardianship

Turning 18, What's Next?

Making the decision; understanding the process. Learn what guardianship involves before your teen turns 18. You will also learn about alternatives to guardianship.

Thu. 1/5/12, 3:00 – 5:00 pm

Thu. 2/2/12, 3:00 – 5:00 pm

Thu. 3/1/12, 10:00 – 12:00 noon

Thu. 4/5/12, 3:00 – 5:00 pm

Organizing Your Child's Records

Bring your child's special education, ISP, therapy and medical records to this "make and take" session to create your own filing system.

Mon. 3/19/12, 1:00 – 3:00 pm

IEP 1-to-1 Consultation

Bring your child's IEP for review, as well as your questions and concerns.

Call for an appointment:

602-242-4366 or 800-237-3007.

Attendance at all workshops is at NO COST.

For Southern Arizona workshops please call 520-324-3150 or visit www.pilotparents.org

NORTHERN ARIZONA

Bully Free Environments + Journey to Adulthood

Wed. 1/11/12, 10:00 – 3:00 pm

Hope Tribal Complex

DATS Conference Room

CALENDARIO EN ESPAÑOL

Por favor llamar al 602-242-4366 o 800-237-3007 para confirmar su asistencia a los talleres.
Disability Empowerment Center, 5025 E. Washington St., #204, Phoenix, AZ 85034.
Somos una oficina libre de fragancias.

El Comportamiento Positivo

El vínculo entre las familias las intervenciones y el apoyo conductual positivo es muy importante.

Viernes 1/27/12, 1:30 – 3:00 pm

Al cumplir los 18 años, que sigue?

Tutela: Tomando la Decisión y Entendiendo el Proceso
Aprenda lo que la Tutela implica y sus alternativas antes de que su adolescente cumpla los 18 años de edad.

Lunes 2/6/12, 10:00 – 12:00 pm

Lunes 4/2/12, 1:30 – 3:00 pm

Conceptos Basicos del IEP

Aprender acerca del propósito del IEP a través de una visión general del documento y reunión.

Lunes 1/9/12, 12:00 – 1:30 pm

Viernes 2/10/12, 11:30 – 1:00 pm

Viernes 3/16/12, 10:00 – 12:00 pm

Viernes 4/13/12, 12:00 – 1:30 pm

Al cumplir los 3 años, que sigue?

Intervención Temprana
Aprenda sobre los requerimientos para la transición e ideas para lograr un proceso mas fácil.

Viernes 1/27/12, 11:30 – 1:00 pm

Es su Hijo Blanco de Burlas?

Estrategias de Intervención para Padres de Niños con Discapacidades.

*Una forma de abuso en la escuela a través de la intimidación, tiranía y aislamiento.

Lunes 1/9/12, 10:00 11:30 am

Viernes 2/10/12, 1:30 – 3:00 pm

Viernes 4/13/12, 10:00 – 11:30 am

Organizando los archivos de sus niños/a

Aprenda modos efectivos para organizar sus archivos.

Lunes 3/19/12, 1:00 – 3:00 pm

Entrenamiento Para Padres Líderes

Acompañenos a un entrenamiento para voluntarios y así desarrollar su liderazgo ayudando a otras familias a aceptar y sobrellevar el diagnostico de un hijo (a) con necesidades especiales de salud.

Viernes 1/13/12, 10:00 – 12:00 pm

Lunes 2/20/12, 1:30 – 3:00 pm

Viernes 3/30/12, 10:00 – 11:30 am

Viernes 4/27/12, 10:00 – 11:30 am

Transición de Escuela Secundaria (High School)

Aprenda como el plan de transición en el IEP de su estudiante de Escuela Secundaria (High School) puede prepararlo para una educación superior, empleo, vida en la comunidad y recursos disponibles.

Lunes 2/6/12, 1:00 – 3:00 pm

Lunes 4/2/12, 10:30 – 12:00 pm

Destrezas para ser un Padre Defensor Eficaz

Usted aprenderá:

- * Qué es ser defensor
- * Cómo mejorar sus destrezas de Abogacía
- * Cómo hacer una contribución significativa

Viernes 3/16/12, 1:00 – 3:00

Familias Resistentes

La estructura más básica para una relación de familia saludable, la habilidad de volver de un trauma o una situación difícil.

