Getting a grip on Assistive Technology
Wendi’s son, Ethan was diagnosed with Asperger syndrome and ADHD at age 4. Wendi recalls, “We jumped right into special education with both feet. The school was great and really helped me learn a lot. Eventually, I was invited to join the school district’s Special Education Parent Council (SEPC) and I felt ready for the challenge.”

Part of Wendi’s activities involved coordinating special education training through Raising Special Kids for the parents in the district. As Wendi learned more about Raising Special Kids and the full range of family support services, she was eager to expand her role and responsibilities. Wendi joined the staff of Raising Special Kids in 2012 and has become a recognized leader in managing the activities of parent to parent matching, including mentoring, recruitment, training, and development.

Ethan, now in 5th grade, has two siblings; Kyle (3rd grade), and Addison (Kindergarten). Wendi’s early IEP training prepared her to advocate for Addison’s needs. Addison’s IEP includes the provision of a microphone for her teacher so her hearing device can detect what’s being said regardless of her position or proximity to the teacher. Wendi gives much of the credit for Ethan and Addison’s progress to Kyle, who she describes as “a wonderfully typical big/little brother who has taught his siblings more than they will ever learn from me.”

When asked what she likes about working for Raising Special Kids, Wendi said, “I love the fact that we’re able to assist and support families who are in need and watch their lives change for the better because of our support.”
University of New Hampshire faculty member Therese Willkomm calls herself “MacGyvette.”

But Willkomm doesn’t fight crime like the resourceful 1980s television sleuth; rather, she fashions tools from everyday objects that make life easier for people with disabilities.

Willkomm, clinical assistant professor of occupational therapy and director of ATinNH at the Institute on Disability at UNH, is a specialist in assistive technology, which she describes as “solutions for easier living, learning, working, and playing.” And while the users of her solutions have some form of disability – from an aching back to extensive paralysis – Willkomm’s work rarely deals with expensive wheelchairs, specialized computers or complex communication systems.

“Eighty percent of assistive technology costs $100 or less,” she says.

Willkomm’s assistive technology solutions employ custom items she “MacGyvers” from inexpensive, ordinary items such as Plexiglas, PVC, and assorted tapes as well as off-the-shelf products like wheeled carts, easy-grip tools or two-way radios. And like MacGyver, Willkomm is speedy and resourceful – her trademark is creating solutions in five minutes or less with inexpensive, readily available materials.

“One of the things I’ve struggled with is how long people have to wait for a solution,” says Willkomm. “Often times, people are literally dying while they wait. What I’m trying to do is a whole paradigm shift. What can we do today that can make a difference?”

Willkomm shares her creativity in a book, Assistive Technology Solutions in Minutes: Make a Difference Today!, that helps her students and others find and make quick, easy solutions. Another recent publication, Solutions for Easier Living Located in Your Neighborhood, highlights solutions found in most hardware, office supply, or discount department stores.

Among her favorite assistive technology solutions:

- Using a plastic flagpole holder, epoxy putty, and Pam cooking spray, Willkomm mounted a camera onto a wheelchair, giving the user – a school-aged boy – a new way to connect with his classmates. “Cameras are great for kids who have a hard time communicating,” she says. “I’m always blown away by what they take pictures of.”

- To help an 18-year-old with a brain injury that affected his ability to remember daily hygiene sequences, Willkomm created a rap CD (played in a shower-mounted CD player) that cued each showering activity, from “turn on the water” to “put the soap on the puff” to “rinse off the soap.”

- For a dairy farmer with a high-level spinal cord injury, she rigged a two-way radio with a large spring-loaded Plexiglas button so he could call his wife if she was in the field. She mounted it next to his wheelchair; a rubber bumper inside the plastic holder let him activate the call button on the radio with very little head or hand movements.

