Universal Design for Learning
Inclusive learning environments transform education for every child.

Since the law requiring “Free and Appropriate Public Education” (FAPE in Section 504 of the Rehabilitation Act of 1973) was implemented, school doors were opened for children with disabilities and special health care needs. Advances such as improved recognition of learning disabilities and understanding of behavioral health issues have helped a growing number of students with disabilities to be included in regular classrooms. With a greater variety of learning styles included in classrooms, the discussion of inclusive practices has fueled debate about what teaching methods are appropriate for general classrooms.

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

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

There is more than one best way to learn.

--- continued on page 3

Contents
Universal Design for Learning .1
Calendar .6
Health .8
Education .9
Community Notes .13
Raising Special Kids News .14

Contenido
Diseño Universal para el Aprendizaje .10
Calendario .7

www.raisingspecialkids.org
From the Director

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

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

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

From all of us at Raising Special Kids, best wishes for peace and happiness in the New Year!
curriculum presented in “standard” ways and refer them for evaluation for special education. Special education teachers and the team developing an Individual Education Program (IEP) determine how a student can “access the standard curriculum” and what accommodations or services will be needed.

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

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

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

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

- **The "what" of learning:**
  Present information and content in different ways – use multiple means of representation to give learners various ways of acquiring information and knowledge.

- **The "how" of learning:**
  Differentiate the ways that students can express what they know – use multiple means of action and expression to provide learners alternatives for demonstrating what they know.

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

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

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

— from the website of National Center On Universal Design for Learning, At CAST
A UDL Case Study

Background

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

Access Issue

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

Solution

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

Conclusion

This case study illustrates the following:

1. Teachers need to be aware of situations in which they may be unintentionally reducing the academic requirements for students with disabilities.

2. The best accommodations are developed when the student and teacher communicate clearly and work together.

3. Accommodations do not need to be costly. Often, low-tech adaptations can be made with materials and equipment that are readily available in the classroom.

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Resources Online:

- National Center on Accessible Instructional Materials: http://aim.cast.org/
- CAST: http://www.cast.org
- National Center on Universal Design for Learning: http://www.udlcenter.org/
- Inclusive Schools Network: http://inclusive.schools.org/
Fire and burns safety awareness

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

Consider whether accommodations for effective escape routes should be in place. Escape plans should be practiced frequently to ensure all family members are familiar with how to exit the house, who will assist whom, and where to gather after exiting the building.

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

Safety Tips

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

Find out more online:

- Safe Kids USA (note links to videos): www.safekids.org/safety-basics
- Minnesota Department of Health: www.health.state.mn.us/divs/fh/mcs/shn/disasterplan.htm
IFSP Basics  
For parents of children birth to 3. Learn the basics of the process for developing an Individualized Family Service Plan.  
Sat. 1/14/12, 10:00 – 12:00 noon  
Sat. 3/24/12, 10:00 – 12:00 noon

IEP Basics  
Learn about the purpose of IEP’s, parents’ role in the process, and how to prepare for meetings.  
Sat. 1/14/12, 12:30 – 2:30 pm  
Thu. 2/9/12, 1:00 – 3:00 pm  
Wed. 3/7/12, 2:00 – 4:00 pm  
Thu. 4/5/12, 10:00 – 12:00 noon

Bully-Free Environments  
Learn how to recognize bullying, effectively respond, and build positive solutions.  
Wed. 1/11/12, 10:00 – 12:00 noon  
Thu. 2/16/12, 1:00 – 3:00 pm  
Wed. 3/7/12, 10:00 – 12:00 noon  
Thu. 4/12/12, 1:00 – 3:00 pm

Turning 3, What’s Next?  
AzEIP to Preschool Transition  
Learn how to transition your child from AzEIP services to preschool services provided by the school district.  
Thu. 2/2/12, 10:00 – 12:00 noon  
Wed. 4/25/12, 9:30 – 11:30 am

Advanced IEP Training  
Receive an in-depth view of the IEP and strategies to help maximize the potential of each student. (Recommended: First attend IEP Basics.)  
Wed. 2/22/12, 10:00 – 12:00 noon  
Tue. 4/17/12, 6:00 – 8:00 pm

Guardianship  
Turning 18, What’s Next?  
Making the decision; understanding the process. Learn what guardianship involves before your teen turns 18. You will also learn about alternatives to guardianship.  
Thu. 1/5/12, 3:00 – 5:00 pm  
Thu. 2/2/12, 3:00 – 5:00 pm  
Thu. 3/1/12, 10:00 – 12:00 noon  
Thu. 4/5/12, 3:00 – 5:00 pm

The Journey to Adulthood  
Provide young adults and parents with information about physical, emotional and social changes that adolescence and puberty bring to every child.  
Thu. 1/12/12, 12:30 – 2:30 pm  
Thu. 3/1/12, 12:30 – 2:30 pm

Getting and Keeping the First Job  
Assist young adults and parents with identifying the importance of employment for youth with disabilities and special needs.  
Thu. 2/12/12, 12:30 – 2:30 pm  
Thu. 4/5/12, 12:30 – 2:30 pm

High School Transition  
Learn how the transition plan in a student’s IEP in high school can prepare for higher education, employment, and life in the community. Resources discussed.  
Thu. 1/12/12, 6:00 – 8:00 pm  
Thu. 4/19/12, 1:00 – 3:00 pm

Organizing Your Child’s Records  
Bring your child’s special education, ISP, therapy and medical records to this “make and take” session to create your own filing system.  
Mon. 3/19/12, 1:00 – 3:00 pm

IEP 1-to-1 Consultation  
Bring your child's IEP for review, as well as your questions and concerns.  
Call for an appointment: 602-242-4366 or 800-237-3007.

