



Connecting

Connect

Family Support is the Heart of our Mission.

March - May, 2012

Volume 17, Number 1

Skills for success

Families can equip their child with essential “soft” skills

A primary concern for parents is supporting the success of their children. The definition varies for each individual, but recent studies show that in adulthood—whether in school, work, social environments or other activities—success is most strongly influenced by something referred to as “soft skills.”

Six attributes which strongly influence success in life include: self-awareness, proactivity, perseverance, goal setting, using support systems, and emotional coping strategies. These attributes were found to be more significant in determining outcomes than IQ scores and grades in a study featured by LD Online.*

Other concepts falling under the heading of soft skills include, attitude, teamwork, critical thinking, reflection, professionalism, work ethic, responsibility, and effective advocacy. This list is not comprehensive; many more traits or skills can fall into the “soft” category. Because families and cultures may view traits as having different values, it is important that families ensure the skills they value most are integrated throughout their student’s education.

Support for acquiring soft skills can sometimes be missing when academic goals are the only measure used to note

progress and achievement, and when test scores become the single determinant of a child’s success. Yet soft skills are mentioned most often in the characteristics that employers seek. When making hiring decisions, mastery of technical skills, high academic grades, and test scores are

— continued on page 3

Contents

Skills for success	1
Calendar	6, 9
Health	8
Education	9
Community Notes	13
Raising Special Kids News ..	14

Contenido

Habilidades para el éxito	10
Calendario	7

Family Story on page 4



From the Director

At the mention of “soft skills” like perseverance, or work ethic, I think of the time our son, Matt, took exams to meet his graduation requirement, known as the AIMS test. On the first day of testing, the school called me in the early afternoon and stated they didn’t know what to do. AIMS testing had been going on all day, but Matt refused to take a break, and continued working with nothing to eat. They were worried because food and drink were brought in and placed on his desk, but these went untouched.

Maybe some employers would be impressed with such diligence, but it points out the challenge of learning balance and moderation when someone has difficulty with transitions and an Olympian capacity for perseverance on a goal. I’m happy to report the story has a happy ending. The AIMS tests were passed, and taking required breaks became part of the testing day. (When possible, use a rule to make a rule!)

Even a strong work ethic may need to be channeled and developed in the right way. Children benefit from opportunities to acquire skills they may not learn in home or academic environments. Sports activities, the arts, and volunteer service provide ways to learn and practice soft skills. In these settings, with appropriate support, many will improve their abilities and potential for employment and quality of life. Matt gained skills in facial and vocal expression, using body language, and performing within a group by participating in drama and theatre classes. Through volunteer service he learned about working with supervision, accepting constructive feedback, and the satisfaction of contributing to a good cause.

Although the journey may be long and challenging, it is exceptionally rewarding to see children overcome barriers on their way to achieving their hopes and dreams. On his 25th birthday, Matt started his first full-time job. Perseverance pays off.



Matt's 25th birthday, and starting his first full-time job



**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.

viewed by many employers as less important than interacting well with coworkers and clients and being a good fit for the work environment. A publication by the Institute on Community Integration (UCEDD) at the University of Minnesota** notes “a study investigating the ability of adults with mild intellectual disabilities to appropriately engage in workplace ‘small talk’ found that those who demonstrated competence in social skills were viewed more positively than those who lacked such skills, regardless of task skill level.”

“Youth who have these skills are more likely to be hired and less likely to be fired giving them an important advantage in today’s job market.”

Importance of family involvement

A Transition Toolkit from The National Alliance for Secondary Education and Transition (NASET)*** states “A family’s involvement in their child’s education is recognized by many as the single most important factor in school success and achievement.”

Families can promote learning of soft skills in many environments and provide consistency for their children. For example, the ability to problem-solve can be emphasized as important in developing friendships, resolving conflicts, or being a “good neighbor.” Talking with children about how and why problem-solving is helpful in many situations helps students generalize knowledge, learn to apply the skills in new situations, and become better prepared for employment or secondary education.

Guide for families

An InfoBrief from The National Collaborative on Workforce and Disability**** describes why children with disabilities may not develop adequate soft skills and offers resources and information for families. It refers to a framework families can use in setting goals for school and other environments. It states, “Youth who have these skills are more likely to be hired and less likely to be fired giving them an important advantage in today’s job market.”

Framework of Skills:

Communication Skills

- Read with Understanding
- Convey Ideas in Writing
- Speak so Others Can Understand
- Listen Actively
- Observe Critically

Interpersonal Skills

- Guide Others
- Resolve Conflict and Negotiate
- Advocate and Influence
- Cooperate with Others

Decision Making Skills

- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan

Lifelong Learning Skills

- Take Responsibility for Learning
- Reflect and Evaluate
- Learn Through Research
- Use Information and Communications Technology

The InfoBrief reminds families to include the development of soft skills at school through their child’s Individualized Education Program (IEP). It recommends parents include soft skills that have been mastered in their student’s Summary of Performance



Families can help youth can prepare for skills needed in the work place. Someone who would like to work in retail could practice counting, making change, maintaining focus during a transaction, being courteous, friendly chatting, and anticipating what a customer might want. Role playing, games, volunteering, helping with chores at home all present opportunities.

