Connecting
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Getting Ready

What can your family do to prepare for a disaster?

What comes to mind when you hear “emergency?” Parents often think of a medical emergency related to their child’s special health condition. Preparations may involve making sure your child’s caregivers and school know which hospital you prefer, what medications your child is taking, and who to call if you cannot be reached.

Those are good basic steps for an emergency that is specific to your child, but sometimes emergencies affect an entire school, neighborhood, or city. If your family needs to “shelter in place” within your home, or evacuate and possibly move to a shelter, what would you need to be prepared?

For families of children with special needs, emergency preparedness requires a broad view and some extra attention to planning. Reviewing a variety of emergency scenarios is the first step in being well-prepared.
Preparedness tips from staff

Personal recommendations on getting prepared for a disaster or other emergency

My son has a diagnosis of Spina Bifida and Hydrocephalus. I’ve prepared a backpack with medical essential supplies for him. In our case these are some of the essential items needed: catheters, syringes, gloves, ky-gel, chat button adapter, meds, salt, list of meds he is allergic to, medical alert bracelet, water and insurance information. He knows what we need because he is used to carrying a small backpack everywhere he goes (relatives’ house, church, movies, social activities) when he’s not in school.

— Dolores Rios Herrera
Family Support Specialist, Phoenix

Our family uses sign language to communicate. It’s essential for us to have a flashlight with plenty of spare batteries. For children with hearing aids and cochlear implants, spare batteries are a must.

— Jeanne Hollabaugh
Family Support Specialist, Tucson

My son, who has autism, has always needed to stick to a routine and has never done well with change. The thing that helps him to transition from one thing to the next is his iPad — and a wifi connection!

— Gloria Demara
Family Support Specialist, Yuma

Our son would need music. We’d have to bring a radio with solar or handcrank battery charging capabilities, as well as his meal replacement drinks and medications.

— Maureen Mills
Family Support Specialist, Phoenix

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Parent to Parent support is the heart of Raising Special Kids. Information about local services, educational programs, advocacy, or special health care needs is available in Spanish and English. Services are provided at no charge to families in Arizona. Raising Special Kids is a 501(c)(3) non-profit organization.
What is realistic and practical?
Getting ready for every possible disaster can be overwhelming. Will Humble, Director of the Arizona Department of Health Services, said “keep it simple and use common sense—trust your instincts as a parent. First, prepare for things that are most likely to occur.” It is important to understand what types of events are most likely to affect your area. For the majority of Arizona’s population, the list includes:

- Excessive heat
- Extreme storms
- Power outages
- Wildfire
- Flooding
- Higher elevations: Snow storms and ice

Personalize
“Families are the first first responders,” said Humble. Each family’s situation presents unique needs as well as assets to draw upon. Will your family need medication? Electricity? Attendant care?

Raising Special Kids asked parents of children with special needs to consider what their family would need. Responses included:

- Ice packs and a cooler for medication
- Detailed medical records about a complex condition
- A quiet, enclosed space or noise cancelling headphones
- Batteries/recharger or maintenance kit for specialized medical or assistive technology equipment
- A personal flashlight to enable sign language or lip-reading in the dark
- Supplies for a service animal

In addition to items everyone should prepare (water, first aid kit, etc.) consider what unique items you should have ready to go in order to meet your child’s essential needs if you do not have access to resources you use every day. Would your child need additional provisions for communication, transportation, supervision, nutrition, personal care or medical care?

Your network
In an emergency, your support network of other people may become your most important asset. Consider who is in your support network of Family, Friends, and Caregivers. Know how they can be reached, and ensure they know the best way to reach you. How will you reunite with your family members if an event happens while you are separated? Identify a place to go if you need to evacuate, and check to see that your destination is prepared to accommodate the essential needs of your child.

Inform your local fire department
Families whose child has specialized medical equipment or behavioral needs may benefit by disclosing that information to local first responders. Jeff Chesleigh, a Fire Captain and Paramedic for Rural Metro and parent to a child with special needs, “highly” recommends families with critical medical technology in their home offer an introduction to fire department personnel to familiarize them with the equipment. “Hospitals sometimes send kids home from the hospital with IV pumps or vents. If you
have things like that, I would certainly let the fire department know.” He also noted that casual home visits by fire department personnel may be useful for certain behavioral situations such as a child with autism who may have extreme reactions to strangers. Having familiarity with emergency personnel in uniform before an actual emergency arises could reduce confusion for a child.