Lunes 1/23/12, 2:00 – 3:30pm

Lunes 3/5/12, 10:00 – 11:30 am

Lunes 4/23/12, 10:00 – 11:30 am

Entendiendo los Planes 504

Aprender acerca del proposito los requerimientos de la Sección 504, las responsabilidades de las escuelas, y las muestras de 504 acomodaciones.

Lunes 3/5/12, 12:00 – 1:30 pm

Destrezas para ser un Padre Defensor Eficaz

Usted aprenderá:

- * Qué es ser defensor
- * Cómo mejorar sus destrezas de Abogacía
- * Cómo hacer una contribución significativa

Viernes 3/16/12, 1:00 – 3:00

Para descripciones de talleres y más información, llame a nuestra oficina al 602-242-4366 o al 800-237-3007 o vea el Calendario en español en nuestra pagina web: www.raisingpecialkids.org/
Por favor llámenos para confirmar su asistencia a los talleres.



Health

Dental Care

Recommendations from the American Academy of Pediatrics regarding dental care include:

- Do not share eating utensils with a child. When a caregiver cleans a pacifier with the mouth, or has other close oral contact, mouth bacteria from the caregiver can harm a child's teeth.
- A child should visit a dentist by age one.
- If a dentist is not available, consult with your pediatrician to understand how to care for your child's teeth and to find dental care.

Notes for parents of children with special needs

- Dental health covers more than teeth – it includes mouth, face, nutrition, speech, chewing, swallowing, appearance, well-being, and confidence.
- Ideas about dental practice have advanced. New dental procedures such as sealants, cosmetic treatments, and pain management have been added and improved.



- Providers may be hard to find, especially those who use family-centered care practices or those who use Medicaid or specific dental plans.
- Families may need to coordinate dental appointments and care with other health care services and therapies children receive. Communication and coordination among a child's health providers - dentist, dental surgeon, orthodontist, anesthetist, pediatrician, or other caregivers – may be needed.
- Dental care is not typically part of regular health insurance.
- Possible need for accessibility, modification, or accommodations.
- Staff training, attitudes and comfort in caring for children with special needs or in using specialized treatments.
- Awareness of medication side effects such as increases in cavities and plaque.
- Appropriate recommendations for anesthesia—some children may need anesthesia for treatments and procedures.



Children that received Medicaid services through Arizona Long Term Care Services (ALTCS) via the Division of Developmental Disabilities (DDD) or qualified as Elderly and Physically Disabled (EPD) receive dental coverage until they are 21. For further information about your child's dental care, help locating a dental provider, please contact Raising Special Kids at 602-242-4366 or 800-237-3007.

Online Resources

- American Academy of Pediatrics dental resources
<http://www.aap.org/oralhealth/FamilyResources.htm>
- Fact sheets on specific diagnoses for parents, dentist and primary care physicians:
<http://dental.washington.edu/departments/oral-medicine/special-needs-fact-sheets.html>

Education



IDEA - Part C

New regulations for Early Intervention services

The Individuals with Disabilities Education Act (IDEA) is a federal law originally enacted in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education. It is revised every seven years. New regulations based on the revisions typically take a few years to be released, and service providers then have a period of time to begin implementing them.

Part C of IDEA addresses services for children birth to three years old which in Arizona are provided through the Arizona Early Intervention Program (AzEIP). New regulations from the 2004 revision were just released for Part C in September. The Department of Education notes “The regulations focus on measuring and improving outcomes for the approximately 350,000 children served by the Part C program with the goal of ensuring that such children are ready for preschool and kindergarten.”

At age three children with disabilities may transition from Early Intervention into preschool for services. Raising Special Kids offers workshops on the transition process. See our calendar for details.

For more information, please visit <http://nichcy.org/babies> or <http://idea.ed.gov/part-c/search/new> or call Raising Special Kids at 602-242-4366 or 800-237-3007.