Willkomm has a special affinity for the dairy farmer; she credits her “make it in minutes” approach to growing up on a dairy farm in Wisconsin. “You’re taught how to fix things fast – if the cows get out, you’ve got to fix that gate now,” she says. She honed her craft at the University of Pittsburgh, where she received a Ph.D. in rehabilitation science and technology and wrote her doctoral dissertation on ergonomic risk factors and tractor modifications for farmers with spinal cord injuries.

After working in the field for 25 years and serving as an adjunct professor at UNH for eight of them, she joined the UNH faculty in the fall of 2005.
She holds a joint appointment to the occupational therapy department and the Institute on Disability as the director of New Hampshire’s statewide assistive technology program.

An aging population and changing health care make Willkomm’s assistive technology solutions more relevant than ever. She cites a World Health Organization statistic that says the number of people with disabilities will continue to rise, but the money to support them remains level. “That means we’ve got to be creative,” she says. “We need to empower the people most influential in the lives of people with disabilities: the family members, the teacher aides, and job coaches.”

At UNH, Willkomm empowers the next generation of occupational therapists. In the course Introduction to Assistive Technology, she challenges her students to make an on-off switch with nothing more than a business card, some foil tape, and speaker wire. Every student receives a copy of her book and a tool kit that MacGyver would envy, complete with a miniature blow torch and other fabrication tools, epoxy putty, several pieces of acrylic, speaker wire, and specialty tape. “Am I trying to turn all my students into MacGyers? No,” she says. “But I’m teaching them creative problem solving.”

Willkomm’s books are available through the Institute on Disability at UNH: http://www.iodbookstore.org/categories/Assistive-Technology/

Q&A on Assistive Technology
The Who, What, Why, and How of AT in AZ

Information provided by Ann Gortarez, Mary Keeney, and Bruce Kennedy, Assistive Technology (AT) Specialists with the Arizona Department of Education (ADE)

What is Assistive Technology?
Assistive Technology (AT) includes low-tech and high-tech products that enable people with disabilities to be more productive and independent. People want to jump to the conclusion that it is very expensive and school districts can’t afford it and that is just not true. That is one of the biggest things we, as AT Specialists, have to address.

What does an Assistive Technology Specialist do?
In broad terms, we provide technical support & assistance to schools. We provide support services and training to school personnel so they can support their students in the selection and implementation of AT. We also provide a loan library where we loan devices, tools and software to schools for a four-week period so they can try things before they buy them for the student. A lot of times people think “This might work, but we don’t know until we try it.” So the loan service allows them to try it for four weeks with the student.

Do you see regional differences in the needs of families?
Some parts of our state just don’t have good access to the internet. Or, they may have access, but it isn’t broadband so isn’t usable for many things.

What do you suggest families do to help their child get Assistive Technology in school?
Special education is often evaluation-driven. If you think your child needs speech therapy, you would ask for a speech therapy evaluation; if they need occupational therapy, you would get an OT evaluation; if they need time in the resource classroom, they would need a psycho-educational evaluation. AT is the exception to that rule because it is actually the responsibility of the IEP team to (and the law uses this word) consider AT, at a minimum once a year at the annual IEP meeting. So, if things go well, and the IEP team has been
able to identify and implement AT, you may have AT working great for the student and there will never be a “AT evaluation”.

**So, Assistive Technology never requires a formal evaluation?**

AT evaluations might happen two different times: one, because the IEP team has considered AT and may have tried some options but have not identified a tool that can help. But, they are not satisfied that one doesn’t exist. So, they may either ask someone to consult with the IEP team (still not a formal evaluation) or they can ask for an evaluation because they need help and think there’s something out there that can help the student. An evaluation can also happen when parents request it in writing and the district agrees to do it.

**Who does the evaluations?**

It depends on where you are. In some of the larger districts here in the Valley and in Tucson, there are staff who are identified as Assistive Technology Specialists. In smaller districts, they have people who may be designated as AT specialists in addition to other responsibilities. That would usually be a speech person or maybe an OT or PT or maybe a special education teacher who might have a bit more expertise. Most special education staff have some expertise in AT but this could be someone with particular expertise in the challenge at hand. Then, in really small districts they may have to look outside of their district for someone to do the evaluation, or consider organizations or individuals who provide those services.