Ray Morris, a fireman with experience in crisis and emergency management, is also the parent of a son with special needs, and he provides information on Emergency Preparedness for families of children with disabilities.** He explained that modern computerized emergency dispatch systems can inform response crews about special circumstances at a particular address. It can be helpful for fire departments to know in advance about functional needs of a child in their area such as mobility issues or critical medical technology.

**Training information
http://dads4specialkids.com/emergency-preparedness

Locations outside your home

Create a plan for each location where your child will be spending time on a regular basis. Consider daily transportation routines such as a school bus or car pool, school, day care, extracurricular activity areas, and homes of extended family and friends.

Schools are required to have an emergency plan. Inquire whether the plan addresses how to accommodate students with special needs. If your child will have extraordinary needs during an emergency event, such as access to medication or an attendant to prevent wandering, ask the school about the plan to address those needs.

Community Preparedness

Becoming involved in your community’s preparedness efforts can increase your awareness and that of first responders and organizers. “Arizona is becoming a national leader in Emergency Preparedness for people with disabilities because of the collaboration of two communities: Emergency Services and Access and Functional Needs,” said Tony DiRienzi, Director of the Arizona Statewide Independent Living Council (SILC).

SILC meets regularly with representatives from the Arizona Department of Health, the Arizona Division of Emergency Management and the Maricopa Department of Emergency Management to collaborate on strategies for inclusive emergency mitigation, response and recovery for people with access and functional needs. “We are looking at the needs of individuals and families in order to accomplish activities of daily living. Access means more than being able to get through the front door of a building. It could include access to quiet areas, specialized equipment, electricity to recharge equipment, and other needs.”

Being proactive and getting your home and other locations ready before an event occurs can give you confidence and reassurance that you have done the best preparation for your family. The task may seem overwhelming, but if you take small steps, you can improve your family’s preparedness each day. A good first step is to download Raising Special Kids’ Emergency Fact sheet and complete the attached information form to share with all your child’s caregivers (see how below).

Raising Special Kids Emergency Fact Sheet
Download from our web page http://raisingspecialkids.org/resources/emergency-preparedness/ or call for a paper copy 602-242-4366 or 800-237-3007.
Emergency Preparedness Resources Online

- Do 1 Thing – A free 12-month program that makes it easy to prepare for emergencies or disasters by doing one thing each month. http://do1thing.com
- Just In Case Arizona http://www.justincasearizona.com/
- County emergency departments in Arizona http://www.dem.azdema.gov/countymap.html
- Pediatric Emergency Preparedness http://www.pediatricemergencypreparedness.org/

Q/A on Foster or Surrogate Parent in Special Education

Under the Individuals with Disabilities Education Act (IDEA), every child in special education has the right to have certain people included on the team that determines the child’s Individual Education Program (IEP). At least one of those people is a parent.

For some students, that role may be filled by a Foster Parent or a Surrogate Parent. The Arizona Department of Education published answers to some frequently asked questions about the role and rights of Surrogate and Foster Parents. Two sample questions are reproduced below, and the full document can be viewed at http://www.azed.gov/special-education/special-projects/surrogate-parents/ or call Raising Special Kids for assistance 602-242-4366 or 800-237-3007.

Q If a child is in the legal custody of the State and has been placed with a foster parent but parental rights have not been terminated and the parents’ educational rights have not been suspended, can the foster parent participate in the IEP meeting, etc.?

A Yes. Regardless of whether the biological or adoptive parent attends, the foster parent may participate in the IEP meeting as a participant.

Q The child is in foster care but parental rights have not been terminated and the parents’ educational rights have not been suspended. Both the parent and the foster parent attend the IEP meeting and a disagreement arises between the foster and natural parent concerning the IEP placement. Which one has the authority and right to serve as the decision-making parent?

