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

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
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.”

**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.
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 communication 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.”

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

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 communication 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.”

A number of tips on how families can teach and reinforce skills at home are included in the InfoBrief.
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.raisingspecialcharskids.org or refer to page 6 for upcoming times and locations.

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.raisingspecialcharskids.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.

www.raisingspecialcharskids.org
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

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

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

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

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

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

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

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

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

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

SS Offered during a “Summer School for Parents” event (see pg. 9 for details)
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 am
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

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 más fácil.
Sabado 6/9/12, 10:15 – 12:00 pm

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.
Lunes 3/19/12, 11:30 – 1:00 pm
Sabado 6/9/12, 8:00 – 10:00 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 Abogación; 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

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.raisingspecialkids.org
Por favor llámenos para confirmar su asistencia a los talleres.

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.raisingspecialkids.org.

www.raisingspecialkids.org
Essential Health Benefits

Under 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/v9ZVla
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


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

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.raisingspecialkids.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.

Otro concepto 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 intelectuales 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
Español

• 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.raisingspecialkids.org ó vea la página 6 para los próximos horarios y ubicaciones.
Español

Gratuito 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

Terapeuta Ocupacional
• Cómo definir la integración sensorial; actividades de juego Instructor(a) especial del desarrollo
• Cómo formular actividades y ambientes que ayu- den 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”

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.raisingspecialkids.org

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.

®

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)

Terapeuta Ocupacional
• Cómo definir la integración sensorial; actividades de juego Instructor(a) especial del desarrollo
• Cómo formular actividades y ambientes que ayu- den 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”

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.raisingspecialkids.org

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.

®

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)

Terapeuta Ocupacional
• Cómo definir la integración sensorial; actividades de juego Instructor(a) especial del desarrollo
• Cómo formular actividades y ambientes que ayu- den 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”

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.raisingspecialkids.org

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.
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.”
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.

We gratefully acknowledge our conference sponsors and presenters

Arizona Bridge To Independent Living
MGA Home Healthcare, LLC
NextCare Urgent Care
Arrowhead
Valley of The Sun United Way
Del Monte – Phoenix Distribution Center

The Xio Group, LLC
City Of Phoenix Head Start
City Of Phoenix Early Head Start
Arizona Technology Access Program
CareConnect Arizona
Arizona Autism United

The Emily Center
American Academy of Pediatrics – Arizona Chapter
GANE
GALA

“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

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 Darrell
Becky Stark
Arizona’s Children Association
Anna Langoria, MSW
Jimmy Thomas
Elizabeth Uintastegui
Aurora Behavioral Health Systems
Fred Burgundy
Karen Kates, MSW
AZA United
Paulina Tiffany
Banner Desert Medical Center NICU
Edward Warkow
Banner Estrella Medical Center
Monica Joe
Benevilla Family Resource Center
Debbie Hooper
Buckeye Union High School District
Tatum Hemmeger
Banner Estrella Medical Center
Tiffany Hawks
Arizona’s Children Association
Debra Phillips
Early Head Start
Charlene Pinango
Elva Rama
Yunana Ramirez
Lisa Rennells
Kizzy Sepulveda
Dana Southworth
Susan Stewart
Lola Summers
Shona Thomson
Courtney Tipton
John 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
Emilie Ashman
Family Connections of South Carolina
Susan Haney
Family Learning Center
Maritza Beltran
Family Resource Center
Flagstaff Medical Center
Ashleigh Simpson
Fuerza y Esperanza Suuprt Group
Lydia Seise
GALA
Alberto Serpas
GANE
Gabriela Orozco
Gilbert Unified School District
Health Mother’s Healthy Babies Coalition
Mariana Garcia
HF Autism Support group
Hurley Ranch Elementary School
Shari Gray
Isaac Middle School
David Suda, M.Ed.
Jewish Family and Children’s Services
Bertha Alvarez
Jewish Family Community Center
Kingman Unified School District
Sarka White
Kisch, Goodwin and Kisch, PC.
Hope N Kirsch, Ess
Kyrene School District
Las Vegas Family Support Unit
Stephanie Barnes
Leaps and Bounds
LifeCare
Littlefield ESD
Jennifer Elliott
Madison Christian Children’s Center
Chris Vance
Magellan of Arizona
Erica Stephens
March of Dimes
Marcopra Health Plan
Terry Dendulk
Marcopra Integrated Health Systems
Lou Ryan
Marcopra Medical Center
Carrie Bums
Christine Fruchey, LCSW
Mountain Park Health Center
Bridgette Terrazas, LCSW
My Child’s Ready
Sandra Perez
National Organization of Children’s Hospitals
Navajo Nation Diné Department of Education
Regina Martinez
Northern Arizona University
Dr. Dan Davidson
Northwest Valley High Functioning Autism Support Group
Ellen O’Hare
PACER/Minneapolis.Minnesota

www.raisingspecialkids.org

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

Designate Raising Special Kids to be your charity of choice when you UBB
Goodsearch.com — a Yahoo-powered internet search engine.

Thank You for a Gift
In Memory Of James Cannors
$2,000 was donated to Raising Special Kids through the generosity of Margaret Tiffany, who served as his guardian.

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

Avondale
Gabriela Sanchez Orozco
Cave Creek
Mark Tombino
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
Jeannie Bremerkamp
Patty Coo
Sharon Hayes
Vickie Herd
Nancy Locht
Kathleen McDonald
Shannon McLaughlin
Elizabeth Naughton-Ketzler
Madeline Papazian
Jillian Salasek
Suzanne Simms
Lori Stuart
Paula Tiffany
Dana Wayne

Scottsdale
Steve Lee
Lynn Michelis
Katie Petersen
Mary Quinsler
Ched Salasek
Aimee Toby
Sun Lakes
Kris Sanabria
Tempe
Janet Romo
Tolleson
Krisie Amator

Thank You!
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 Español) 602-242-4366 or 800-237-3007.

March 24