**What is your favorite AT?**

There is so much! I am always so impressed with the usability and flexibility of the smart pen. It has so many uses and applications to support students in so many ways. It’s pretty impressive for something that I consider to be a fairly inexpensive piece of equipment.

The most exciting thing for me in AT is whatever finally solves the district’s problem and helps remove or lower that barrier for the student. If I had to pick a category, I like that things are getting mobile and we’re blurring the lines between regular technology and assistive technology, not in the legal definition, but in that kids with disabilities are starting to use things the way everyone else is using them. You know, “That kid has an iPad and I have an iPad. We just do different things with our iPads.” I like the move towards mobile. That you have your AT with you wherever you go because that is our dream for our kids. It’s not to find their AT for their classroom, but to find their AT for their life. And it’s getting easier because now things are mobile and they’re cheaper. Word prediction software used to be expensive, hardly anyone had it, and people thought it was weird - now everyone has it on their phone. Just the move toward things that are mobile and ubiquitous and not unusual looking at all. You have the same technology as everyone else, you just use it in a slightly different way.

Another good choice would be Windows 8.1 and now, Windows 10, because that has bridged the gap between tablets and fully-functional computers. Now you can easily wander around with a device that is an 8” tablet but is really a fully-functional computer.

Chrome extensions are also helpful because they exist to help everybody not just kids with disabilities and they travel with you. You just log into the chrome browser with your login and you have everything you need. They have inexpensively opened things up for a lot of people.

**Let’s talk about Low Tech AT. Do you have some go-to favorites?**

Tennis balls were a phenomenal tool for me when I was working in rehab. You can do so many things with tennis balls to make things accessible—like ink pens. And, working in the kitchen, you can drill a hole in a tennis ball and put it on a handle of a spoon or a potato masher.

Slant boards are pretty great. Think of yourself whenever you’re working; you’re looking at your tablet or you’re looking at a book or reading a letter – you do not lay it flat on a surface to do that, right? You just pick it up in your hands and you hold it at an angle and look at it. For a lot of our kids, using something as simple as those big, fat 3 ring binders that are laying around to get things up off the flat surface when they’re trying to read or write, can make a huge difference. There’s also a lot of great paper, pens, and pencils and...I think between us, we have the world’s most extensive
collection of pencil grips! It’s really those kinds of everyday items that you just put together and come up with solutions that will work.

**What do you want make sure parents to know about AT?**

There is a universal lack of understanding that assistive technology can really help students with dyslexia and other specific learning disabilities tremendously. Students with SLD are the largest population of students receiving special education and often, their needs are overlooked because they may not be readily apparent.

Parents can borrow devices and software from Arizona Technology Access Program (AzTAP) for two weeks. AzTAP shares inventory with the ADE Loan Library for the schools.

Parents need to be persistent in the discussion of technology in those annual IEPs. When they are told “No. AT means computers and Johnny doesn’t need a computer.” I want parents to be persistent in their advocacy and engage in discussion and considerations of assistive technology specific to the needs of their child.

When parents call us there is a lot of misinformation, as we discussed earlier, as to what AT is and what their child really needs. The better educated parents are about AT, the better everything is going to be for their student and school. Parents should call us if they need help navigating the system and learning how to advocate for assistive technology for their child. We love those calls!