A In this scenario, the parent, not the foster parent, has the legal authority and rights.
Phoenix
Disability Empowerment Center,
5025 E. Washington St., #204,
Phoenix, AZ 85034

High School Transition
Sat. 7/20/13, 8:00 – 9:45am
Summer School for Parents*

Getting and Keeping the First Job
Sat. 8/22/13, 10:00 – 11:45am
Summer School for Parents*
Thurs. 9/17/13, 6:00 - 8:00pm

Parent/Professional Collaboration
Sat. 7/20/13, 12:45 – 2:30pm
Summer School for Parents*

Guardianship
Turning 18, What’s Next?
Sat. 7/20/13, 2:45 – 4:15pm
Summer School for Parents*
Sat., 9/12/13, 6:00 - 8:00pm

Organizing Your Child’s Records
Thurs. 9/26/13, 6:00 – 8:00pm

Functional Outcomes
Tues. 9/17/13, 6:00 – 8:00pm

IDEA - What You Need to Know
Thurs. 8/8/13, 6:00 – 8:00pm

Yuma
ACHIEVE Human Services, Inc.
Corporate Office
3250-A East 40th Street
Yuma, AZ 85365

Yuma Conference for Parents of Teens
In collaboration with the Division of Developmental Disabilities
Sat. 8/24/13, 9:00am – 3:30pm
• High School Transition
• Journey to Adulthood
• Guardianship

Parent Professional Collaboration
Wed. 9/25/13
5:00 to 6:30pm  (English)
7:00 to 8:30pm  (Spanish)

Tucson Area
(Locations vary)

IEP Basics
Thurs. 8/15/13, 1:00 to 3:00pm
Woods Memorial Library
3455 N. First Ave.
Tucson, AZ 85719

IDEA - Parents’ Rights
Sat. 8/13/13, 1:00 to 3:00pm
Woods Memorial Library
3455 N. First Ave.
Tucson, AZ 85719

IDEA - Parents’ Rights
Sat. 8/31/13, 10:00am to 12:00 noon
Mission Branch Library
3770 S. Mission Road
Tucson, AZ 85713

IEP Advanced
Thurs. 9/19/13, 6:00 to 8:00pm
Woods Memorial Library
3455 N. First Ave.
Tucson, AZ 85719

White Mountain Conference for Special Ed.
Sat. 9/28/13, 9:00 to 3:30pm
Taylor Intermediate School
207 N. 500 West
Taylor, AZ 85939
• Positive Behavior Support
• High School Transition
• Guardianship
• IEP Basics
• Journey to Adulthood; Understanding Puberty
Al cumplir los 18 años, ¿qué 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 8/19/13, 10:00 - 11:30am
lunes 9/23/13, 10:00 - 11:30am

El Comportamiento Positivo
El vínculo entre las familias las intervenciones y el apoyo conductual positivo es muy importante.
lunes 8/12/13, 10:00 - 11:30am
lunes 9/16/13, 10:00 - 11:30am

Resultados Funcionales
Ayuda a padres a identificar objetivos para el Plan Familiar Individualizado de Servicios (IFSP) o el Plan Individualizado de Servicios (ISP) de su niño. Aprenda cómo trabajar con terapeutas y proveedores para apoyar el progreso del desarrollo de su hijo.
sábado 9/14/13, 10:00 - 12:00pm

Conceptos Básicos del IEP
Aprender acerca del propósito del IEP a través de una visión general del documento y reunión.
lunes 8/12/13, 12:30 - 2:00pm
lunes 9/16/13, 12:30 - 2:00pm

Destrezas para ser un Padre Defensor Eficaz
Usted aprenderá:
1) Qué es ser defensor
2) Cómo mejorar sus destreza de abogacía
3) Cómo hacer una contribución significativa
viernes 9/13/13, 12:30 - 2:00pm

El Camino a la Adultez:
lo que todo padre debe saber
• Preparar a los jóvenes para los cambios de la pubertad y la adolescencia
• Identificar las destrezas necesarias para la adultez: qué deben saber los jóvenes, y cuándo
• Identificar las ideas y herramientas para ayudarles en el proceso
viernes 8/16/13, 10:00 - 11:30am