EPICS

Serving families in the Four Corners region

Education for Parents of Indian Children with Special Needs (EPICS) is a Community Parent Resource Center serving 22 native American tribes providing training, information, resources and support for parents, grand-parents, family members and caregivers children with disabilities.



The center's is hosting it's 9th Annual Family Leadership Academy on March 22-24, 2012. You can register by contacting EPICS Training Center & Offices
1600 San Pedro Dr. NE
Albuquerque, NM 87110
Phone 505-767-6630 or 1-888-499-2070 (toll-free)
www.epicsproject.org

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Special Kids
on Facebook.



Co-teaching

An option for your student?

One type of placement for special education students that may be available in your district is a “co-taught” classroom. Some parents have seen benefits for their children placed in classes with two teachers.

A recent article in Education Week by Peter DeWitt gives some insight into the benefits of having two teachers in a classroom when the dynamic is balanced appropriately. “Co-teaching can be a powerful relationship because having two professionals in the same classroom can provide, not only an enriching experience for the student, but for the other adult in the classroom. One teacher may be excellent with classroom management while the other excels at creativity in the classroom. Even the most diverse relationships can become a great combination.”

Read the full article at <http://bit.ly/szOUkF>.

Diseño Universal para el Aprendizaje

Entornos inclusivos de aprendizaje transforman la educación para cada niño.

Los programas de capacitación docente necesitan graduar cada vez más a profesionales certificados, con habilidades en métodos didácticos adecuados para estudiantes excepcionales. El currículo ofrecido actualmente en las aulas está diseñado para permitir que la mayoría de los estudiantes absorba los principios básicos, pero no considera las necesidades especiales.

Los sistemas de educación pública son responsables de identificar a los niños que tienen problemas con el currículo presentado de manera “estándar”, y remitirlos para ser evaluados para educación especial. Los maestros de educación especial y el equipo desarrollando un Programa de Educación Individual (IEP por sus siglas en inglés) determinan cómo un estudiante puede “accesar el currículum estándar” y qué ajustes o servicios serán necesarios.

Desde que se implementó la ley requiriendo “Educación Pública Gratuita y Apropiable” (FAPE por sus siglas en inglés en la Sección 504 del Decreto de Rehabilitación de 1973) para todos los estudiantes, las escuelas han abierto sus puertas a niños con discapacidades y necesidades especiales para el cuidado de la salud. En las últimas décadas, ha aumentado el número de estudiantes que se han referido a los servicios de educación especial.

Avances, como el mejor reconocimiento de discapacidades del aprendizaje y el entendimiento de asuntos relacionados con la salud del compor-

to, han ayudado a que un creciente número de estudiantes con discapacidades sean incluidos en los salones de clase regulares. Con una mayor variedad de estilos de aprendizaje incluidos en los salones de clase, la discusión con respecto a las prácticas de inclusión ha impulsado el debate sobre qué métodos de enseñanza son apropiados para los salones generales de clases. Mientras los investigadores han comenzado a avanzar en la identificación de métodos eficaces de enseñanza apoyados por pruebas científicas, también se ha dedicado más investigación a entender distintas formas en las que aprende la gente, y cómo diseñar un currículum que considere distintos estilos de aprendizaje.

La idea del Diseño Universal para el Aprendizaje (UDL por sus siglas en inglés) evolucionó de la práctica de hacer espacios físicos y edificios que sirven al público accesibles a todos, y se extendió a un servicio proporcionado por el estado a todos los niños: la educación. Con currículum más accesible disponible para todos los estudiantes, menos individuos tienen las probabilidades de ser dependientes de servicios especializados caros y que los aislen socialmente. En resumen, el diseño UDL amplía las expectativas para el currículum presentado en todos los salones de clase.

El diseño UDL es una forma de forjar lecciones para involucrar a los estudiantes con varios estilos de aprendizaje, y que se pueden personalizar según las necesidades individuales. Esto implica el uso de una

Hay más de una mejor forma de aprender.





variedad de métodos de enseñanza y permite el uso de tecnología para aumentar la accesibilidad.