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**RESOURCES**

- **Arizona Department of Education**
  Assistive Technology Specialists

  **Tucson & Southern Arizona**
  Ann Gortarez, MEd
  [ann.gortarez@azed.gov](mailto:ann.gortarez@azed.gov)
  (520) 628-6665

  **Flagstaff & Northern Arizona**
  Bruce Kennedy, MPA
  [bruce.kennedy@azed.gov](mailto:bruce.kennedy@azed.gov)
  (928) 637-1876

  **Phoenix & Central Arizona**
  Mary Keeney, CCC-SLP
  [mary.keeney@azed.gov](mailto:mary.keeney@azed.gov)
  (602) 542-4016

- **AzTAP AT Demonstration & Loan Program**
  (602) 728-9534 or (800) 477-9921
  [http://bit.ly/1ZzS9qF](http://bit.ly/1ZzS9qF)

- **Hey! Can I Try That?** A Student Handbook for Choosing and Using Assistive Technology
  [http://bit.ly/1MFe5aI](http://bit.ly/1MFe5aI)

- **Assitive Technology: A Parent’s Guide**

- **AZTECH Chrome Extensions that Support Diverse Learners**

- **AZTECH Finding Good Apps**
  [http://bit.ly/1To0Y3d](http://bit.ly/1To0Y3d)

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**ASPIRE**

**Do you have a child between 14 & 16?**

If you have a child between the ages of 14 and 16 receiving SSI they have a chance to receive extra help with school and going to work. Through the ASPIRE (Achieving Success by Promoting Readiness for Education and Employment) your child can learn:

- to know themselves, their skills and needs
- to be responsible to make choices about their life
- their rights and responsibilities and how they work together
- skills to solve problems
- to talk about their disability and ask for accommodations

If you are interested in your child participating in ASPIRE please contact Sang Hee Kim, ASPIRE Program Administrator at:
(602) 542-1714 or toll-free (844) 260-2890 or skim@az.gov.
It’s a Good Time to Have Dyslexia
Parent Leader Meriah Houser shares her family story

Meriah Houser is a former teacher, and a lover of books. You can hear the excitement in her voice when she talks about first learning to read and how her passion for books was ignited. She was eager to pass on her enthusiasm for reading to her sons, Cole and Maddox. When they were toddlers, Meriah quickly noticed that although her boys liked having books read to them, they did not pick up books for themselves. Reading, she later found, was very challenging for them.

Both Cole and Maddox have been diagnosed with dyslexia. It’s something that runs in her family, and Meriah remembers her grandfather had learning differences. “When he was in school, my grandfather was forced to use pencil and paper and he wasn’t able to communicate that way.”

When Cole was first diagnosed, she contacted Raising Special Kids for help in understanding educational services, the IEP process, and how to effectively advocate for her son. Meriah remembers that trying to implement the boys’ IEPs was a challenging time for her. “We were so busy getting the IEPs set we didn’t even realize Assistive Technology (AT) was going to be a tool to make our lives better. You know, it just seemed like another step that we had to take and I felt we were doing so much already. Then, we signed on to Learning Ally, (which, at the time was Recording for the Blind and Dyslexic) and Bookshare.”

Cole now has had access to an iPad in class which he finds beneficial for getting his thoughts out during the pre-writing stage. Meriah is quick to point out that assistive technology is not a panacea and that teacher interaction is critical. “At home, I do a lot of scribing for them. I think that’s really important because the kids need feedback; they need the opportunity to talk about what they’re thinking.”

One of her son’s teachers expressed concern that he might be using the iPad as a crutch. Meriah thought, “That’s exactly what we’ve been working toward. For him to be immediately grabbing for it is just like anyone else grabbing a paper and pen to write something down. My boys’ auditory comprehension and verbal skills are so superior to their writing skills. When they try to get their thoughts down on paper, they don’t know where to start. These kids have been bathed in literacy, but are not able to articulate their thoughts with a pen in hand. But, if they are able to speak, it looks like two different people have done the work.”

Cole has his audio books loaded on his cell phone, and the district text books and other books they’re reading in class. His school is very open to letting him use his phone in class and he uses Siri to correct spelling.

Meriah remembers nurturing her sons’ love of audio books much like she began doing with written books. “We listened to our first audio book as a family. You can listen together when you’re making dinner or on family trips; any way you can support that love of reading. One benefit of audio books is that they can increase the speed of the playback. My boys are often surprised at how many chapters they’ve completed. They are often able to complete more chapters in a shorter time than their classmates.