Family Story

Michael's Family (pictured on cover)

When her son was 18 months old, a developmental specialist referred Leslie to a new parent-led organization that had formed to support families of children with special needs. That was almost 30 years ago.

The fledgling organization, then known as Pilot Parents, now Raising Special Kids, has been a resource through which Leslie has received and provided support for others during many stages in her son's life. Recognition of the importance of developing soft skills prompted Michael's family to involve him in opportunities to develop skills in social interaction, public speaking, time management, self advocacy and adapting to changes in his environment.

Michael participated in Ambassador Programs as a public speaker through Special Olympics and Best Buddies. He practiced reading aloud and interpreting facial expressions with family members to improve communica-



Michael just received his 5-year Fry's employee recognition.

tion skills. His family presented him with challenges in daily life such as changing his schedule "on the fly," and Student-Led IEP meetings so he could gain experience with demanding realities of job environments while he was in supportive situations.

Leslie suggests families prepare to stay involved with their child's

job skills development after he or she has found employment. "We recruited friends and neighbors to shop at his store during his shifts and let us know how he did on specific tasks or goals. We'd ask such things as if he stayed focused on the customer throughout their conversation, or whether he maintained appropriate personal space."

continued from page 3 —

(SOP), a document provided to special education students who are due to graduate with a regular diploma or leave high school.

Karen Hinds, a Guidance Counselor at Desert Vista High School, has worked with many teens in special education as they approach transition. She suggests "Depending on the course of study and post-secondary goals of a student who receives special education services, an IEP team should determine which social skills should be developed to meet these post-secondary outcomes. It is best to identify a long term goal for the student. At the IEP meeting, discuss short term goals, and identify if they should be taught in a certain sequence along with identifying in which courses or environments these skills could be addressed.



A number of tips on how families can teach and reinforce skills at home are included in the InfoBrief

continued on page 5 —

continued from page 4 —

with specific examples and helpful techniques. An example is: Give your child full responsibility for planning and preparing a family meal at least once a month. Help at first, until all the steps it takes to cook a family meal have been learned.

The full InfoBrief is available online as a free download (see box below), or contact Raising Special

Kids 602-242-4366 or 800-237-3007 to request a printed copy via mail.

Free workshops on this topic include: *Getting and Keeping the First Job* and *High School Transition*. See the calendar online at www.raisingpecialkids.org or refer to page 6 for upcoming times and locations.

Resources Online:

- *Life Success for Students with Learning Disabilities: A Parent's Guide
<http://bit.ly/xwWWAi>
- **Preparing for Adult Life: Important Social Skills for High School Students
<http://bit.ly/vZRmmi>
- *** The National Standards & Quality Indicators Transition Toolkit for Systems Improvement
www.nasetalliance.org/toolkit/index.htm
- ****InfoBrief "Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families": www.ncwd-youth.info/information-brief-28

Free Conference

Collaborative Therapies Conference

For Parents of Children Birth to Five



Phoenix Children's Hospital

Mel Cohen Conference Center,
Rosenberg Children's Medical Plaza
1920 E. Cambridge Avenue, Phoenix, AZ 85006



Saturday, May 5, 2012

8:30 a.m. - 2 p.m.

Presented by professionals in the areas of Early Intervention, developmental pediatrics, speech language pathology, occupational and physical therapies and developmental special instruction.

Developmental Pediatrician

- How to work with your doctor
- Child development (cognitive, language, fine/gross motor, self-help, social/emotional)

Speech & Language Pathologist

- How to recognize & encourage communication, including baby sign language

Physical Therapist

- Interactive and hands on therapy techniques

Occupational Therapist

- Defining Sensory Integration, playful activities

Developmental Special Instructor

- Developing activities and environments that help child development from birth to three

Parent and Early Intervention Policy Maker

- The role of the family: from child to family centered
- Practical advice to achieve successful functional outcomes

A panel of experienced parents who have "been there" will share experiences.

Breakfast and lunch included. Spanish translation will be available. Due to space limitations and no child care; adults only should attend. Please register by contacting Raising Special Kids at 602-242-4366 or online at www.raisingpecialkids.org.

Free Parking: Enter the campus off 20th Street and Cambridge Avenue two blocks south of Thomas Road. Free parking is available in the visitor parking garage.

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.

Thu. 5/10/12, 10:00 – 12:00 noon

Sat. 6/9/12, 8:00 – 10:00 am^{SS}

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.

Wed. 4/25/12, 9:30 – 11:30 am

Sat. 6/9/12, 10:15 – 12:00 noon^{SS}

Transition from Preschool to Kindergarten

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

Wed. 3/14/12, 9:30 – 11:30 am

Positive Behavior Support

Training on effective techniques for behavior management.

Thu. 4/12/12, 10:00 – 12:00 noon

Thu. 5/17/12, 6:00 – 8:00 pm

Thu. 6/7/12, 10:00 – 12:00 noon

Thu. 7/19/12, 6:00 – 8:00 pm

Understanding 504

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

Thu. 3/15/12, 10:00 – 12:00 noon

Wed. 5/9/12, 10:00 – 12:00 noon

Sat. 7/14/12, 2:00 – 4:00 pm^{SS}

^{SS} Offered during a "Summer School for Parents" event (see pg. 9 for details)

IEP Basics

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

Thu. 4/5/12, 10:00 – 12:00 noon

Wed. 5/2/12, 1:00 – 3:00 pm

Sat. 6/9/12, 2:00 – 4:00 pm^{SS}

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.)