Adquiriendo y Conservando el Primer Trabajo
Taller diseñado para ayudar a las familias con estrategias que pueden utilizar los jóvenes con discapacidades para mejorar sus posibilidades de empleo.
viernes 9/13/13, 10:00 - 11:30am

Al cumplir los 3 años ¿qué sigue?
Intervención Temprana
Aprenda sobre los requisitos para la transición e ideas para lograr un proceso más fácil.
sábado 9/14/13, 1:00 - 3:00pm

Meet our new staff in Northern and Southern Arizona

Cat Coscia
Family Support Specialist
Flagstaff

Denise Hauer
Family Support Specialist
Flagstaff

Kathy Gray-Mangerson
Family Support Specialist
Tucson

Nilda Townsend
Family Support Specialist
Sierra Vista

Gloria Demara
Family Support Specialist
Yuma
Mediation
Excerpt from Preparing for Special Education Mediation and Resolution Sessions: A Guide for Families and Advocates published by The Advocacy Institute and The Children’s Law Clinic Duke University School of Law

Parents of students in special education are equal members of the team that develops their child’s Individual Education Program (IEP). In some cases parents are not able to reach an agreement with the other members of the team. At that point, one option many parents have found to be effective is mediation. The following excerpts provide an introduction to mediation, and the full guide can be downloaded free of charge online (see link below).

What is special education mediation?
Special education mediation is a process in which a mediator helps to resolve a dispute between a parent and school district personnel over a child’s special education program. A mediator is a neutral person who will help the participants arrive at a mutually satisfactory agreement. The mediator is paid by the state education agency, so there is no cost to either the school district or the parents.

The mediator should:
• Help the parents and school officials state their positions clearly and productively;
• Help the parents and school officials stay focused on the relevant issues;
• Provide a neutral assessment of the strength of each side’s position;
• Separate the parents from the school personnel, if necessary or useful, and become their go-between for communication;
• Identify areas of agreement and disagreement;
• Suggest possibilities to each side that might bring them closer to agreement;
• Facilitate the drafting of a mediation agreement that resolves the dispute, if the parents and school officials have come to an agreement.

Download the complete guide at:

Common Core and students with disabilities
Since 2010, 45 states have adopted standards for English and math called the Common Core Standards. These standards reflect knowledge and skills that students should develop in K-12 education, so they will graduate prepared for college or careers.

The standards apply to students with disabilities, so what are the implications for students in special education?

The National Dissemination Center for Children with Disabilities (NICHCY) reports: “In the document Application to Students with Disabilities, the standards indicate that instruction for students with disabilities must include:
• supports and related services designed to meet students’ unique needs and enable their access to the general education curriculum;
• an IEP that includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; and
• teachers and specialized instructional support staff who are prepared and qualified to deliver high quality, evidence-based individualized instruction and support services.

Additional supports provided as needed:
• instructional strategies based on the principles of Universal Design for Learning (UDL); and
• assistive technology devices and services that enable access to the standards.”

Read more online:
http://nichcy.org/schools-administrators/commocore#families
**Disability Benefits 101**  
*Website has tools and information on health coverage, benefits, and employment*

Visit [db101.org](http://db101.org) for useful and free information about how disability benefits intersect with employment. Use the calculator tools to enter your child’s specific situation and discover how a job can affect their health coverage, cash benefits and total income.

Topics found under Tips for Parents include
- Start Planning Now - Help your child plan for the future.
- Benefits - Learn how your child’s benefits may change after they turn 18.
- Education - Find out more about your child’s options after high school.
- Working - Help your child plan for their future career and balance work and benefits successfully.

**Affordable Care Act**  
*Visit Healthcare.gov to get acquainted with options for your family*

October 1, 2013 marks the opening of the new Health Insurance Marketplace established under the Affordable Care Act (ACA) to provide a one-stop shop for consumers in each state to compare and purchase health insurance options. Coverage under the new insurance policies will begin as soon as January 1, 2014.

Learn about the ACA and what will be available to your family before the enrollment period begins. Information is currently available at [HealthCare.gov](http://HealthCare.gov) (en Español: CuidadoSalud.gov) and more will be added during the coming months. There is also a 24/7 call center available in 150 languages at 800-318-2596 (TTY): 855-889-4325.