Meriah has used her experience to help other families and is the founder of Decoding Dyslexia Arizona. She has helped educate Arizona Legislators on what it means to have dyslexia and celebrated when SB1461 was passed, providing additional support for students with the diagnosis. As Meriah says, “it’s a good time to have dyslexia.”

To learn more about dyslexia, please visit Decoding Dyslexia Arizona http://www.decodingdyslexia-az.com and International Dyslexia Association http://eida.org.
Información provista por Anna Gortarez, Mary Keeney, y Bruce Kennedy, especialistas en Tecnología Asistiva (AT por sus siglas en inglés), del Departamento de Educación de Arizona (Arizona Department of Education-ADE), sugerencias y consejos para familiares de niños que reciben educación especial.

¿Qué es la Tecnología Asistiva?
La Tecnología Asistiva (AT) incluye productos de baja y alta tecnología que permite a personas con discapacidades ser más productivas e independientes. La gente equivocadamente llega a la conclusión de que la TA es muy costosa y que no es asequible para los distritos escolares, pero eso no es cierto. Este es un tema que nosotros como especialistas de TA tenemos que abordar.

¿Qué hacen los especialistas de Tecnología Asistiva?
En términos generales, proveemos asistencia y apoyo técnico a las escuelas. Proveemos servicios de apoyo y capacitación al personal docente para que estos a su vez puedan apoyar a sus estudiantes en la selección e implementación de TA. También proveemos una biblioteca en la cual se ofrecen dispositivos, herramietas y software en calidad de préstamo a las escuelas, por un periodo de cuatro semanas. De esta forma pueden practicar con el uso de las herramientas antes de comprarlas para los estudiantes. A veces uno piensa que “esto podría servir, pero no se sabe hasta que no se pruebe”. Así que el servicio de préstamo les permite ensayar el uso de las herramientas con los estudiantes por cuatro semanas.

¿Observas diferencias regionales en cuanto a las necesidades de las familias?
En algunas partes de nuestro estado no hay buen acceso al Internet. O tal vez sí hay acceso al Internet, pero no es de banda ancha y no lo pueden usar para muchas cosas.

¿Qué sugieres que hagan las familias para ayudar a que sus hijos(as) tengan acceso a la Tecnología Asistiva en las escuelas?
La educación especial con frecuencia se basa en evaluaciones. Si piensa que su hijo(a) necesita terapia de lenguaje, pediría que se le hiciera una evaluación de terapia de lenguaje; si necesita terapia ocupacional, pediría una evaluación de TO; si necesita trabajar en el salón de clases de recursos, necesitaría una evaluación psicoeducacional. La TA es la excepción a esta regla ya que el equipo de profesionales de IEP (Programas Educativos Individuales, IEP por sus siglas en inglés) tiene la responsabilidad (y la ley utiliza esta palabra), de considerar la TA por lo menos una vez al año durante la reunión anual de IEP. Así que si todo va bien, y el equipo de IEP ha identificado e implementado el uso de TA, la TA podría ayudar efectivamente al estudiante y nunca habría la necesidad de hacer una “evaluación de TA”.

¿Entonces la Tecnología Asistiva nunca requiere una evaluación formal?
La evaluación de TA puede que se haga en dos ocasiones diferentes: una, si el equipo de IEP ha considerado la TA y hubiera usado algunas opciones pero sin haber identificado un instrumento que pudiera ayudar. Pero no están satisfechos con que no haya alguna opción. Entonces puede que pidan que alguien consulte con el equipo de IEP (no es una evaluación formal), o pueden pedir una evaluación porque necesitan ayuda y creen que hay algo que pudiera ser útil al estudiante. Se puede hacer una evaluación también cuando los padres lo piden por escrito y el distrito está de acuerdo.