El diseño UDL considera tres procesos mentales— el “qué”, el “cómo”, y el “porqué” del aprendizaje.

- **El “qué” del aprendizaje:**

Presentar información y contenido de distintas maneras – el uso de múltiples medios de repre-

sentación para dar a los estudiantes diversas formas de adquirir información y conocimiento.

- **El “cómo” del aprendizaje:**

Diferenciar las formas en que los estudiantes pueden expresar lo que saben – el uso de múltiples medios de acción y expresión para proporcionar a los estudiantes alternativas para demostrar lo que saben.

- **El “porqué” del aprendizaje:**

Estimular el interés y la motivación para el aprendizaje – el uso de múltiples medios de participación para aprovechar los intereses de los estudiantes, retarlos adecuadamente, y motivarlos para que aprendan.

Raising Special Kids ofrece consulta personal para los Planes de Educación Individual. Llámenos para informarse cómo puede aprovechar los principios del diseño UDL en la educación de su hijo/a. Llame al 602-242-4366 ó al número de larga distancia gratuita 1-800-237-3007 para más información.

Los Niños Sanos Foro en Español

Presentado por profesionales en
Psicología, Pediatría, y
Comportamiento

Sabado 25 de Febrero del 2012

7:30 a.m. – 12:30 p.m.

Registraciones comenzarán a las 7:30 a.m.

Phoenix Children's Hospital

Melvin L. Cohen Conference Center
Rosenberg Childrens Medical Plaza
1920 E. Cambridge Ave, Phoenix, AZ 85006



Gratis



Para registrarse: www.raisingpecialkids.org o llame a Raising Special Kids al 602-242-4366 o al 800-237-3007

Un Estudio de Caso del Diseño UDL

Antecedentes

Joe es un estudiante a nivel sophomore en high school, quien legalmente es ciego. Él puede ver sombras y colores brillantes, y discernir letras y números grandes y en negritas.

Asunto de Acceso

Joe estaba estudiando conceptos relacionados con la latitud, longitud y mapas globales como parte de una clase de ciencias terrestres. En el pasado, a Joe se le había enseñado a memorizar los continentes, pero no sabía dónde estaban ubicados espacialmente en la tierra. Su maestra estaba tratando de encontrar mapas y globos accesibles para ayudar a enseñar estos temas tanto conceptualmente como espacialmente. Ella buscó recursos locales para los ciegos, pero no pudo conseguir el equipo específico que necesitaba.

Solución

La maestra de Joe hizo varias adaptaciones a las actividades de laboratorio basadas en lo que Joe le dijo sobre su vista. La lección práctica en el laboratorio incluyó el ensamblaje de un globo usando mapas cónicos en blanco y negro sobre una bola. Para mejorar el acceso visual a esta actividad, ella ensambló un mapa global y superpuso las áreas de los continentes con papel de colores brillantes, para hacer que los continentes fuesen distintos a las áreas de los océanos. Ella utilizó el mismo proceso en una proyección Mercator del globo. Ella usó una pistola de pegamento a baja temperatura para marcar los paralelos de latitud y los meridianos de longitud cada 30 grados, así como líneas extendidas para diferenciar el Ecuador y el primer meridiano. Estas adaptaciones permitieron que Joe experimentara la orientación espacial de los continentes en el globo y calculara su ubicación basándose en la longitud y latitud.



Conclusión

Este estudio de caso ilustra la siguiente:

1. Los maestros deben estar conscientes de las situaciones en las cuales ellos pueden estar involuntariamente reduciendo los requisitos académicos de los estudiantes con discapacidades.
2. Los mejores ajustes son desarrollados cuando el estudiante y el maestro se comunican claramente y trabajan juntos.
3. Los ajustes no necesitan ser costosos. Frecuentemente, los ajustes de baja tecnología pueden hacerse con materiales y equipo que están fácilmente disponibles en el salón de clases.

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Community Notes

AHCCCS listening to family insights

As Arizona undergoes significant changes in the delivery of health services for children and families, working closely with state service agencies to represent the “family voice” is vital for ensuring that decision-makers are informed when they design or implement programs and services.