Attendance at all workshops is at NO COST.

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

NORTHERN ARIZONA
Bully Free Environments + Journey to Adulthood  
Wed. 1/11/12, 10:00 – 3:00 pm  
Hope Tribal Complex  
DATS Conference Room
**CALENDARIO EN ESPAÑOL**
Por favor llamar al 602-242-4366 o 800-237-3007 para confirmar su asistencia a los talleres.
Disability Empowerment Center, 5025 E. Washington St., #204, Phoenix, AZ 85034.
Somos una oficina libre de fragancias.

El Comportamiento Positivo
El vínculo entre las familias las intervenciones y el apoyo conductual positivo es muy importante.
Viernes 1/27/12, 1:30 – 3:00 pm

Al cumplir los 18 años, que sigue?
Tutela: Tomando la Decisión y Entendiendo el Proceso
Aprenda lo que la Tutela impli
cana y sus alternativas antes de que su adolescente cumpla los 18 años de edad.
Lunes 2/6/12, 10:00 – 12:00 pm
Lunes 4/2/12, 1:30 – 3:00 pm

Conceptos Basicos del IEP
Aprender acerca del propósito del IEP a través de una visión general del documento y reunión.
Lunes 1/9/12, 1:30 – 3:00 pm
Viernes 2/10/12, 11:30 – 1:00 pm
Viernes 3/16/12, 10:00 – 12:00 pm
Viernes 4/13/12, 12:00 – 1:30 pm

Entrenamiento Para Padres Líderes
Acompañenos a un entre-
namiento para voluntarios y así desarrollar su liderazgo ayudan-
do a otras familias a aceptar y sobrellevar el diagnóstico de un hijo (a) con necesidades especiales de salud.
Viernes 1/13/12, 10:00 – 12:00 pm
Lunes 2/20/12, 1:30 – 3:00 pm
Viernes 3/30/12, 10:00 – 11:30 am
Viernes 4/27/12, 10:00 – 11:30 am

Transición de Escuela Secundaria (High School)
Aprenda como el plan de tran-
sición en el IEP de su estudi-
ante de Escuela Secundaria (High School) puede prepararlo para una educación superior, empleo, vida en la comunidad y recursos disponibles.
Lunes 2/6/12, 1:00 – 3:00 pm
Lunes 4/2/12, 10:30 – 12:00 pm

Destrezas para ser un Padre Defensor Eficaz
Usted aprenderá:
* ¿Qué es ser defensor
* Cómo mejorar sus destrezas de Abogación
* Cómo hacer una contribución significativa
Viernes 3/16/12, 1:00 – 3:00

Familias Resistentes
La estructura más básica para una relación de familia salud-
able, la habilidad de volver de un trauma o una situación difícil.
Lunes 1/23/12, 2:00 – 3:30 pm
Lunes 3/5/12, 10:00 – 11:30 am
Lunes 4/23/12, 10:00 – 11:30 am

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 intimi-
dación, tiranía y aislamiento.
Lunes 1/9/12, 10:00 11:30 am
Viernes 2/10/12, 1:30 – 3:00 pm
Viernes 4/13/12, 10:00 – 11:30 am

Destrezas para ser un Padre Defensor Eficaz
Usted aprenderá:
* ¿Qué es ser defensor
* Cómo mejorar sus destrezas de Abogación
* Cómo hacer una contribución significativa
Viernes 3/16/12, 1:00 – 3:00

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

www.raisingspecialkids.org
Dental Care

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

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

Notes for parents of children with special needs

- Dental health covers more than teeth – it includes mouth, face, nutrition, speech, chewing, swallowing, appearance, well-being, and confidence.
- Ideas about dental practice have advanced. New dental procedures such as sealants, cosmetic treatments, and pain management have been added and improved.
- Providers may be hard to find, especially those who use family-centered care practices or those who use Medicaid or specific dental plans.
- Families may need to coordinate dental appointments and care with other health care services and therapies children receive. Communication and coordination among a child’s health providers – dentist, dental surgeon, orthodontist, anesthetist, pediatrician, or other caregivers – may be needed.
- Dental care is not typically part of regular health insurance.
- Possible need for accessibility, modification, or accommodations.
- Staff training, attitudes and comfort in caring for children with special needs or in using specialized treatments.
- Awareness of medication side effects such as increases in cavities and plaque.
- Appropriate recommendations for anesthesia—some children may need anesthesia for treatments and procedures.