¿Quién hace estas evaluaciones?
Depende de dónde esté usted. En algunos de los distritos más grandes del Valle y en Tucson, hay personal identificado como Especialistas de Tecnología Asistiva. En los distritos más pequeños, es posible que haya personal designado como especialistas de TA, además de sus otras responsabilidades.

Generalmente se trata de alguna persona que trabaja en lenguaje o quizás un TO o TF, o tal vez un maestro(a) de educación especial quien puede que tenga un poco más de experiencia. La mayoría del personal de educación especial tiene cierta experiencia en TA, pero puede ser alguien con experiencia en particular en el caso actual. Y en los distritos muy pequeños tendrán que recurrir a otros distritos para ubicar a alguien que haga la evaluación, o considerar organizaciones o individuos que proveen estos servicios.

¿Cuál es tu TA favorita?
¡Hay tantas! Siempre me maravilla la utilidad y...
flexibilidad del Bolígrafo Inteligente. Tiene tantos usos y aplicaciones para apoyar a los estudiantes de tantas maneras. Es bastante impresionante, ya que es algo que yo considero ser un artículo relativamente económico.

Lo más emocionante para mí en la TA es sea cual fuere lo que al final resuelva el problema del distrito, y ayude a eliminar o a reducir la barrera para el estudiante. Si tuviera que escoger alguna categoría, me gusta que las cosas estén convirtiéndose en productos móviles, y que estamos empañando las líneas entre la tecnología regular y la tecnología asistiva, no en su definición legal, pero en que los niños(as) con discapacidades están comenzando a utilizar tecnología como las usan todos los demás. Sabes como, “Ese chico(a) tiene un_ iPad y yo tengo un_ iPad. Hacemos cosas diferentes con nuestros iPads”. Me gusta la tendencia hacia lo móvil. Que tienen su TA consigo vayan donde vayan porque ese es nuestro sueño para nuestros chicos(as). No es conseguir TA para el salón de clases, sino encontrar TA para sus vidas. Y se está haciendo más fácil, porque ahora las cosas son móviles y económicas. Los programas de predicción de palabras eran costosos, y casi nadie los tenía, y a la gente les parecía que era extraño - ahora todo el mundo los tiene en sus teléfonos. Justo el movimiento hacia las cosas móviles y ubicas y que no se ven fuera de lo común en lo absoluto. “Tú tienes la misma tecnología que tienen los demás, tú solo la usas de una manera un poco diferente.”

Otra buena opción sería el Windows 8.1 y ahora el Windows 10, porque esto ha acercado las diferencias entre las tabletas y las computadoras totalmente funcionales. Ahora es muy fácil andar con un dispositivo tal como una tableta de 8”, que en realidad es una computadora totalmente funcional. Las extensiones Chrome también ayudan porque están disponibles para ayudar a todo el mundo, no solamente a los chicos(as) con discapacidades, y las pueden llevar consigo. Solo ingresa en tu buscador Chrome con tu contraseña y eso es todo lo que necesitas. Han hecho accesible muchas cosas para mucha gente sin que sea muy costoso.

**Hablemos de Baja Tecnología TA. ¿Tienes algunos recursos favoritos?**

Las pelotas de tenis eran mi herramienta favorita cuando estaba trabajando en rehabilitación. Puedes hacer tantas cosas con las pelotas de tenis para hacer que las cosas se hagan accesible--como bolígrafos con cuerpo ancho. Y para trabajar en la cocina puedes hacer un agujero en una pelota de tenis e introducir el asa de una cuchara o de un triturador de papas para hacer puré.