Arizona’s Medicaid system, AHCCCS, is in the process of integrating the administration of Children’s Rehabilitative Services (CRS) and requested the assistance of Raising Special Kids in gathering the insights of families whose children are enrolled. Staff facilitated family-friendly phone interviews with AHCCCS personnel and families to help the agency understand the strengths and weaknesses of the current system.

As a Family to Family Health Information Center and Arizona’s chapter of Family Voices, Raising Special Kids supports the efforts of state agencies to involve families in changing and improving our state systems.

If your family has services through CRS, please take the online survey at [http://www.azahcccs.gov/reporting/legislation/Integration/CRS On-line Survey Questions_distributed_0002.pdf](http://www.azahcccs.gov/reporting/legislation/Integration/CRS%20On-line%20Survey%20Questions_distributed_0002.pdf)



Raising Special Kids staff (from left) Janna Murrell, Vickie French and Neil Wintle work with B.J. Tatro and St. Luke’s Health Initiatives on family interviews.

For information on how you can participate in systems change and share your voice, call Raising Special Kids at 602-242-4366 or 800-237-3007.

Change of leadership



Barbara Brent and Clarence H. Carter

Barbara Brent is leaving her position as Assistant Director of the Division of Developmental Disabilities (DDD) after 10 years of service.

Clarence H. Carter, Director of the Arizona Department of Economic Security presented an award from the governor to her during a reception in her honor hosted by Raising Special Kids. Ms. Brent is beginning a new position as Chief Policy Analyst for the National Association of State Directors of Developmental Disabilities Services.

QUOTED

“Thank you again for taking the time to help me go through the proper procedures to do what is right for my daughter’s education. It truly means a lot to me to have someone in my corner who is willing to listen and to help.”

Save the Date

Special Day for Special Kids

Saturday, March 24, 2012

10 am - 2 pm

McCormick-Stillman Railroad Park
in Scottsdale

Call Raising Special Kids at
602-242-4366 or visit
www.specialdayforspecialkids.org

www.raisingpecialkids.org



Stay in the know

Sign up for our weekly
Monday Memo

A convenient weekly email summarizing news, affecting families of children with disabilities or special health care needs in Arizona is available for free. You can sign up to receive our “Monday Memo” at Raising Special Kids’ website: www.raisingpecialkids.org. Just click on the button to sign up for **e-news** and you’ll be on your way to staying up to date on the latest news, including political issues, social events, resources, workshops, conferences, support groups, and more.

Raising Special Kids News

CareScape's Dandelion Golf Classic sets a record



Mitch Owens delivers a check to Executive Director Joyce Millard Hoie accompanied by Raising Special Kids staff (from left): Chris Tiffany, Neil Wintle, Janna Murrell, Kat Rivera, Carrie Swearingin, Peggy Storrs, Vickie French, and Alice Villarreal.

Mitch Owens, president of CareScape, Inc. was the bearer of great news when he delivered the proceeds of the Annual Dandelion Golf Classic to Raising Special Kids. The tournament, sponsored by CareScape, Inc., raised \$42,000—a new record! We extend our gratitude for the amazing efforts of a group of dedicated volunteers, generous sponsors and enthusiastic participants.

Thank you to our tournament sponsors

CareScape, Inc.
Arizona Business Bank
Ames Construction, Inc.
Silverhawk Financial Services
Raising Special Kids Board
Salt River Solar & Wind, LLC
Fennemore Craig
Consolidated Personnel Services
Clubhouse Grill
Jim Bennett of Dental Refiners
City Property Management

Wooldridge Engineering
Malarkey Roofing Products
Multi-Systems, Inc.
American Fire & Equipment
Waste Management of Arizona
Phoenix Perinatal Associates
Liberty GMC
Perkins Coie
Banahan Communications
Nothing But Net – Bob Cox
Linda Cannon & Associates

Star Roofing Company
Wendy Jack's Hideaway
Union Distributing
Arizona Air Compressor
S & S Tire Company
Advanced Business Learning, Inc.
Daniel B. Kessler, MD Developmental
& Behavioral Pediatrics
Wally & Carol DiStefano

Volunteers in action



(From left) Jim Gootee, Iris Sanabria, Debbie Demland and Michael Standerfer helped out on a special office project.