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. 5/3/12, 12:30 – 2:30 pm

Thu. 7/19/12, 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. 4/5/12, 12:30 – 2:30 pm

Thu. 6/14/12, 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.

Sat. 7/14/12, 10:15 – 12:00 noon^{SS}

Bully-Free Environments

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

Thu. 4/12/12, 1:00 – 3:00 pm

Wed. 5/2/12, 10:00 – 12:00 noon

Sat. 7/14/12, 8:00 – 10:00 am^{SS}

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. 4/5/12, 3:00 – 5:00 pm

Thu. 5/3/12, 10:00 – 12:00 noon

Thu. 6/14/12, 3:00 – 5:00 pm

Sat. 7/14/12, 12:15 – 1:45 pm^{SS}

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

Parent/Professional Collaboration

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

Sat. 6/9/12, 12:15 – 1:45 pm^{SS}

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

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.

Lunes 5/7/12, 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 3/26/12, 10:00 – 12:00 noon 🗳️

Viernes 5/4/12, 10:00 – 11:30 pm

Sabado 7/14/12, 12:15 – 1:45 pm *

Conceptos Basicos del IEP

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

Viernes 3/16/12, 10:00 – 12:00 pm

Viernes 4/13/12, 12:00 – 1:30 pm

Lunes 5/21/12, 10:00 – 12:00 noon 🗳️

Sabado 6/9/12, 2:00 – 4:00 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.

Viernes 4/13/12, 10:00 – 11:30 am

Lunes 5/21/12, 1:30 – 3:00 pm

Sabado 7/14/12, 8:00 10:00 am *

Al cumplir los 3 años, que sigue?

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

Sabado 6/9/12, 10:15 – 12:00pm *

Organizando los archivos de sus niños/as

Aprenda modos efectivos para organizar sus archivos.

Lunes 4/23/12, 10:00 – 12:00 noon 🗳️

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 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.

Sabado 7/14/12, 10:15 – 12:00pm*

Destrezas para ser un Padre Defensor Eficaz

Usted aprenderá: Qué es ser defensor; Cómo mejorar sus destrezas de Abogacía; Cómo hacer una contribución significativa

Sabado 6/9/12, 12:15 – 1:45pm*

Entendiendo los Planes 504

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

Lunes 6/18/12, 10:00 – 12:00 noon 🗳️

Sabado 7/14/12, 2:00 – 4:00 pm*

Conceptos Basicos del IFSP

Para padres de niños de 0 a 3 años de edad. Aprenda los pasos basicos del proceso para desarrollar un plan familiar de servicios individualizado.

Lunes 3/19/12, 11:30 – 1:00pm

Sabado 6/9/12, 8:00 – 10:00am*

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.

🗳️ = Fuerza y Esperanza Support Group, 1516 N. 35th Ave. Phoenix, AZ 85009

* = Escuela de Verano para Padres, pg. 12



Summer School for Parents

Two Saturdays: June 9 & July 14

8 a.m. to 4 p.m.

Disability Empowerment Center

The Nina Mason Pulliam Conference Center, 5025 E. Washington St., Phoenix, AZ 85034

Workshops will be presented in English and Spanish

June 9

IFSP	8:00 – 10:00 am
AzEIP – Preschool	10:15 am – 12:00
Parent/Professional Collaboration	12:15 – 1:45 pm
IEP Basics	2:00 – 4:00 pm

July 14

Bully Free	8:00 – 10:00 am
High School Transition	10:15 – 12:00
Guardianship	12:15 – 1:45 pm
Understanding 504	2:00 – 4:00 pm

Lunch provided. No child care.

Space is limited, please register by contacting Raising Special Kids at 602-242-4366 or online at www.raisingpecialkids.org.

Essential Health Benefits

Under the The Affordable Care Act, Essential Health Benefits (EHB) are diagnostic, preventive, and therapeutic services and products that must be covered by health insurance plans in 2014. The Department of Health and Human Services (HHS) is proposing that EHB be defined by a benchmark plan selected by each State. The selected benchmark plan would serve as a point of reference for both the scope of services and any limits offered by a "typical employer plan" in that State.

In Arizona, the choice of a state benchmark plan could affect coverage for specific needs (such as Autism currently mandated under Steven's Law). However, if the plan selected as the state's benchmark does not comply with the current parity law for behavioral health, changes must be made to bring it into compliance.

Essential health benefits must include items and services within at least the following 10 categories:

- 1 Ambulatory patient services
- 2 Emergency services
- 3 Hospitalization
- 4 Maternity and newborn care
- 5 Mental health and substance use disorder services, including behavioral health treatment
- 6 Prescription drugs
- 7 Rehabilitative and habilitative services and devices
- 8 Laboratory services
- 9 Preventive and wellness services and chronic disease management, and
- 10 Pediatric services, including oral and vision care

Under the approach intended by HHS, states will have the flexibility to select a benchmark plan that reflects the scope of services offered by a "typical employer plan." The four benchmark plans are:

- One of the three largest small group plans in the state
- One of the three largest state employee health plans
- One of the three largest federal employee health plan options
- The largest HMO plan offered in the state's commercial market



School-Based Health Centers

School-based health centers (SBHC) help children with acute or chronic illnesses to attend school, and improve students' overall health and wellness through health screenings, health promotion, and disease prevention activities with a particular focus on prevention and early intervention.