Los caballetes de mesa son excelentes. Piensa cuando estás trabajando; cuando estás viendo tu tableta o estás viendo un libro o leyendo una carta- ¿cómo pones esas cosas sobre una superficie plana, verdad? Las agarras en tus manos y las sostienes en un ángulo para verlas. Para muchos de nuestros chicos(as), usar algo tan simple como esas carpetas gruesas de tres argollas que están por ahí, para levantar cosas de las superficies planas cuando están tratando de leer o escribir, esto puede hacer una gran diferencia. También hay una gran variedad de papel, bolígrafos y lápices y... aquí entre nos, creo que tenemos la colección más grande del mundo de empuñadores de lápices. Es realmente los artículos de uso diario que se ponen juntos para encontrar soluciones que funcionan.

**¿De qué cosas desearía asegurarse que los padres sepan sobre TA?**

Hay una falta de entendimiento universal acerca de cómo la tecnología asistiva puede en realidad asistir tremendamente a los estudiantes con dislexia y otras discapacidades específicas de aprendizaje. Estudiantes con SLD (discapacidad de aprendizaje específica) ocupan la mayor proporción de estudiantes que reciben servicios de educación especial y frecuentemente sus necesidades no son notadas, ya que no son distinguibles a primera vista.

Los padres pueden pedir en calidad de préstamo, dispositivos y software del Arizona Technology Access Program (AzTAP) por dos semanas. AzTAP comparte inventario con la Biblioteca de Préstamos para las escuelas del Departamento de Educación de Arizona (ADE).

Los padres tienen que ser persistentes en las conversaciones que tengan sobre tecnología, durante las reuniones anuales de Programas Educativos Individuales (IEP). Cuando les dicen “No. TA quiere decir computadoras y Johnny no necesita una computadora”. Yo quiero que los padres persistan en su defensa, y que establezcan conversaciones sobre la consideración de tecnología asistiva específica para las necesidades de sus hijos(as).

Cuando los padres nos llaman, ya han recibido mucha información equivocada, como mencionamos anteriormente, acerca de lo que es la TA y acerca de
lo que su hijo(a) realmente necesita. Mientras mejor informados estén los padres sobre la TA, mejor será todo para sus estudiantes y las escuelas. Los padres deben llamarnos si necesitan ayuda para navegar el sistema y para aprender a abogar por la tecnología asistiva para sus hijos(as). ¡Nos encantan estas llamadas!

RECURSOS

- ADE Especialistas en Tecnología Asistiva

- AzTAP (programa de acceso a la tecnología)
  (602) 728-9534 or (800) 477-9921
  http://bit.ly/1JHzHTT

- ¡Oye! ¿Puedo yo intentar eso? Un Manual Estudiantil para Escoger y Usar la Tecnología de Asistencia
  http://bit.ly/1NUkWPk

- Understood
  Tecnología de asistencia
  https://www.understood.org/es-mx/school-learning/assistive-technology

Talleres y Entrenamiento
www.raisingspecialkids.org o llame al 800-237-3007

PHOENIX
Ability360 Center
5025 E Washington Stret
Phoenix, AZ 85034
edificio libre de fragancias

Cumpliendo los 18 años – Opciones Legales
22 de enero, 10am - 12 pm
19 de febrero, 10am - 12pm
11 de marzo, 10am - 12pm

El Comportamiento Positivo
30 de enero, 1 - 3 pm
27 de febrero, 10am - 12pm

Entrenamiento del IEP
30 de enero, 10am - 12pm
3 de marzo, 6 - 8pm

Transición del Preescolar al Kindergarten
27 de febrero, 1 - 3pm

YUMA
Goodwill Career Center
3097 S 8th Ave
Yuma, AZ 85364

El Comportamiento Positivo
18 de febrero, 1-3pm

Entrenamiento del IEP
14 de enero, 1 - 3pm

Colaboración de Padres Y Profesionales
24 de marzo, 1 - 3pm

Para obtener una lista actualizada de los talleres en español, visite http://bit.ly/1XD1Cws

Parent Leaders
Thank you! Parent Leaders are the heart of our mission!