*Thank you to **Medtronic** for giving employees a day off with pay to volunteer in the community. Recently employees attended Parent Leader training at Raising Special Kids.*

In The Spotlight

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

August - October, 2011

AASK

ABIL

Leanne Murillo

Arizona Care Providers, LLC

Jackie Rivas

Arizona Center for Disability Law

Arizona Children's Association

Linda Starr

Arizona Department of Education

Arizona Department of Health -

OCSHCN

Ralph Figueroa

Marta Urbina

Arizona Early Intervention Program

Laura Denali

Gabriela Gonzalez

Arizona State University

Cathy Bacon

Arizona's Children Association

Anna Longoria

ARAIN

AZA United

Paulina Tiffany

Benevilla Family Resource Center

Juan Marquez

Brain Injury Association of Arizona

Amy Hotaling

Cardon Children's Medical Center

Patty Zowada

Care Connect Arizona

CASA

Terry Tyner

Catholic Charities

CHADD Online Group

Child Crisis Center - My Child's Ready

Sandra Perez

Childcare Resources

Children's Rehabilitative Services

Chinle Comprehensive Health Care

Facility

LeShelly Crank RN

Michael From

City of Phoenix

Tracy Plank

City of Phoenix Family Advocacy

Center

Frank Garcia

Community Information & Referral

Crisis Nursery/Healthy Families

Department of Economic

Security/Child Protective Services

Larsa Margous

Division Of Developmental Disabilities

Carmen Aguilera

Whitney Barkley

Wendy Barrientos

Kimberly Becker

Lois Brooks

Kathleen Calder

Rita Chavez

Chelle Colton-Rutledge

Annie Converse

Zane Cooper

Rebecca Joy Cummings

Tadzia Dennis-Jackson

Maria Fernandez

Francisca Gil Faddis

Lisa Gray

Kathi Guildig

Deniece Hammons

Megan Hansen

Nachol Hanson

Esther Hasz

Tiffany Hawks

Billy Henderson

Toni Hernandez

Peggy Hidrogo

Debbie Hooper

Jill Keyes-McClements

William Kilgore

Valerie Krasevic

Vanessa Kruse

Janet Landman

Ryan Lange

Andy Lutz

Ellyn Manzo

Lucia Marquez

Chelsie Martin

Diane Martinez

Holly Matheson

Betty McAuley

Stephanie Miller

Martha Mills

Tammy Molash

Marta Monyer

Laura Moore

Sonia Navarro

Kathleen Nee

Courtney Parker

Carla Pate

Karen Patten

Liesl Ponto

Elva Rama

Yuriana Ramirez

Lisa Rennels

Jen Richins

Jack Schwartz

Kizzy Sepulveda

Dana Southworth

Susan Stewart

Lola Summers

Shona Thomson

Lucrezia Thornton

Cortney Tipton

Jo Ann Valdez

Patty H Walters

Elizabeth Williams

Meagan Woelfel

Lucinda Yazzie

Maricruz Yescas

Early Headstart

Impact

Lela Chipman

Family Partners

Kyla Rock

Family Resource Center

Family Service Center

First Things First

GALA

Alberto Serpas

GANE

Gilbert Unified School District

Jewish Family and Children's

Services

Heather Ramey

John C. Lincoln Hospital

Jackie Laird

Maricopa County Head Start

Yvonne Walker

Maricopa Health Plan

Linda Monge, LPN

Maricopa Medical Center

Christine Fruchey, LCSW

Medtronic

Milemarkers Therapy

Becky Stark

Murphy School District

Jenna DelCostello

NAMI

National Information Center

Navajo Nation EIP

Rita Jones

Northern Arizona Autism Society of

America

Page Unified School District

Tonja Wright

Paradise Valley Community College

Debbie Voll

Pascua Yaqui Tribal Office/Social

Services Dept.

Maria Reyes

Phoenix Children's Hospital

Maria Flores

Tiffany Glick

Susan Larkin

Cynthia Nakamura

Annamarie Ricci

Maritsa Saucedo Graham

Jennifer Stallteri

Christa Waltersdorf

Pilot Parents of Southern Arizona

Pinal Hispanic Council

Ginger Parks

Pueblo del Sol School

Jamine Menard

RISE, Inc.

Carli Auer

Ashley Blunt

Alma Espinoza

Malea Grace

Lily Olson

Amy Lee Verfaillie

Salt River Pima-Maricopa Indian

Community - Child Find

Kim Cohill

Cassandra Yazzie

SARRC

Janet Kirwan

SHARING Down Syndrome

Gina Johnson

Shaw Elementary School

Linda Porter, LCSW

Southwest Behavioral Health

Mireya Avila

Danielle Vaquer

Southwest Human Development

Vanessa Gonzalez-Plumhoff, MSW

Adrienne Miner

Southwest Network

Jill Walker

St. Joseph's Hospital

Kristen Samadder

Touchstone Behavioral Health

Shemeka Gooden

Christine Burgess

Transitions

Pamela Twitchell

UMOM

Cecilia Robles

Kim Williams

Individuals

Dr. Robin Blitz-Wetterland

Cindy Bordeaux

Peg Bunting

Maureen Casey

Monica Joe

Dr. Christine Katen

Valerie Kemper, Psy D

Steve Lee

Lori Longworth

Ofelia Lopez

Teresa Palma

Elidio Reyes

Kyla Rock

Dr. Karlsson Roth

Ched Salasek

Ronald Summerhill

Parent Leaders are the heart of Raising Special Kids Thank You!

August - October, 2011

Avondale

Claudia Lizarraga

Chandler

Beth Maloney

Kelly Randall

Noelle White

Gilbert

Carol & Chad Boyd

Jessica Gilbert

Holland Hines

Anna Lucas

Glendale

Pam Baldwin

Sue Bolton

Meriah Houser

Ellen O'Hare

Mesa

Kim Cohill

Cindy Floyd

Billie Tarascio

Phoenix

Rebecca Bailey

Paula Banahan

Jeannie Bremerkamp

Patty Coe

Bryce Coleman

Debbie Demland

Jim Gootee

Nancy Gunderson

Sharon Hayes

Nancy Licht

Heather Joy Magdelano

Kathy McDonald

Shannon McLaughlin

Maureen Mills

Migdalia & Joaquin Morales

Chuck Smith

Michael Standerfer

Paulina Tiffany

Dana Wayne

Prescott Valley

Jack & Christy Allen

Scottsdale

Steve Lee

Chris Linn

Shauna Mattson

Lynn Michels

Suzanne Perryman

Katie Petersen

Ched Salasek

Sun City

Paul Tiffany

Sun Lakes

Iris Sanabria

Philip Sanabria

Tempe

Megan Davis Dey

Janet Romo

Tolleson

Kristie Amator

Special thanks to our mailing crew
volunteers that helped assemble
our annual campaign letters:

Kelly Randall

Debbie Demland

Michael Standerfer

Jim Gootee

Iris and Philip Sanabria

Thank you to
Julie Paulauski of
Hachette Book Group
for a gift
of new books
for conferences.

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The Lawyers did not know what to do about their son's difficulties at school. They knew Chris was smart, but each day the conflicts were getting worse and their relationship with the school was becoming adversarial.

The worst part was "Chris was not getting the help he needed," explained his mother, Tory. After an evaluation revealed that Chris was struggling with Aspergers and ADHD, a doctor referred Tory to Raising Special Kids for help in getting an appropriate education program in place for her son.

Through Raising Special Kids, the Lawyers learned how to use effective advocacy techniques and were able to work with the school in developing an individualized learning program for Chris that has turned school into a positive experience.

Please join us in helping families of kids like Chris.

To donate online
www.raisingpecialkids.org

Thank you for making a difference for families!