Although various service models exist, the typical SBHC is open every school day and staffed by a team of health providers. A SBHC is often operated as a partnership between the school and a community health organization, such as a community health center, hospital, or local health department that serves as the sponsoring facility for the SBHC.



The Affordable Care Act provides \$200 million in funding from 2010 – 2013 to improve delivery and support expansion of services at SBHCs.

In FY 2012, funding totals \$14.5 million and is targeted for an additional 45 school-based health center programs. This funding is intended to expand preventive and primary health care services in medically underserved areas by building new facilities and modernizing current sites.

Read more about School-Based Health Centers at <http://1.usa.gov/v9ZV1a>

Transition Teams

For transition-age youth with disabilities, the Individualized Education Program (IEP) team plays an important role in identifying needs in the area of social skills development and creating goals to help prepare youth for work and community life.

Goals written into the IEP should include strengthening existing social skills as well as developing new ones. In addressing secondary and postsecondary education, employment, and community living in the IEP, the team should take care to look at social skills needed by the student to succeed in each of these life areas. It is also important to spell out how to determine whether each goal has been met.

Necessary soft skills for job success: communication skills, interpersonal skills, decision making skills, and lifelong learning skills. Within these areas are specific skills, which may be developed through individual or group skills training. These include active listening, cooperating with others, problem solving, planning, and using technology. All of these skills may be identified on an individual student's transition IEP through social skill goals."

Excerpted from Preparing for Adult Life: Important Social Skills for High School Students
by Christine D. Bremer, Sharon Mulé, and John G. Smith

NORTHERN ARIZONA WORKSHOPS

Turning 3, What's Next? - AzEIP to Preschool AND

Can You Hear Me Now?
Wed. 4/4/2012 10:30 – 1:30 pm
Kayenta Unified School District
Administration Building
Kayenta, AZ

Getting and Keeping the First Job

High School Transition
Wed. 4/18/2012 2:00 – 5:30 pm
Kayenta Unified School District
Administration Building
Kayenta, AZ

IEP Basics AND

Positive Behavior Support
Wed. 5/2/2012 3:30 – 6:30 pm
Kayenta Unified School District
Administration Building
Kayenta, AZ

IEP Basics

Bully Free Environments
Thu. 5/24/2012 9:30 – 12:30 pm
Stepping Stones
6719 E. 2nd St., Meeting Rm 1
Prescott Valley, AZ 86314

Advanced IEP

Tue. 4/10/2012 5:30 – 7:00pm
NAU/Institute for Human
Development Conference Room
Parking Lot P-13 off Riordan Rd
in Flagstaff

Journey to Adulthood

Tue. 5/15/2012 5:30 – 7:30pm
NAU/Institute for Human
Development Conference Room
Parking Lot P-13 off Riordan Rd
in Flagstaff

Navajo Nation Summer School for Parents

Saturday June 16, 2012

8:00 a.m. - 3:00 p.m.

Navajo Nation Museum

Hwy 264 and Post Office Loop Rd., Window Rock, Arizona



Turning 3, What's Next? AzEIP to Preschool Transition	9:00 am – 10:45 am
Individualized Education Plans (IEP) Basics	11:00 am – 12:30 pm
OR	
High School Transition	9:00 am – 10:45 am
Turning 18, What's Next? Guardianship	11:00 am – 12:30 pm
Bully Free Environments	1:00 pm - 2:30 pm

Registration begins at 8:00 am. Lunch provided. No child care.

Space is limited, please register by contacting Raising Special Kids at 602-242-4366 or online at www.raisingpecialkids.org.

Habilidades para el éxito

Las familias pueden equipar a sus hijos con habilidades “suaves” esenciales

Una inquietud primordial para los padres de familia es apoyar el éxito de sus hijos. La definición varía para cada individuo, pero estudios recientes muestran que en la edad adulta—ya sea en la escuela, el trabajo, en entornos sociales o en otras actividades—el éxito está más fuertemente influenciado por algo conocido como “habilidades suaves”.

Seis atributos que influyen fuertemente el éxito en la vida incluyen: autoconciencia, proactividad, perseverancia, establecimiento de metas, uso de sistemas de apoyo, y estrategias para lidiar emocionalmente. Un estudio presentado por LD Online* encontró que estos atributos eran más significativos en determinar los resultados que las puntuaciones del coeficiente intelectual y las calificaciones.

Otros conceptos que caen bajo el título de habilidades suaves incluyen: actitud, trabajo en equipo, pensamiento crítico, reflexión, profesionalismo, ética de trabajo, responsabilidad, y abogacía eficaz. Esta lista no es exhaustiva; muchos más rasgos o habilidades pueden caer dentro de la categoría “suave”. Debido a que las familias y culturas pueden asignar a los rasgos distintos valores, es importante que las familias se aseguren de que aquellas habilidades que valoran más, sean integradas a través de la educación de sus estudiantes.

En ocasiones, puede faltar apoyo para la adquisición de habilidades suaves, cuando las metas académicas son la única medida que se utiliza para determinar el progreso y los logros, y cuando las calificaciones se convierten en el único determinante del éxito de un niño. Sin embargo, las habilidades suaves son mencionadas más frecuentemente en las características que buscan los empleadores. Cuando toman decisiones de contratación, el dominio de conocimientos técnicos, altos grados académicos y calificaciones altas, son considerados por muchos empleadores como menos importantes que interactuar bien con clientes y compañeros de trabajo, así como ser un buen ajuste para el entorno de trabajo. Una publicación del instituto Institute on Community Integration (UCEDD) en la Universidad de Minnesota,** hace notar que “un estudio investigando la habilidad de adultos con leves discapacidades int-

electuales de participar adecuadamente en ‘pláticas casuales’ dentro del lugar de trabajo, encontró que aquellos que han demostrado competencia en habilidades sociales eran vistos más positivamente que quienes carecían de tales habilidades, independientemente del nivel de habilidad en sus tareas.”

Importancia de la participación familiar

Un juego de herramientas de la transición de la alianza National Alliance for Secondary Education and Transition (NASET)*** declara que “La participación de la familia en la educación de sus hijos es reconocida por muchos como el factor más importante en el éxito y logro escolar.” Las familias pueden promover el aprendizaje de habilidades suaves en muchos entornos y proporcionar consistencia para sus hijos. Por ejemplo, se puede enfatizar la capacidad de resolución de problemas como algo importante en el desarrollo de amistades, la resolución de conflictos, o ser un “buen vecino”. Hablando con los niños sobre cómo y por qué la resolución de problemas es útil en muchas situaciones, ayuda a los estudiantes a generalizar los conocimientos, aprender a aplicar las habilidades en situaciones nuevas, y llegar a estar mejor preparados para el empleo o la educación secundaria.

Guía para familias

Un breve informativo InfoBrief de la organización National Collaborative on Workforce and Disability**** describe por qué los niños con discapacidades pueden no desarrollar habilidades suaves adecuadas, y ofrece recursos e información a familias. Se refiere a un marco de trabajo que las familias pueden utilizar para establecer metas para la escuela y otros entornos. Estipula que, “Hay más probabilidades de que los jóvenes que tienen estas habilidades sean contratados, y menos probabilidades de que sean despedidos—dándoles una importante ventaja en el mercado de trabajo de la actualidad.”

Marco de Habilidades:

Habilidades de Comunicación

- Leer con Entendimiento
- Expresar Ideas por Escrito
- Hablar de Forma que Otros Puedan Entender
- Escuchar Activamente

• Observar Críticamente Habilidades Interpersonales

- Guiar a Otros
- Resolver Conflictos y Negociar
- Abogar e Influenciar
- Cooperar con Otros

Habilidades de la Toma de Decisiones

- Usar Matemáticas para Resolver Problemas y Comunicarse
- Resolver Problemas y Tomar Decisiones
- Planear

Habilidades de Aprendizaje de Por Vida

- Responsabilizarse por Aprender
- Reflexionar y Evaluar
- Aprender a Través de la Investigación
- Usar Tecnología de Información y Comunicaciones

El breve informativo InfoBrief recuerda a las familias que incluyan el desarrollo de habilidades suaves en la escuela, a través del Programa Individualizado de Educación (IEP por sus siglas en inglés) de sus hijos. Recomienda que los padres incluyan las habilidades suaves que hayan sido dominadas por sus estudiantes en el Resumen de Desempeño (SOP por sus siglas en inglés), un documento provisto a estudiantes de educación especial que están por graduarse con un diploma regular o dejando la escuela a nivel de high school.

Karen Hinds, una Consejera Guía en la escuela Desert Vista high School, ha trabajado con muchos jóvenes en educación especial mientras se acercan a la transición. Ella sugiere que “Dependiendo del curso de estudio y las metas postsecundaria de un estudiante que recibe servicios de educación especial, un equipo del programa IEP debe determinar qué habilidades sociales debería desarrollar para satisfacer estos resultados postsecundarios. Es mejor identificar una meta a largo plazo para el/la estudiante. En la reunión del programa IEP, se deben

considerar las metas a corto plazo, y determinar si se deben enseñar en cierta secuencia, además de identificar en qué cursos o entornos podrían abordarse estas habilidades.

Una serie de consejos sobre cómo las familias pueden enseñar y reforzar habilidades en el hogar está incluida en el breve informativo InfoBrief, con ejemplos específicos y útiles técnicas. Un ejemplo es: Dele a su hijo/a la responsabilidad total de planear y preparar una comida familiar por lo menos una vez al mes. Ayúdele al principio, hasta que se haya aprendido todos los pasos necesarios para cocinar una comida familiar.

El breve informativo InfoBrief completo está disponible gratuitamente en línea para ser descargado (vea la caja de abajo), ó llame a Raising Special Kids al 602-242-4366 ó al 800-237-3007 para solicitar una



copia impresa por correo.

Los talleres gratuitos sobre este tema incluyen: Obteniendo y Manteniendo el Primer Empleo y Transición de la Escuela High School. Vea el calendario en línea en www.raisingpecialkids.org ó vea la página 6 para los próximos horarios y ubicaciones.

Gratis para familias

Foro de Terapias Colaborativas

Para padres y madres de niños de hasta 5 años de edad



**Phoenix Children's Hospital
Mel Cohen Conference Center
Sábado 5 de mayo, 2012**



8:30 a.m. - 2 p.m.

Lo presentan profesionistas en las áreas de pediatría del desarrollo, patología del habla y del lenguaje, Fisioterapias, terapias ocupacionales e instrucción especial del desarrollo.

Pediatra del desarrollo

- Cómo actuar con su doctor(a)
- Desarrollo de niños (cognitivo, del lenguaje, de capacidad motora gruesa y fina, de ayuda a sí mismo, y lo social y afectivo)

Patólogo/a del habla y del lenguaje

- Cómo reconocer y animar la comunicación, incluso la lengua de señales de bebés

Fisioterapeuta

- Técnicas terapéuticas interactivas y de actuar usted mismo/a

Se incluyen la primera comida del día (desayuno) y la comida del mediodía (almuerzo). Habrá intérpretes al español. Como hay cupo limitado y no habrá cuidado de niños, sólo deben asistir los adultos. Para inscribirse, llame por favor a Raising Special Kids al 602-242-4366 o apúntese por Internet al www.raisingpecialkids.org

Terapeuta Ocupacional

- Cómo definir la integración sensorial; actividades de juego Instructor(a) especial del desarrollo
- Cómo formular actividades y ambientes que ayuden al desarrollo de niños hasta los 3 años de edad

Padre y Autor de Pólizas sobre Intervención Temprana

- Consejos prácticos para lograr resultados funcionales satisfactorios.

Padres de familia líderes de Raising Special Kids Hablarán de sus experiencias en una mesa de padres de familia "que han pasado por las mismas"

Estacionamiento Gratuito: Entrar por el campus de la calle 20 y Cambridge Dos cuadras al sur de la calle Thomas. Estacionamiento gratuito está disponible en el estacionamiento de visitantes.



Escuela de Verano para Padres

Únase a nosotros para un día (o dos) de aprendizaje!

Disability Empowerment Center

Centro de Conferencias Nina Mason Pulliam, 5025 E. Washington St., Phoenix, AZ 85034

Los Talleres serán presentados en Inglés y Español

**Sábado, 9 de Junio del 2012
8 a.m. a 4 p.m.**

- | | |
|-------------------|---|
| 8:00 - 10:00 a.m. | Conceptos Basicos del IFSP |
| 10:15 - 12 noon | Al Cumplir los 3 años que sigue?: AzEIP al Preescolar |
| 12:15 - 1:45 p.m. | Destrezas para ser un Padre Defensor Eficaz |
| 2:00 - 4:00 p.m. | Conceptos Básicos del IEP |

**Sábado, 14 de Julio del 2012
8 a.m. a 4 p.m.**

- | | |
|-------------------|--|
| 8:00 - 10:00 a.m. | Es su Hijo Blanco de Bullying? (Burlas) |
| 10:15 - 12 p.m. | Transición de Escuela Secundaria (High School) |
| 12:15 - 1:45 p.m. | Al cumplir los 18 años, que sigue? |
| 2:00 - 4:00 p.m. | Entendiendo los Planes 504 |

La Comida será proporcionada. No habrá cuidado de los niños. El espacio es limitado, por favor Regístrese llamando a Criando Niños Especiales (Raising Special Kids) al: 602-242-4366 o en nuestro sitio de Internet: www.raisingpecialkids.org.

Community Notes

Health & Wellness Fair

FREE

**Friday, April 27, 2012
12 p.m. to 5 p.m.**

**Saturday, April 28, 2012
10 a.m. to 4 p.m.**

at the

Disability Empowerment Center

5025 E. Washington Street, Phoenix, AZ 85034

- Health Screenings
- Demonstrations
- Workshops
- Door Prizes
- Food
- Free Shuttle

Get details and updates at www.abil.org/wellness

Training in Southern AZ

The Arizona Center for Disability Law (ACDL), in collaboration with Raising Special Kids and Pilot Parents of Southern Arizona, is presenting four free Special Education Trainings throughout southern AZ during March and April 2012. Each location will offer the training in English in the morning session and in Spanish in the afternoon.

The goal of the free trainings is to provide parents with information regarding their role, rights, and responsibilities to assist them to better understand the special education and Section 504 process. The training will present parents with information and strategies on preparing for the IEP meeting, parent and professional collaboration, development of self-advocacy skills, and IEP compliance. The training will also provide information on the use of restraint and seclusion in schools and transition services and graduation requirements for students with special needs. All trainings are open to parents and professionals.

- Safford, Arizona - March 13, 2012
9am-12pm (English), 1:30-4:30pm (Spanish)
Quality Inn & Suites
- Tucson, Arizona - March 27, 2012
9am-12pm (English), 1:30-4:30pm (Spanish)
Windmill Suites
- Douglas, Arizona - April 4, 2012
9am-12pm (English), 1:30-4:30pm (Spanish)
Best Western Inn & Suites
- Sierra Vista, Arizona - April 5, 2012
9am-12pm (English), 1:30-4:30pm (Spanish)
The Windermere Hotel

For more information or to register, please contact the Center, at (602) 274-6287 (voice/TTY) or 1-800-927-2260 (toll free) or e-mail kvanhorne@azdisabilitylaw.org. Please notify the Center as soon as possible if you need any special accommodations or are unable to keep your reservation.