Plans in the Marketplace are required to treat you fairly, and they cannot deny coverage because of a pre-existing condition. With a single application, you can also see if you qualify for Medicaid or the Children’s Health Insurance Program, or savings you can use to lower your health insurance premiums.

If you need additional assistance, please call Raising Special Kids at 800-237-3007 or 602-242-4366.

**Changes at Childrens Rehabilitative Services**

Beginning October 1, 2013 families whose children receive services through Childrens Rehabilitative Services (CRS) will have one of four new CRS coverage types.

- Families will have a choice of receiving primary care or behavioral health services in the CRS clinic, or visiting a provider in the community who is contracted with CRS.
- Members will get a new CRS identity card.
- Members who are currently enrolled under Elderly Physically Disabled (EPD) through Arizona Long Term Care Services (ALTCS) will be moved into their ALTCS plan and will not stay in CRS as of October 1.
- CRS members will be given a one-time option at age 21 to remain in CRS.

If you have further questions about changes in CRS services or the four coverage types, please call 866-275-5776, ask your CRS clinic, or email [CRS_SpecialNeeds@uhc.com](mailto:CRS_SpecialNeeds@uhc.com).
Preparación
¿Qué puede hacer su familia para prepararse para un desastre?

¿Qué es lo primero que se le viene a la mente cuando escucha la palabra “emergencia”? Los padres suelen pensar en una emergencia médica relacionada con la condición especial de salud de su hijo. La preparación, en este caso, implica asegurarse de que quienes cuidan de su hijo y las autoridades de la escuela sepan el hospital al que va, las medicinas que toma y a quién llamar si no pueden comunicarse con usted.

Esas son medidas básicas en caso de emergencias específicas de su hijo, pero a veces las emergencias afectan a toda la escuela, el vecindario o la ciudad. Si su familia debe resistirse en casa, o evacuarla y trasladarse a un refugio, ¿qué necesitaría tener preparado?

Para las familias de niños con necesidades especiales, prepararse para una emergencia requiere una visión más amplia y mayor atención a la hora de planificar. Pensar en diversas situaciones de emergencia es el primer paso para estar bien preparado.

¿Qué es realista y práctico?
Prepararse para todos los desastres posibles puede ser abrumador. Will Humble, Director del Departamento de Servicios de Salud de Arizona, le sugiere que “no se complique y use el sentido común, confíe en sus instintos como padre. Primero, prepárese para lo que tiene más probabilidad de ocurrir”. Es importante saber qué tipos de eventos afectan con mayor frecuencia a la zona en la que se encuentra. Para la mayoría de la población de Arizona, los casos son:

- Calor excesivo
- Tormentas fuertes
- Cortes de electricidad
- Incendios forestales
- Inundaciones
- Zonas más altas: nieve y eventos relacionados con el frío

**Personalice**
“Las familias son los primeros responsables”, explica Humble. Las familias tienen necesidades únicas y requieren artículos distintos. ¿Su familia necesitará medicinas? ¿Electricidad? ¿Cuidados especializados?

Raising Special Kids le pidió a los padres de niños con necesidades especiales que pensaran en qué podría necesitar su familia y algunas de las respuestas fueron:

- Hielo y hileras (neveras pequeñas) para las medicinas
- Historias médicas detalladas sobre condiciones complejas
- Un lugar tranquilo y cerrado o auriculares con cancelación de ruido
- Baterías y cargador o estuche de mantenimiento para equipos médicos especializados o con tecnología de apoyo
- Linterna para poder descifrar lenguaje de señas o de labios en la oscuridad
- Suministros para un animal de servicio

Además de los artículos que todos deberíamos preparar (agua, botiquín de primeros auxilios, etc.), piense qué artículos específicos necesitaría para satisfacer las necesidades básicas de su hijo si no tuviese acceso a recursos que utiliza a diario. ¿Su hijo necesitaría suministros adicionales para comunicación, transporte, supervisión, nutrición, cuidado personal o médico?