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

Online Resources

- American Academy of Pediatrics dental resources
  http://www.aap.org/oralhealth/FamilyResources.htm
- Fact sheets on specific diagnoses for parents, dentist and primary care physicians:
  http://dental.washington.edu/departments/oral-medicine/special-needs-fact-sheets.html
IDEA - Part C
New regulations for Early Intervention services

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

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

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

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

Co-teaching
An option for your student?

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

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

Read the full article at http://bit.ly/szOUkF.
Diseño Universal para el Aprendizaje
Entornos inclusivos de aprendizaje transforman la educación para cada niño.

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

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

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

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

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

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

Hay más de una mejor forma de aprender.
variedad de métodos de enseñanza y permite el uso de tecnología para aumentar la accesibilidad.

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

- **El “qué” del aprendizaje:**
  Presentar información y contenido de distintas maneras – el uso de múltiples medios de representación para dar a los estudiantes diversas formas de adquirir información y conocimiento.

- **El “cómo” del aprendizaje:**
  Diferenciar las formas en que los estudiantes pueden expresar lo que saben – el uso de múltiples medios de acción y expresión para proporcionar a los estudiantes alternativas para demostrar lo que saben.

- **El “porqué” del aprendizaje:**
  Estimular el interés y la motivación para el aprendizaje – el uso de múltiples medios de participación para aprovechar los intereses de los estudiantes, retarlos adecuadamente, y motivarlos para que aprendan.


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**Los Niños Sanos Foro en Español**

Presentado por profesionales en Psicología, Pediatría, y Comportamiento

**Sabado 25 de Febrero del 2012**

7:30 a.m. – 12:30 p.m.

Registraciones comenzarán a las 7:30 a.m.

**Phoenix Children’s Hospital**

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

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

www.raisingspecialkids.org
Un Estudio de Caso del Diseño UDL

Antecedentes

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

Asunto de Acceso

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

Solución

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

Conclusión

Este estudio de caso ilustra la siguiente:

1. Los maestros deben estar conscientes de las situaciones en las cuales ellos pueden estar involuntariamente reduciendo los requisitos académicos de los estudiantes con discapacidades.

2. Los mejores ajustes son desarrollados cuando el estudiante y el maestro se comunican claramente y trabajan juntos.

3. Los ajustes no necesitan ser costosos. Frecuentemente, los ajustes de baja tecnología pueden hacerse con materiales y equipo que están fácilmente disponibles en el salón de clases.
AHCCCS listening to family insights

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

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

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

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

Change of leadership

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

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

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.raisingspecialkids.org. Just click on the button to sign up for e-news and you’ll be on your way to staying up to date on the latest news, including political issues, social events, resources, workshops, conferences, support groups, and more.

Save the Date

Special Day for Special Kids

Saturday, March 24, 2012
10 am - 2 pm
McCormick-Stillman Railroad Park
in Scottsdale

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

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

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

Thank you to our tournament sponsors

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

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

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

Volunteers in action

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

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

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

August - October, 2011

AASK
Leanne Murillo
Arizona Early Intervention Program
Arizona Care Providers, LLC
Jackie Rivas
Arizona Center for Disability Law
Arizona Children's Association
Linda Starr
Arizona Department of Education
William Figueroa
Arizona Department of Health - OCSHCN
Marta Urbina
Arizona Early Intervention Program
Arizona State University
Arizona Department of Health - OCSHCN
Laura Denali
Arizona's Children Association
Gabriela Gonzalez
Arizona State University
Cathy Bacon
AROIN
Anna Longoria
AZA United
Juan Marquez
Brain Injury Association of Arizona
Amy Hotaling
Cardon Children's Medical Center
Patty Zowada
Care Connect Arizona
Terry Tyner
Catholic Charities
CHADD Online Group
CHADD

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Making a Difference in the Lives of Children

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

August - October, 2011

Avondale
Claudia Lizzaraga
Chandler
Bart Maloney
Kelly Randall
Noelle White
Phoenix
Carol & Chad Boyd
Jessica Gilbert
Holland Hines
Anna Lucas
Mesa
Kim Colhill
Billie Tarascio
Prescott Valley
Jack & Christy Allen
Scottsdale
Steve Lee
Chris Linn
Shauna Mattson
Lynn Michaels
Suzanne Perryman
Kate Petersen
Chad Salasek
Sun City
Paul Tiffany
Sun Lakes
Iris Sanabria
Philip Sanabria
Tempe
Megan Davis Dey
Janet Romo
Tolleson
Kristie Amator

Special thanks to our mailing crew volunteers that helped assemble our annual campaign letters:
Kelly Randall
Debbie Demland
Michael Standerfer
Jim Gootie
Nancy Gunderson
Sharon Hayes
Nancy Licht
Heather Joy Magdelano
Kathy McDonald
Shannon McLaughlin
Maureen Mills
Migdalia & Joaquin Morales
Chuck Smith
Michael Standerfer
Paulina Tiffany
Dana Wayne

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

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

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

Please join us in helping families of kids like Chris.

To donate online
www.raisingspecialkids.org
Thank you for making a difference for families!