Miracle League

The Miracle League gives individuals with any disability, ages four and over, the opportunity to play baseball. Spring season will begin April 10th for ages 13+ and ages 4 to 12: April 12th.

Games are played at the Maryvale Family YMCA, located at 3825 N. 67th Ave, Phoenix 85033. A rubberized turf makes wheelchairs and walkers 100% accessible.

The program is free to all participants and volunteers. Each player will receive a free jersey, hat, and pictures. For information and registration, contact Kelly Shingleton, Miracle League Director, at 602.212.6149, or kshingleton@vosymca.org



QUOTED

“We want to thank you for your kindness, knowledge, and inspiration as we prepared and held our son’s IEP. Your quiet listening and timely comments helped us along. Your time was much appreciated. You truly have a gift for advocacy.”

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.

Raising Special Kids News

Forum offers learning opportunities for spanish speaking families

Over 100 attendees participated in the Healthy Children Forum presented in Spanish.

Presentations included information from professionals in psychology, pediatrics and behavior as well as Parent Leaders who shared their experiences raising children with special needs.



Above: Presenters (from left) Dolores Herrera; Elidio Reyes, M.A.C.; Elaine Ellis, M.D.; Xiomara Starbuck, Professional Linguist; Gabriela Orozco, Parent Leader; Carol Zelaya, M. Ed, Ed.S.; Maritza Irizarry, M.D.



(above, far right): Elizabeth de Leon, Parent Leader

We gratefully acknowledge our conference sponsors and presenters

- | | | |
|---|-----------------------------------|--|
| Arizona Bridge To Independent Living | The Xio Group, LLC | The Emily Center |
| MGA Home Healthcare, LLC | City Of Phoenix Head Start | American Academy of Pediatrics – Arizona Chapter |
| NextCare Urgent Care | City Of Phoenix Early Head Start | GANÉ |
| Arrowhead | Arizona Technology Access Program | GALA |
| Valley of The Sun United Way | CareConnect Arizona | |
| Del Monte – Phoenix Distribution Center | Arizona Autism United | |

QUOTED

“I am very happy that I came today and learned so much about what I can do for my son. Thank you for being there for Hispanic families. Sometimes we feel lost and without hope of finding support. Today I realize that I am not alone. What I like the most is that I just need to call you, thank you for being part of our lives I really appreciate it.”

In The Spotlight

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

November, 2011 - January, 2012

AASK
Arizona Care Providers
Jackie Rivas
Arizona Center for Disability Law
Arizona Dept Of Education - PINS
Amy Dill
Arizona Dept Of Health Services - OCSHCN
Marta Urbina
Arizona Early Intervention Project (0-3)
Laura Daneli
Becky Stark
Arizona's Children Association
Anna Langoria, MSW
Jimmy Thomas
Elizabeth Urtzuastegui
Aurora Behavioral Health Systems
Fred Burgmann
Karissa Kater, MSW
AZA United
Paulina Tiffany
Banner Desert Medical Center NICU
Edward Walwork
Banner Estrella Medical Center
Mebroke Birgeoglu, MSW
Benevella Family Resource Center
Juan Marquez
Buckeye Union High School District
Amanda Kinnie
Lizzette Novelo
Canyon Rim Elementary
Cardon Children's Medical Center
Josie Jones
Erin Leach
Jeanie Pefferly
CareConnect Arizona
Antoinette Martinez
CASA
Terry Tyner
Cenpatico Behavioral Health
Diane Taylor
Centro de Amistad
Adriana Arola-Sierra
Centro de Amistad
Elva Torres
Child & Family Support Services
Lydia Seise
Children's Rehabilitative Services
City of Phoenix Early Head Start
Deborah Alvy
City of Phoenix Head Start
Sylvia de Leon
Sylvia Rangel
Communities In Action
Norma Hernandez
Communities in Schools of Greater Phoenix
Michelle Meaders
Community Information & Referral
Greg Richards
CPS/DES
Larsa Margous
Division Of Developmental Disabilities
Carmen Aguilera
Whitney Barkley
Kimberly Becker
Ruben Bernal
Justin Bittick
Lois Brooks
Renee Brown
Kathleen Calder
Maggie Carrajal
Juana Casarez
Tina Chaffin
Rita Chavez
Len Cipolla
Chelle Colton-Rutledge
Annie Converse
Wanda Copeland
Rebecca Cummings
Maria Fernandez
Sabin Gershweir
Jade Guerrero
Kathi Guildig
Megan Hansen
Claudia Hart
Esther Hasz
Tiffany Hawks
Tatum Hemmeger
Billy Henderson
Toni Hernandez
Debbie Hooper
Debbie Ireland
Monica Joe
Cindy Keller
Jill Keyes-McClemons
William Kilgore
Valerie Krasevic
Vanessa Kruse
Laura Kane Kushemba

Ellyn Manzo
Lucia Marquez
Chelsie Martin
Diane Martinez
Betty McAuley
Darcy McNeece
Stephanie Miller
Martha Mills
Tammy Molash
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Laura Moore
Jackie Morales
Courtney Parker
Debra Phelps
Charlene Pinango
Elva Rama
Yuriana Ramirez
Lisa Rennells
Kizzy Sepulveda
Dana Southworth
Susan Stewart
Lola Summers
Shona Thomson
Cortney Tipton
JoAnn Valdez
Jake Van Horton
Amy Walters
Patty H Walters
Megan Wiley
Elizabeth C Williams
Lucinda Yazzie
Maricruz Yescas
Early Head Start
Andrea Velazquez
East Valley Resource Center
Impact
Lela Chipman
Family Connections of South Carolina
Susan Haney
Family Learning Center
Maritsa Beltran
Family Partners
Flagstaff Medical Center
Ashleigh Simpson
Fuerza y Esperanza Suppt Group
Lydia Seise
GALA
Alberto Serpas
GANE
Gabriela Orozco
Gilbert Unified School District
Health Mother's Healthy Babies Coalition
Martha Garcia
HF Autism Support group
Hurley Ranch Elementary School
Shari Gray
Isaac Middle School
David Sudia, M.Ed.
Jewish Family and Children's Services
Bertha Alvarez
Jewish Family Community Center
Kingman Unified School District
Sarka White
Kirsch, Goodwin and Kirsch, PC.
Hope N Kirsch, Esq.
Kyrene School District
Las Vegas Family Support Unit
Stephanie Games
Leaps and Bounds
Lifecare
Littlefield ESD
Jennifer Elliott
Madison Christian Children's Center
Chris Vance
Magellan of Arizona
Erica Stephens
March of Dimes
Maricopa Health Plan
Terry Dendulk
Maricopa Integrated Health Systems
Lou Ryan
Maricopa Medical Center
Carrie Burns
Christine Fruchey, LCSW
Mountain Park Health Center
Bridgette Terrazas, LCSW
My Child's Ready
Sandra Perez
National Organization of Children's Hospitals
Navajo Nation Dine Department of Education
Regina Martinez
Northern Arizona University
Dr. Dan Davidson
Northwest Valley High Functioning Autism
Support Group
Ellen O'Hare
PACER/Minneapolis, Minnesota

Renelle Nelson
Page Unified School District
Tonja Wright
Pediatric Medical
Dr. Elaine Ellis
Pendleton Pediatrics
Dr. Pendleton
Phoenix Children's Hospital
Dr. Ahrendt
Maria Flores, MSW, LCSW
Susan Larkin
Cynthia Nakamura
Annamarie Ricci, MSW, LCSW
Amber Robnett, CPNP
Maritsa Saucedo Graham
Clara Schnall
Cheryl Searles
Jennifer Stalteri, MSW
K. Samadder
Christa Waltersdorf
Pinal Hispanic Council
Ginger Parks
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Malea Grace
Bree Larsen
Amy-Lee Verfallie
SARRC
Janet Kerwin
Sonoran Sky Pediatrics
Amanda Sumner
Southwest Network
Katie Baker
The University of Arizona Health Plans
C. Athene Kennemer, BSN, RN
Touchstone Behavioral Health
Christine L Fruchey, LCSW
Trevor Brown High School
Becky Eaton
UMOM Kim Williams
University of Arizona Health Plans - Maricopa
Health Plan
Linda Monge
Wee Care
Teresa Rouf
Yavapai-Apache Nation Department of Social
Services
Tahnee Baker

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Dr. Robin Blitz
Tonia Bunce
Carrie Ann Cook
Vanessa Gonzalez-Plumhoff, MSW
Jodi Hanover
Sara Knapp
Steve Lee
Dr. Ellen Riech, Ph.D.
Nicole Wines
Lisa Aaroe
Dr. Jordan
Suzanne Simms

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

November, 2011 - January, 2012

Avondale
Gabriela Sanchez Orozco

Cave Creek
Mark Trombino

Chandler
Beth Maloney
Noelle White
Shelby Willa

Gilbert
Jessica Gilbert
Holland Hines
Janet Kirwan

Glendale
Meriah Houser
Danielle Martinez
Tiffany Singer

Mesa
Jennifer Adler
Billie Tarascio

Phoenix
Paula Banahan
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Suzanne Simms
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Ched Salasek
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Sun Lakes
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Janet Romo

Tolleson
Kristie Amator

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and resources emailed
each week?
Sign up for our
Monday Memo
at
www.RaisingSpecialKids.org

Designate
Raising Special Kids
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Thank You
for a Gift
In Memory Of
James Connors
\$52,000 was donated
to Raising Special Kids
through the generosity
of Margaret Tiffany,
who served as his
guardian.

Raising Special Kids
5025 E. Washington, Suite #204
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March 24

A Special Day for Special Kids!

**An event for families of children with
disabilities and special health care needs**

Saturday, March 24, 2012

10 a.m. - 2 p.m.

McCormick-Stillman Railroad Park, Scottsdale
(located on the southeast corner of Indian Bend and Scottsdale roads)

**FREE train rides, carnival activities, carousel rides, games,
activity booths, clowns, face painting, petting zoo,
plus lots of food and ice cream...all for FREE!**

Registration required at the event.

Questions? Contact Raising Special Kids (En Espanol) 602-242-4366 or 800-237-3007.