**Su red**
En una emergencia, su red de apoyo de otras personas podría convertirse en su ventaja más valiosa. Piense en quién está en su red de apoyo de familiares, amistades y cuidadores. Averigüe cómo contactarlos y si saben la mejor forma de comunicarse con usted. ¿Cómo se reunirá con los miembros de su familia si ocurre un evento mientras están separados? Identifique un lugar para ir en caso de evacuación y asegúrese de que su lugar de destino está preparado para cubrir las necesidades básicas de su hijo.

Informe a su departamento local de bomberos
Las familias que tienen niños con equipos médicos especializados o necesidades de comportamiento pueden beneficiarse proporcionándole esa información al equipo de atención inmediata local. Jeff Chesleigh,
Capitán de Bomberos, paramédico de Rural Metro y padre de un niño con necesidades especiales, le recomienda “encarecidamente” a las familias que le brinden orientación al personal del departamento de bomberos para que se familiaricen con los aparatos de respiración u otros equipos médicos imprescindibles en el hogar familiar. “A veces, los hospitales envían a los niños a casa con bombas de infusión (IV pumps) o aparatos de respiración. Si tiene aparatos como esos, definitivamente recomiendo informarle al departamento de bomberos”. Chesleigh también afirma que las visitas domiciliarias del personal del departamento de bomberos pueden ser útiles para algunas situaciones del comportamiento, como un niño con autismo que pudiera tener reacciones extremas frente a personas extrañas. Familiarizarse con personal de emergencia uniformado podría ser útil para el niño en caso de una emergencia real.

Ray Morris, bombero con experiencia en manejo de crisis y emergencias, también tiene un hijo con necesidades especiales. Explica que existen modernos sistemas computarizados que pueden informarle a los equipos de respuesta sobre circunstancias especiales en determinada dirección. Las familias pueden ayudar a los equipos informándole al departamento de bomberos de antemano sobre necesidades funcionales de los residentes, como problemas de movilidad o tecnología médica imprescindible.

**Lugares distintos a su hogar**

Diseñe un plan para cada lugar en el que su hijo pase tiempo regularmente. Considere rutinas de transporte diarias, como el autobús escolar o el transporte compartido, la escuela, el centro de cuidado, áreas de actividades extracurriculares y casas de familiares y amigos.

Las escuelas deben tener un plan para emergencias. Investigue si el plan contempla cómo atender estudiantes con necesidades especiales. Si su hijo tuviese necesidades extraordinarias durante una emergencia, como acceso a medicamentos o a un asistente para evitar que se desoriente, pregúntele a la escuela por el plan para atender esas necesidades.

**Preparación de la comunidad**

Participar en las labores de preparación de su comunidad puede incrementar su nivel de consciencia, así como el del equipo de atención inmediata y el de los organizadores. “Arizona se está convirtiendo en líder nacional en Preparación para Emergencias para personas con discapacidades debido a la colaboración de dos comunidades: Servicios de Emergencia y Acceso y Necesidades Funcionales”, explica Tony DiRienzi, Director del Consejo Estatal de Vida Independiente de Arizona (SILC, por sus siglas en inglés).

El SILC se reúne periódicamente con representantes del Departamento de Salud de Arizona, la División de Manejo de Emergencias de Arizona y el Departamento de Manejo de Emergencias de Maricopa para colaborar con estrategias relativas a la atención de emergencias de forma incluyente y a la respuesta y recuperación para personas con necesidades funcionales y de acceso. “Estamos estudiando las necesidades de individuos y familias para llevar a cabo actividades de la vida diaria. El acceso significa más que poder entrar por la puerta principal de un edificio. Puede incluir acceso a áreas tranquilas, equipo especializado, electricidad para recargar equipos y otras necesidades”.

Ser proactivo y tener su casa y otros lugares listos antes de que ocurra un evento le dará la confianza y la tranquilidad de saber que hizo todo lo posible para preparar a su familia. La tarea puede parecer abrumadora, pero si va poco a poco puede mejorar la preparación de su familia día tras día. Un buen primer paso es descargar la hoja de datos para casos de emergencia de Raising Special Kids, llenar el formulario adjunto y compartirlo con quienes cuidan a su hijo. Visite el enlace que aparece más abajo o llame al 602-242-4366 o 800-237-3007 para solicitar una copia.

Hoja de datos para casos de emergencia de Raising Special Kids http://bit.ly/15NU1jX.
Swimming
Ideal for kids with special needs and their families

Swimming is the ideal summer activity. It's great for cooling down, burning off energy, and sharing fun times with family and friends of any age.

The aquatic activity is the answer for many families as they try to help their kids keep fit through participation in athletics. Swimming is an essential safety skill that can be used throughout life, and it can be enjoyed as an individual activity or a team sport. For many kids with disabilities or special needs, the buoyancy of water is a physically liberating environment, and swimming offers benefits that most other sports or physical activities cannot match.

The weightlessness of being in water provides relief from effects of poor balance and postural control, and reduces strain on joints and connective tissues. The freedom of motion in this environment can promote movement and encourage exercise leading to improvements in strength, stamina, flexibility, gross motor skills, muscle tone, coordination and circulation. Without the hazards of hard surfaces, there is less risk of injury from falls or other impacts, yet the benefits of aerobic exercise are not lost.

Studies show exercise can improve mood and decrease anxiety. In addition, cognitive and psychological benefits can result from learning a new skill and may be seen in increased confidence, self esteem, discipline, self-reliance, mental well-being and general morale.

Swim lessons can be a great opportunity to practice social skills with peers in an environment in which differences in physical ability are muted compared to most other sports. Kids can develop cooperation and communication skills, and release frustration through physical activity while having fun in a group of peers.

All in all—a terrific activity for any kid!

Where can I find swimming lessons for my child with special needs?
• Sport Accessible Fitness Center www.sport.org
• City Adaptive Recreation departments
• Hubbard Family Swim Schools hubbardswim.com

“From 2009 to 2011, accidental drowning accounted for 91% of reported wandering related deaths in children with autism. Swimming lessons are a crucial component to your child’s safety.”
—Big Red Safety Toolkit from the National Autism Association

Heather Joy and her son, Soliz, enjoy time together in the water. She commented, “Swimming brings us together as a family and allows my children to be free. In the water they can explore movement, play together and gain a sense of accomplishment. The water allows them to be equal to other kids.”
Join the Garland Leadership Circle Today

Increase your impact and demonstrate a spirit of caring for our community that inspires others with a Garland Leadership Circle gift to Raising Special Kids.

The Garland Leadership Circle is a new giving society established by a generous gift from supporter Richard Garland.

As a Garland Leadership Circle member, you lead by example, through your financial investment, actions and voice. Your passion and generosity helps Raising Special Kids keep pace with the rising needs of families of children with disabilities.

The benefits of being a member of the Garland Leadership Circle begin with the example that you are setting to your peers, family, and community. You will also be recognized at our upcoming Party With A Purpose 35th Anniversary Gala (spring of 2014), in our annual report, quarterly newsletter and website.

Mr. Garland invites you to join him in this prestigious Leadership Circle with an annual investment of $1,000 or more — just $20 per week. You will play a vital role in the work of Raising Special Kids as we strive to provide families of children with disabilities education, resources and the support they need to effectively advocate for their children and create their own good outcomes.

Thank You to Our Donors July 1, 2012-May 31, 2013

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10 Minutes for Talking
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Nadine Alfonso
Margaret Anderson
Lani Angel Camp
Susan Baker
Many Manos
Andrew Martin
Albert Martinez
Liz McBride
Kathy McHale
Sharon Melton
Valerie Millard
Zell Millard
Maureen Miles
Susan Morris
Debra Murrell
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Kristin Roles
Sue Sanders
Shelly Stafford
Chudi & Nancy Smith
Karim Smith
Vanessa Smith
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Martin Aronson
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Salesforce Foundation

Charles Baron

Nancy Baker
Lani Angell Comp
Margaret Anderson
Nadine Alfonso
10 Minutes for Talking
Special Day for Special Kids

Thanks to the efforts of the Sunrise Scottsdale Rotary Club volunteers, Scottsdale Service Learning Students, photographer Jeff Lang and our Parent Leaders, more than 2,500 kids and their family members enjoyed food fun, free family portraits, train rides and lots more at Special Day for Special Kids in March.

We gratefully acknowledge presenters at statewide trainings

Maureen Casey, AzEIP
Amy Maschue, MS, CCC-SLP
Rebelah Enfinger, PT, DPT
Allison Crutchfield, DMD
Heather Joy Magdelano
Erin Robinson, MS, OTR/L
Sarah Studebaker, MME, MT-BC
Dr. Robin Blitz
Feeding Matters
Ryan House
Down Syndrome Network
Window Rock Community of Practice on Transition Committee

Community Recognition

Kathleen Gray-Mangerson received the 2013 Diane Lynn Anderson Memorial Award from the Community Foundation Southern Arizona.

Jeannie Hollabaugh received the Hearing Advocacy Award from the Arizona Commission for the Deaf and Hard of Hearing.

Raising Special Kids is honored to accept the Ray Rafford Community Award from Mesa Public School District.

Board of Directors member Tom Batson shows his support at the Medicaid Restoration Rally. The Governor's Medicaid Expansion proposal was passed by the Arizona Legislature after strong community support.

Medicaid Rally at the Capitol

(right) Speech Pathologist Amy Maschue presented at the conference
In The Spotlight

Making a Difference in the Lives of Children

Thank you for referring families to Raising Special Kids

February - April, 2013

Phoenician Children’s Hospital - Cyttis Fibrosis Center
Phoenix Children’s Hospital Developmental Pediatric Center
Phoenix Children’s Hospital Pediatric Medical Center
Phoenix Community Pediatrics
Phoenix Children’s Hospital - Dr. Shannon Forshey
Phoenix Union High School District
Phoenix Butte High School
Phoenix Children’s Hospital - Ryan Rodrigue
Quartzsite Elementary School
Recovering Innovations
Rescure

Bonnie Kaplan
Carla Johnston
Dawn Johnson
Erika Huff
Esther Hasz
Zenobia Gipson-Burke
Tanya Giotia
Joelle Gillett
Adrienne Dickson
Susan Courinos
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Anne Welch, MD
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Jessica Crowell, MSW
Ashley Gershanor
Jennifer Griffin
Patty Zowada, LMSW
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Laura Priest
Ramona Cano
Jeff Fellman
Sheryl Steele
Justin Bittick
Ruben Bernal
Kim Becker
Whitney Barkley
Robyn Abrams
Kim Banta
Carmen Aguilera

Parent Leaders are the Heart of Raising Special Kids
Thank you! February - April, 2013

Avondale
Gabriela Sanchez Orozco
Cave Creek
Kat Rivera
Chandler
Martha Burren
Beth Moloney
Playa Grande
Lauro Stanton
Gilbert
Jo Ellen Guthrie
Holland Hines
Louise Murphy
Jim Updegraff
Glendale
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Patty Coe
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Karen Hinds
Maura Knoll
Maria Lopez
Kathy McDonald
Elizabeth Naughton-Ketler
Doris Ortega
Carolyn Secher
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Lori Watson
Paula Tiffany
Maura Urquidi
Leslie Williams
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Megan Bopp
Steve Lee
Carol Levenseller
Lynn Michels
Katie Petersen
Mary Quinsler
Chad Solals
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Megan Davis Dey
Michael Sanderfer
Tolleson Kristie Amator

Volunteer
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Visit RaisingSpecialKids.org to start helping us serve families with your gift today.

7th Annual
Dandelion Golf Classic

Sponsored by CareScape, Inc.
Saturday, September 28, 2013
Tuscany Falls at Pebble Creek Golf Resort
16262 W. Clubhouse Drive, Goodyear, Arizona 85395

Golfers will receive:
18 holes of golf with cart, range balls, golf shirt, breakfast, lunch, player tee prize bag, one drink ticket, one door prize ticket

6:30 am - Registration, Breakfast, & Driving Range
8:30 am - Shotgun Start
1:30 pm - Lunch, Auction, Door Prizes, & Awards

Call today for sponsorship opportunities!
Individual players $150, Team Early Registration Package $600
Must sign up by August 31, 2013

For details visit: www.dandeliongolfclassic.com
or contact: Kelly Watson 602-242-4366, 800-237-3007 or kellyw1@raisingspecialkids.org