September - November 2015

Apache Junction
  Kandy Luty

Avondale
  Jennifer Priddy

Chandler
  Susan Alonzo
  Dawn Bailey
  Marti Baio
  Paula Friedlund
  Kristina Hunt
  Lisa Myers
  Cathy Turner

El Mirage
  Natalie Trujillo

Flagstaff
  Shauna Mattson
  Kelly Reed
  May Sheppard- Ketchner

Gilbert
  Jessica Gilbert
  Sarah Greene
  Holland Hines

Glendale
  Cathy Humphrey
  Dawn Kurbat
  Ellen O’Hare
  Kingman
  Art Gode

Laveen
  Bonnie Carroll

Mesa
  Jennifer Adler
  Christy Holstad
  Danielle Pollett

Nogales
  Albert Acuna
  Michelle Renee Jacquez
  Erika Johnson

Peoria
  Tricia Mucklow

Phoenix
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Understood
  Tecnología de asistencia
  https://www.understood.org/es-mx/school-learning/assistive-technology
No Cost Workshops & Training
Register online at www.raisingspecialkids.org/events or call 800-237-3007

PHOENIX
Ability360 Center
5025 E Washington St, Ste 204
Phoenix, AZ 85034
This building is fragrance-free

IEP Training
Thu, Jan 14, 6 - 8 pm
Thu, Feb 18, 6 - 8 pm
Thu, Mar 3, 6 - 8 pm

Positive Behavior Support
Thu, Jan 14, 6 - 8 pm
Sat, Feb 27, 10am - 12pm
Thu, Mar 17, 6 - 8 pm

Preschool to Kindergarten Transition
Sat, Jan 23, 1 - 3pm
Mon, Feb 8, 10am - 12pm

Turning 18 - Legal Options
Sat, Jan 23, 10am - 12pm
Sat, Feb 27, 1-3pm
Thu, Mar 17, 6 - 8 pm

Health Care Organizer Training: Making the Most of My Health Information

Collaboration with Raising Special Kids and Arizona Department of Health Services Office of Children with Special Health Care Needs
Thu, Feb 18, 6:00 – 8:00 pm

Families of children and youth with special health care needs (CYSHCN) will receive a Health Care Organizer and resources to assist them in managing the complex and multiple sources of information, services, treatment, and medical & behavioral health providers for their children and youth with special health care needs.

The organizer incorporates information about the Office for Children with Special Health Care Needs (OCSHCN), how to access information, increases understanding of the services a child or young adult receives, and technical assistance that promotes effective advocacy and partnering with health care professionals.

FLAGSTAFF
3100 N West St
Flagstaff, AZ 86004

Turning 18 - Legal Options
Thu, Jan 21, 10am - 12pm

Resilient Relationships
Thu, Feb 11, 2 - 4pm

YUMA
Goodwill Career Center
3097 S 8th Ave
Yuma, AZ 85364

IEP Training
Thu, Jan 14, 10:30am - 12pm

Positive Behavior Support
Thu, Feb 18, 10:30am - 12pm

Parent & Professional Collaboration
Thu, Mar 24, 10:30am - 12pm

Call or check our website for future Tucson and other Arizona training dates.

Thank You to our Donors!
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July - November 2015

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Leslie Williams
Wines for Humanity-Anton Steinhart

$500-$1,499
Mike Chouteau-1GPA
Rebath & 5 Day Kitchens-Kurt & Michele Kittleson

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Joyce Millard Hoie
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Thomas Batson
The Bufla Foundation-Mike Hughes
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William Weiss

$1,500-$9,999
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SPECIAL DAY FOR SPECIAL KIDS

FOR FAMILIES OF CHILDREN WITH DISABILITIES AND SPECIAL HEALTH CARE NEEDS

McCORMICK – STILLMAN RAILROAD PARK
7301 E INDIAN BEND RD, SCOTTSDALE

SATURDAY
MARCH 19
10 AM – 2 PM
RAIN OR SHINE

sponsored by:

McCormick-Stillman Railroad Park

Raising Special Kids

Scottsdale Unified School District

sponsored by: