



# Connecting

## Connect

*Family Support is the Heart of our Mission.*

September - November, 2009

Volume 14, Number 3

## Disability and discipline in schools

A top priority for schools is providing a safe environment that is conducive to learning for all students. Public schools are also bound to provide a free and appropriate public education (FAPE) for all students with disabilities. When addressing unwanted behavior by a student with a disability, parents and schools sometimes face challenges in deciding how to provide both.

Schools and districts typically publish their expectations and guidelines for behavior, attendance, dress and other aspects of students' participation in the Code of Conduct. Questions on the correct type of response can arise when a student's actions violate these standards due to a disability.

In the past, students with disabilities were frequently separated from the majority of the school population or excluded entirely from access to public education. With increasing emphasis on including

people with disabilities in all aspects of communities, students with disabilities are placed in the least restrictive environment, and many are now in general education classrooms. The Individuals with Disabilities



Education Act (IDEA) and Americans with Disabilities Act (ADA) provide legislative protections for people with disabilities in school and public environments.

*"Few policies in education have proven to be as universally ineffective—even counterproductive—as 'zero tolerance'... They are solely punitive, and lack any positive connection to school's primary purpose—learning and development."*

— Rhonda B. Armstead in *Zero Tolerance: The School Woodshed*

Some schools have found that classroom management techniques such as Zero Tolerance, are not effective for classrooms with broad diversity in culture and ability. In response to the need for better behavior management strategies, researchers began looking for proven methods using scientific evaluation principles. A method that is scientifically proven to be effective is Positive Behavioral Interventions and Support (PBIS). This method can be implemented on an individual, class or school-wide basis, but is most effective when used consistently by all caregivers, school personnel and service providers.

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**DON'T MISS ANY FUTURE ISSUES OF CONNECTING**  
**Sign up for our e-list today!**

## Director's Column

I heard a school district's director of special education comment that the top issue for special education teachers in her district was fear for their own personal safety. The chance that they could be hurt or seriously injured by a student was the teachers' chief concern at the start of a new school year. Such incidences are very rare occurrences, but they point to the critical need for behavior management and effective discipline in schools.

It also speaks volumes about the importance of parents and schools working together to make sure that good behavior plans are developed, clearly stated, and implemented appropriately. Research has shown that when parents make occasional efforts to be physically present in their child's classroom, it has a significant positive impact on learning and behavior. Without good communication between school and home, behavior management training, and the availability of assistance in a crisis, the inappropriate use of seclusion and restraint for students with disabilities is a likely result.

As a parent of a student who experienced episodes of challenging behavior related to a disability, I want to acknowledge how hard it is on parents, teachers, and students. The various tricks and techniques we all learn as parents help us deal with typical misbehavior, but they don't prepare us for the full-fledged onslaught of conduct that can become unsafe or frightening.

This is a tough thing for parents and teachers to admit. We like to feel confident in our knowledge and belief that we are competent to handle things within our homes and classrooms, but sometimes we are not adequately prepared. We need to build up our courage to confront this fear, the fear that we are not completely competent to handle a child's behavior. I worried that admitting this might mean I was not a good parent, and that somehow I had failed to acquire important skills other people possessed. It was a humbling realization, but a necessary one. Once we decide to acquire skills in behavior management, we become better parents because of it, and can participate in planning with the school about how to handle difficult situations.

Training for parents, teachers, and school staff is urgently needed. If you find yourself worried about managing a child's behavior at home or at school, I urge you to express that concern to someone who will help you find the necessary training, information, and skills. Many resources exist to help you, and Raising Special Kids can be a good place to start. In this issue, there are a number of suggestions and resources. You can be part of the solution in creating safe schools for all children.



**Raising  
Special Kids**  
*families helping families*

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Parent to Parent support is the heart of Raising Special Kids. Information about local services, educational programs, advocacy, or special health care needs is available in both Spanish and English. Services are provided at no charge to families in Arizona. Raising Special Kids is a 501(c)3 non-profit organization.

# Raising Special Kids Calendar

Our new location is a fragrance-free environment: 5025 E. Washington St., #204, Phoenix, AZ 85034

## Raising Special Kids Hosted Events, Training & Workshops

Call 602-242-4366 or 800-237-3007 to register

All trainings listed below are offered at the new office building for Raising Special Kids. If you require special accommodations to attend a Raising Special Kids sponsored activity, please notify us at least 48 hours in advance.

Please register for trainings, so we can notify you if the class must be cancelled due to changes in scheduling.

## Special Education Workshops

### Positive Behavior Support

Training on effective techniques for behavior management.

Wed. 9/9/09, 10:00 – 11:30 a.m.

Thu. 9/24/09, 1:00-2:30 p.m.

Wed. 10/14/09, 10:00-11:30 a.m.

Thu. 10/22/09, 1:00-2:30 p.m.

Wed. 11/11/09, 10:00-11:30 a.m.

Thu. 11/26/09, 1:00-2:30 p.m.

Wed. 12/9/09, 10:00-11:30 a.m.

Thu. 12/17/09, 1:00-2:30 p.m.

### Resilient Relationships

Create and maintain a healthy couples relationship through the journey of raising a child with special needs.

Fri. 9/11/09, 10:00-11:30 a.m.

Fri. 10/9/09, 10:00-11:30 a.m.

Fri. 11/13/09, 10:00-11:30 a.m.

Fri. 12/11/09, 10:00-11:30 a.m.

### Can you hear me now?

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

Thu. 9/3/09, 1:00-2:30 p.m.

Thu. 10/1/09, 1:00-2:30 p.m.

Wed. 10/21/09, 10:00-11:30 a.m.

Thu. 11/5/09, 1:00-2:30 p.m.

Wed. 11/18/09, 10:00-11:30 a.m.

Thu. 12/3/09, 1:00-2:30 p.m.

Wed. 12/16/09, 10:00-11:30 a.m.

### Guardianship Workshop

Learn about what guardianship involves before your teen turns 18. You will also learn about alternatives to guardianship.

Mon. 9-28-09, 10:00-11:30 a.m.

Tue. 10-20-09, 7:00-8:30 p.m.

Sat. 11-14-09, 1:00-2:30 p.m.

### Advanced IEP Training

Learn about the requirements for IEP's and how to actively participate in team meetings. (Recommended: first attend *Understanding the IEP*)

Wed. 9/30/09, 10:00-12:00 p.m.

Wed. 10/21/09, 2:00-4:00 p.m.

Thu. 12/10/09, 2:00-4:00 p.m.

### Parents' Rights in Special Education

Learn about your role in special education.

Wed. 9/2/09, 10:00-12:00 p.m.

Thu. 11/12/09, 10:00-12:00 p.m.

### Understanding 504 Plans

Learn about the intent and requirements of Section 504, responsibilities of schools, and samples of accommodations.

Wed. 9/9/09, 3:00-4:30 p.m.

Wed. 11/4/09, 2:00-3:30 p.m.

### AzIEP to Preschool Transition

Learn about the requirements for transition and tips for a smoother process.

Thu. 9/3/09, 10:00-11:30 a.m.

Wed. 10/7/09, 1:00-2:30 p.m.

Thu. 11/5/09, 10:00-11:30 a.m.

Thu. 12/3/09, 10:00-11:30 a.m.

### Understanding the IEP

Learn about the purpose of IEPs through an overview of the document and meeting.

Wed. 9/16/09, 10:00-12:00 p.m.

Wed. 9/16/09, 4:00-6:00 p.m.

Thu. 10/8/09, 10:00-12:00

Tue. 10/27/09, 2:00-4:00 p.m.

Tue. 11/10/09, 2:00-4:00 p.m.

Thu. 11/19/09, 1:00-3:00 p.m.

Thu. 12/10/09, 10:00-12:00 p.m.

### High School Transition

Learn how to prepare youth for transition from high school to higher education, employment, and life in the community.

Thu. 9/17/09, 3:00-5:00 p.m.

Thu. 10/29/09, 4:00-6:00 p.m.

Thu. 11/12/09, 3:00-5:00 p.m.

### Self-Advocacy for Youth

Wed. 11/11/09, 4:00-6:00 p.m.

**NEW**

### Organizing Your Child's Records

Learn effective ways to tame that pile of papers.

Thu. 9/10/09, 3:00-5:00 p.m.

Thu. 10/22/09, 10:00-12:00 p.m.

Wed. 12/2/09, 1:00-3:00 p.m.

**NEW**

### Bully-Free Environments

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

Thu. 10/1/09, 4:00-6:00 p.m.

Wed. 11/18/09, 1:30-3:30 p.m.

### Understanding Evaluations & Assessments

Learn about the types of tests and what they measure, scoring results and what the bell curve means in formal assessments

Thu. 11/19/09, 10:00-12:00 p.m.

### IEP 1-to-1 Consultation

Bring your child's current IEP as well as your questions and concerns. Address your individual issues and find solutions and strategies to help you advocate effectively for your child. Call for an appointment: 602-242-4366 or 800-237-3007.

Workshops around Arizona pg 9  
Calendario Español- en la página 12

Michael Remus, Special Education Director of the Deer Valley School District notes that “PBIS is great for behaviors shown by kids with mild disabilities, but what happens when someone really acts out?”

Frequently, students who have displayed severe behaviors are moved into a more isolated environment. Isolation has not been shown to be an effective strategy in changing behavior, and it fails to provide meaningful help for students to learn improved behaviors.

Noting the need for less exclusion and isolation of students with disabilities, Remus says school districts must implement plans to deal effectively with serious incidents. “We cannot just legislate this into place. Legislation is good for raising awareness, but to implement real change, we need systems in place for more training.” His advice is that parents need to ask their districts and school boards for data on rates of suspension, who gets suspended, and then ask what plans are in place to address severe behaviors. “We should be asking these questions for *all* students, it is not exclusively an issue for special education.”

The Government Accountability Office (GAO) released a report in May on its investigation into the use of seclusion and restraint in public schools which revealed abuses of these techniques. According to the report, 19 states, including Arizona, have no policies on how seclusion and restraint are used in public schools, and no system of oversight in place to monitor their use. The Arizona Center for Disability Law indicates that it has received 55 reports of abusive seclusion or restraint in schools within the past two years.

In July, an emergency measure (SB1197) was

**Restraint** – use of a person or device to physically control the movement or behavior of an individual

**Seclusion** – forced isolation in a room from where an individual cannot escape

passed by the Arizona legislature to establish a nine-member Task Force on Best Practices in Special Education and Behavior Management and make recommendations. The report from the task force chaired by Michael Remus was sent to the governor at the end of August. Each school district governing board is required to hold a public meeting by June 10,

2010 to review and consider the adoption of the task force’s best practice recommendations.

Districts are not required to adopt the recommendations. Parents who wish to have a voice in determining future policy for their schools are encouraged to share their views with their district or charter school.

U.S. Secretary of Education Arne Duncan

sent a letter to Chief State School Officers in July encouraging each state to review their current policies and guidelines regarding the use of restraints and seclusion techniques in schools and if appropriate develop or revise them to ensure the safety of students.

“Success rates nearly double when behavioral interventions are based on functional assessments and outcomes may be improved when behavior plans are implemented by educational personnel.”

— *Report from the Task Force on Best Practices in Special Education and Behavior Management*

Data from schools reporting in 2005-2007 indicated “schools who implemented PBIS after training with PBISAz decrease suspensions and office discipline referrals between 27% and 67% on average.”

— *Daniel Gulchak, PhD, Statewide Program Coordinator, Positive Behavior Interventions and Supports of Arizona (PBISAz). PBISAz is supported by the Arizona Department of Education Exceptional Student Services. Visit www.PBISAz.org for information.*

“We are urging every state to take a close look at their restraint and seclusion guidelines to ensure that children’s safety is made the number one priority,” said Duncan. “It is my sincerest hope that this process will shed light on situations where policies need to be altered and provide the public with a clear understanding of the guidelines being used.”

The Council for Children with Behavioral Disorders (CCBD) has issued recommendations regarding the use of restraint and seclusion (see page 5). The Arizona Center for Disability Law has scheduled trainings on Seclusion and Restraint. Visit <http://acdlaw.ning.com/> for information (and note their September class is full.)

**More on the web:**

<http://www.pacer.org/pbis/PBISfeb08.pdf>

<http://www.pbisaz.org/>

<http://www.ade.state.az.us/ess/cspd/personneldev/cadre/>

## Issue Brief

*From the Council for Children with Behavioral Disorders, a Division of the Council for Exceptional Children*

# Appropriate Use of Restraint & Seclusion

### Specific Recommendations:

#### (1) Restraint and Seclusion are for Emergency Use Only

- Physical restraint or seclusion procedures should be used in school settings only when the physical safety of the student or others is in immediate danger.
- Neither restraints nor seclusion should be used as a punishment to force compliance or as a substitute for appropriate educational support.
- Mechanical or chemical restraints should never be used in school settings when their purpose is simply to manage or address student behavior (other than their use by law enforcement or when students are in travel restraints in vehicles). Their use for other instructional related purposes should be supervised by qualified and trained individuals and in accord with professional standards for their use.

#### (2) Written Procedures, Training and Better Data Collection are Necessary

- Any school which employs physical restraint or seclusion procedures must have a written positive behavior support plan specific to that program, pre-established emergency procedures, specific procedures and training related to the use of restraint and seclusion, and data to support the implementation of the principles of positive behavior supports in that environment as well as data regarding the specific uses of restraint and seclusion.
- “Guidelines” and “technical assistance documents” are not adequate to regulate the use of these procedures since abuses continue to occur in states or provinces where guidelines are in place and these guidelines have few mechanisms for providing oversight or correction of abuses. Therefore, CCBD and CEC call for federal and/or state legislation or regulation which would require the implementation of:
  - Recognition that restraint and seclusion procedures are emergency, not treatment, procedures.
  - Requirement that preventive measures such as conflict de-escalation procedures be in place in schools where restraints or seclusion will be employed.
  - Requirements that individualized safety plans are created for students whose behavior could reasonably be predicted to pose a danger.
  - Requirements that comprehensive debriefings occur after each use of restraint or seclusion and that reports of the incident are created.
  - Requirement that data on restraints and seclusion are reported to an outside agency such as the state or provincial department of education.

#### (3) Seclusion Environments must Meet Certain Non-negotiable Standards

- All seclusion environments should be safe and humane and should be inspected at least annually, not only by fire or safety inspectors but for programmatic implementation of guidelines and data related to its use.
- Any student in seclusion must be continuously observed by an adult both visually and aurally for the entire period of the seclusion. Occasional checks are not acceptable.

#### (4) Additional Research is Necessary and Must Be Funded

- *CCBD calls for additional research regarding the use of physical restraint and seclusion with students across all settings.*

*Reprinted with permission, original article at: [www.cec.sped.org](http://www.cec.sped.org)*

# Special Education Task Force Report

From the Task Forces' introduction to its report on Best Practices:

- **Best practices for managing the behavior and discipline of students with disabilities.**

*Create a positive school climate through direct teaching of clear expectations for student behavior, consistent and fair application of rules, identifying and managing areas for conflict, and training staff in methods of positive behavior supports for all students to result in a reduction of school incidents requiring more punitive reactions.*

- **Disciplinary actions which should be prohibited.**

*Restrict the use of crisis management techniques of restraint and/or seclusion to cases of imminent danger to a student or to other persons.*

- **Training for school personnel.**

*Train school staff in proactive behavior management strategies, crisis de-escalation, noninjurious crisis intervention, and the development and implementation of behavior intervention plans for identified students.*

- **Notice requirements to parents and school administrators.**

*Report every instance where crisis management actions have been used to the parents [as defined in ARS 15-761 (21)]; to the school and central office administration; and to the LEA's governing board. Use the data to make appropriate modifications to policy, training, and practice.*

## 504 updates related to ADA

Amendments to the Americans With Disabilities Act in 2008 apply to the way public schools interpret Section 504 of the Rehabilitation Act of 1973. The changes may open the door for students with

conditions such as ADHD, depression, asthma, allergies, diabetes or anxiety to receive accommodations.

In the definition of disability, as limits to "major life activities," the term was expanded to include

"learning, reading, concentrating, thinking." For more information, call Raising Special Kids at 602-242-4366.

## Back to school - Special Ed Check Up

With a new school year, it's a good idea to start with a smooth running plan in place. Here are some points you may want to brush up on:

1. Do you have a list of the current school staff who will be working with your student?
2. Do you have a copy of the daily schedule and weekly schedule for classes and therapies your student will be receiving?
3. Review your child's IEP, and ask school staff if any of the provisions (related services or transportation) will be different than when it was developed.
4. Check out transportation and bus schedules. Make sure your child understands how to return home. Keep office and bus dept. phone numbers nearby.
5. Do the general education teachers serving your child have a copy of the IEP? Who is helping them modify the curriculum?
6. Have you arranged a way to keep in communication with staff serving your child (e.g. e-mail, periodic phone calls, weekly progress check lists, daily communication log for non-verbal students, etc.) Keep requests reasonable.
7. If classroom or school campus accommodations are needed, do staff have copies of the 504 Plan or accommodations listed on the IEP (e.g. playground monitors, lunchroom aides, school nurse)? Do they already know how to make those accommodations?
8. Do you know whether your child's grades will be modified and how to interpret them if they are? How many credits does your high schooler student have? How many does he/she need to graduate?
9. Is there a hotline or a way to confirm homework assignments? Do you have a system to ensure that homework reaches the teacher?
10. If your child is on a Behavioral Intervention Plan or needs Assistive Technology, have the staff helping your child received enough training or could they use free consultation from the SUPPORT CADRE through AZ Dept. of Education? (The school can call 480-570-9046. *Note: the school requests assistance from the SUPPORT CADRE, which can be included on IEPs under "Supports for School Personnel."*)

## Directors Focus Group

Special Education Directors from eleven public school districts attended a recent Focus Group hosted by Raising Special Kids to discuss methods of improving parent and professional relationships. The directors were able to express needs and concerns within their districts, and learned about the role of Arizona's Parent Training and Information (PTI) Center.



## Lexie's Law

"Lexie's Law" was passed in May and expanded an existing tax credit program. It also replaced the previous program of scholarships for children with disabilities or in foster care at the Department of Education.

Applications for eligibility can be reached through a link on the Arizona Department of Revenue website at [www.azdor.gov](http://www.azdor.gov). Students previously qualified as eligible do not need to reapply, but K-12 students who qualify must contact a

School Tuition Organization regarding applications for scholarships or grants (a list of organizations is also available on DOR's site).

## New NICU resources

Parents with children in Neonatal Intensive Care Units can be bewildered, frightened and struggling to deal with crisis.

"These families are in strong need of support and guidance, but since the situation is typically very new, they may not know where to seek help or what to do first. Parents may be spending time at the NICU and possibly caring for other children too," said Veronica Castillo, NICU Family Program Coordinator. "This program, designed by parents who have experience with children in NICU, will anticipate needs and provide resources and support in ways that are easy for parents to access."

Raising Special Kids will be launching NICU Family Program services in a new format this fall beginning with families at St. Joseph's Hospital in Phoenix.

The program will be focused on helping families through their child's first year. Each family will be

contacted at regular intervals to receive support and resources tailored to meet the family's evolving needs. After enrollment, families will be provided with a care coordination notebook and also paired with a trained volunteer parent who has experience with having a child in the NICU.



QUOTED

*"Both the Pediatric Resident and our newest PNP (Nurse Practitioner) visited a family yesterday as part of our ongoing collaboration with Raising Special Kids. They both commented to me how wonderful the experience was. You continue to do the great work that your agency and families are known for."*

— Daniel B. Kessler MD, FAAP, Clinical Professor of Pediatrics  
Director, Arizona Child Study Center Children's Health Center of St. Joseph's Hospital

## Emergency Preparedness

Children with special health care needs may have complex and unique medical histories and conditions that affect decisions about their proper treatment during an emergency. Therefore, it is critically important that emergency health providers and “first responders” (paramedics, hospital ER doctors, school nurses, etc.) have up-to-date and complete records of your child’s medical needs. Since emergencies don’t always happen at home when a knowledgeable family member can explain a child’s health condition, the American Academy of Pediatrics and the American College of Emergency Physicians have created an “**Emergency Information Form for Children with Special Needs**”.

This 2-page Emergency Information Form provides important details about a child’s health, including:

- family & emergency contacts
- diagnoses
- doctors & specialists
- prior medical procedures
- baseline physical condition & vital signs
- current medications
- recommended treatments for common health issues
- allergies
- immunizations

The image shows a thumbnail of the 'Emergency Information Form for Children With Special Needs'. The form is organized into several sections. At the top, it includes logos for the American College of Emergency Physicians and the American Academy of Pediatrics, along with a header for 'Emergency Information Form for Children With Special Needs'. Below this, there are fields for 'Name', 'Date of Birth', 'Sex', 'Race', and 'Ethnicity'. A section titled 'Religion' has a dropdown menu. The 'Medical History' section includes fields for 'Primary Care Physician', 'Current Specialty Physician', 'Current Health Condition', 'Allergies', and 'Immunizations'. At the bottom, there is a section for 'Diagnoses/Procedures/Physical Exam' with a table for recording details.

### Get the Form

- Blank Form (to print then complete by hand): <http://www.aap.org/advocacy/blankform.pdf>
- Interactive Form (to complete online and print): <http://www.aap.org/advocacy/eif.doc>
- Sample Completed Form: <http://www.aap.org/advocacy/sampleform.pdf>

### Complete the Form:

Fill in as many of the answers as you can. Then, take the Form to your child’s primary care doctor and specialists to help you with the rest of the information. **TIP:** fill in the date the form was completed (box in the upper right-hand corner) to help you later check if the information is current.

### Share the Form:

Make copies of the completed form and keep a copy in places such as:

- doctors & specialists offices
- local hospital emergency room
- school or day care (refer to form in IEP)
- child’s backpack (and luggage when traveling)
- home on the refrigerator
- parent’s workplace
- parent’s wallet
- family’s car
- home of emergency contact person listed on the form

## Parent Leadership

As part of our goal to support a network of skilled and experienced parent leaders, Raising Special Kids is embarking on a new project to assist Arizona’s Department of Health Services in improving quality of care.

The project will include coordinating experienced parents of children with disabilities or special health care needs to provide perspective, skills, and expertise in order to improve programs and policies.

Activities will include identifying, supporting, and training parents to serve on advisory councils and committees, review documents and proposals, evaluate programs and assess policies, assist in the development of curriculum, acquire skills in advocacy and leadership, provide training, and offer mentoring and support for families.

If you are interested in participating as a parent leader, please contact us at 602-242-4366.

## Health Centers

The U.S. Dept. of Health & Human Services announced more than \$25.7 million in grants to increase and improve health and support services at the nation’s health centers. Patients receive care at health centers regardless of their ability to pay.

The centers offer varied forms of health care including checkups, immunizations for children, dental care and prescription drugs, and mental health and substance abuse services. To find centers or for more information, visit <http://findahealthcenter.hrsa.gov/>.

## **SOUTHERN ARIZONA/Tucson**

presented by Pilot Parents of Southern Arizona

### **The Beginning of the IEP Journey**

Learn about the purpose of IEPs through an overview of the document  
Mon. 9/14/09, 10:00-11:30 a.m.  
Tue. 9/15/09, 4:00-5:30 p.m.

### **You Do Have Rights, You Know!**

Learn about the rights and responsibilities of parents involved in Special Education  
Thu. 9/17/09, 10:00-11:30 a.m.  
Fri. 9/18/09, 4:00-5:30 p.m.  
Tue, 9/29/09, 1:00-3:30 p.m.

### **More about the IEP Journey**

Requirements for IEPs and how to participate in the process  
Mon. 10/12/09, 10:00-11:30 a.m.  
Tue. 10/13/09, 4:00-5:30 p.m.  
Mon. 10/26/09, 1:00-3:30 p.m.

### **The Basics of Transition from AzEIP to Preschool**

Requirements for transition and how to make transitions smoother.  
Mon. 11/2/09, 10:00-11:30 a.m.  
Tue. 11/3/09, 4:00-5:30 p.m.  
Mon. 11/23/09, 1:00-3:30 p.m.

### **Hospice of the Valley Sibshops**

Workshop for brothers and sisters of children with disabilities or special needs.  
9/12/2009, 11/21/2009,  
2/13/2010, 4/17/2010

#### **Location:**

Hospice of the Valley:  
1510 East Flower Street,  
Phoenix, AZ 85014

**Time:** 10 a.m. - 2 p.m.

*Please register:*  
Call 602-200-0767

**Cost:** \$15.00, lunch included

**Scholarships** are available:  
e-mail Holly Cotter at:  
holly@RyanHouse.org

### **Organizing Your Child's Records**

There is a way to organize all those school papers you keep!  
Mon. 10/19/09, 1:00-3:00 p.m.  
Mon. 11/9/09, 10:00-12:00 p.m.

### **Oh, That is What THOSE Numbers Mean!**

Learn what all those numbers and words mean on your child's evaluation and how they are included in the IEP.  
Wed. 11/4/09, 10:00-11:30 a.m.  
Mon. 11/16/09, 4:00-5:30 p.m.

### **Yes I Can! Advocate for My Child**

Tue. 10/13/09, 10:00-11:30 a.m.  
Tue. 10/20/09, 1:00-4:00 p.m.

For more information or to reserve space in one of the trainings, please contact Pilot Parents, at (520) 324-3150 or toll free 1-877-365-7220 or email Robert@pilotparents.org.

## **NORTHERN ARIZONA**

Flagstaff

### **Getting started with Special Education — A four-part series**

This series of classes will be held at NAU Institute for Human Development  
**1: Understanding IEPs**  
Thu. 9/10/09, 5:50-7:30 p.m.  
**2: Parents Rights**  
Thu. 10/8/09, 5:50-7:30 p.m.  
**3: Advanced Understanding of IEPs**  
Thu. 11/12/09, 5:50-7:30 p.m.  
**4: Advocacy**  
Thu. 12/10/09, 5:50-7:30 p.m.

### **JOIN US FOR A SPECIAL BACK TO SCHOOL SESSION!**

Bring your child's records and work on understanding what they are, how to use them, and how to keep them organized. There will be a question and answer session on evaluations and IEPs.  
**Sat. 9/26/09, 9:00-12:00 p.m.**

To register, please call Kathleen Collins at (928) 523-4870 or email kathleenc@raisingspecialkids.org

## **Raising Special Kids Community-Hosted Workshops**

Hosted by

First Southern Baptist Church at Sahuaro Ranch,  
10250 N. 59th Avenue, Glendale, Arizona 85302



### **Resilient Relationships**

**Friday, October 2nd, 7:00-9:00 p.m.**

To help you create and maintain a healthy couples relationship through the journey of raising a child with special needs.

Enjoy a light meal and free child care.

*Please RSVP to Raising Special Kids by Sept. 25th: 602-242-4366.*

### **Positive Behavior Support**

**Sunday, October 18th, 4:45-6:30 p.m.**

Basic training on positive techniques for families of children who have behavioral issues.

Enjoy refreshments and free child care.

*Please RSVP to Raising Special Kids by Oct. 9th: 602-242-4366.*

*If your group or organization is interested in hosting a workshop, please call us at 602-242-4366.*

# Discapacidad y disciplina en las escuelas

*Inclusión y ambientes seguros de aprendizaje*

Una de las principales prioridades para las escuelas, es el proveer a todos los estudiantes un ambiente propicio para el aprendizaje. Las escuelas públicas también están obligadas a proveer educación pública gratuita y apropiada (FAPE por sus siglas en inglés) a todos los estudiantes con discapacidades. Cuando se trata del comportamiento no deseado de algún/a estudiante con una discapacidad, los padres de familia y las escuelas a veces se enfrentan a retos al decidir cómo proveer tanto el ambiente propicio como la educación gratuita y apropiada.

“Pocas normas en educación han resultado ser tan universalmente ineficientes—hasta contraproducentes—como la de ‘tolerancia cero’... Son sólo punitivas, y carecen de cualquier conexión con el propósito principal de la escuela—aprendizaje y desarrollo.”

— Rhonda B. Armstead en *Tolerancia Cero: La Leñera Escolar*

Las escuelas y los distritos por lo general publican sus expectativas y directrices con respecto a comportamiento, asistencia, vestido y otros aspectos de la participación de los estudiantes en el Código de Conducta. Pueden surgir preguntas sobre el tipo correcto de respuesta cuando las acciones de un/a estudiante violan dichos estándares debido a una discapacidad.

En el pasado, los estudiantes con discapacidades fueron frecuentemente separados de la mayoría de la población escolar o excluidos por completo del acceso a la educación pública. Con un énfasis creciente en la inclusión de

personas con discapacidades en todos los aspectos de las comunidades, los estudiantes con discapacidades son colocados en un ambiente menos restrictivo, y muchos están ahora en clases de educación general. El Decreto de Educación de Individuos con Discapacidades (IDEA por sus siglas en inglés) y el Decreto de Norteamericanos con Discapacidades (ADA por sus

siglas en inglés) proveen protecciones legislativas para personas con discapacidades en ambientes escolares y públicos.

Algunas escuelas han

encontrado que técnicas de manejo de clases como la Tolerancia Cero, no son efectivas en clases con una diversidad amplia en cultura y capacidad. En respuesta a la necesidad de mejores estrategias de manejo de conductas, los investigadores empezaron a buscar métodos probados, usando principios científicos de evaluación. Un método que ha probado ser científicamente efectivo es el de Intervenciones Positivas en el Comportamiento y Apoyo (PBIS por sus siglas en inglés). Este método puede ser implementado de manera individual, para clases enteras, o para toda la escuela, pero es más efectivo cuando es



usado consistentemente por las personas que proveen cuidado, el personal de la escuela y los proveedores de servicios.

### Restricción y Encierro

Michael Remus, Director de Educación Especial del Distrito Escolar Deer Valley señala que “PBIS es muy bueno para los comportamientos mostrados por niños con discapacidades ligeras, pero ¿qué pasa cuando alguien se comporta de manera realmente inapropiada?”

Frecuentemente los estudiantes quienes han manifestado comportamientos severos son puestos en un ambiente más aislado. El aislamiento no ha probado ser una estrategia efectiva para cambiar el comportamiento, y no puede proveer una ayuda significativa para que los estudiantes aprendan a comportarse mejor.

Señalando la necesidad de menos exclusión y aislamiento para los estudiantes con discapacidades, Remus dice que los distritos escolares deben poner en práctica planes para enfrentarse efectivamente a las incidencias serias. “No podemos solamente legislar esto. La legislación es buena para aumentar la consciencia, pero para implementar un cambio real, nece-

## Discapacidad y disciplina en las escuelas

*Inclusión y ambientes seguros de aprendizaje*

sistemas para más capacitación en el sitio.” Su recomendación es que los padres de familia necesitan pedir a sus distritos y juntas directivas escolares datos sobre las tasas de suspensión y quiénes son suspendidos, y entonces preguntar qué planes existen para enfrentarse a comportamientos severos. “Deberíamos estar haciendo estas preguntas para todos los estudiantes, ya que no es exclusivamente un problema de educación especial.”

La Oficina de Responsabilidad Gubernamental (GAO por sus siglas en inglés) emitió un reporte en mayo sobre su investigación acerca del uso del encierro y la restricción en escuelas públicas, el cual reveló abusos de estas técnicas. De acuerdo con el reporte, 19 estados, incluyendo Arizona, no tienen normas sobre cómo se usan el encierro y la restricción en las escuelas públicas, y no cuentan con sistema alguno de supervisión para monitorear su uso. El Centro de Arizona para la Ley de Discapacidad indica que ha recibido 55 reportes de encierro o restricción abusiva en escuelas durante los últimos dos años.

**Restricción** – Uso de una persona o aparato para controlar físicamente el movimiento o comportamiento de un individuo

**Encierro** – Aislamiento forzado en un cuarto del cual el individuo no puede escapar

En julio, la Legislatura de Arizona aprobó una medida de emergencia (SB1197) para establecer un Grupo de Trabajo Sobre Mejores Prácticas en Educación Especial y Manejo del Comportamiento, formado por

**“Después de recabar nuestros datos, encontramos que reducimos nuestros problemas de comportamiento en un 46%...”**

*— señalado en el sitio de PBISAz.org en la red, por el personal del Distrito Escolar Unificado Lake Havasu durante su primer año de implementación del PBIS en dos escuelas primarias*

nueve miembros, con la meta de hacer recomendaciones. El reporte de dicho grupo, presidido por Michael Remus, se enviará a la gobernadora al final del agosto. Se les pide a las juntas gobernantes de cada distrito escolar que lleven a cabo una reunión pública a más tardar el 10 de junio de 2010, para revisar y considerar la adopción de las recomendaciones del grupo de trabajo con respecto a las mejores prácticas.

No se les pide a los distritos que adopten las recomendaciones. Se invita a los padres de familia que deseen tener una voz determinando las futuras normas para sus escuelas, para que compartan sus puntos de vista con su distrito o escuela incorporada.

En julio, el Secretario de Educación de los Estados Unidos Arne Duncan envió una carta a los Oficiales Escolares Estatales en Jefe, recomendando que cada estado revise sus normas y directrices actuales acerca del uso de las técnicas de restricción y encierro en las escuelas, y de ser apropiado, que las desarrollen y revisen para garantizar la seguridad de los estudiantes.

“Estamos pidiendo a cada estado que revise cuidadosamente sus directrices sobre la restricción y el encierro, para garantizar que la seguridad de los niños sea una prioridad principal”, dijo Duncan. “Es mi deseo más sincero que este proceso arroje luz sobre situaciones en las cuales las normas necesitan ser modificadas, y proveer al público un entendimiento claro sobre las directrices que se están usando.”

El Concilio para Niños con Trastornos del Comportamiento (CCBD por sus siglas en inglés) ha emitido recomendaciones acerca del uso de la restricción y el encierro (vea la página 5). El Centro de Arizona para la Ley de Discapacidad ha programado capacitaciones sobre el Encierro y la Restricción. Visite <http://acdclaw.ning.com/> para información (y note que su clase de septiembre ya está llena.)

Revise los calendarios de capacitación en este tema en Apoyo al Comportamiento Positivo.

## CALENDARIO ESPAÑOL

POR FAVOR TOME NOTA  
NUEVA DIRECCIÓN :  
5025 E. Washington St. #204  
Phoenix, AZ 85034

### IEP/504

Una perspectiva general de Educación Especial y de los planes 504.

**Viernes, 09/11/09, 1:30-3:00 p.m.**

**Martes, 10/13/09, 1:30-3:00 p.m.**

**Viernes, 11/06/09, 1:30-3:00 p.m.**

### El Comportamiento Positivo

El vínculo entre las familias y las intervenciones y el apoyo conductual positivo es muy importante

**Viernes, 9/18/09, 1:30-3:00 p.m.**

**Viernes, 10/9/09, 1:30-3:00 p.m.**

**Viernes, 11/20/09, 1:30-3:00 p.m.**

### Organizando su niño/a's archivos

Aprenda modos efectivos para organizar sus archivos

**Viernes, 10/23/09, 1:30-3:00 p.m.**

**Viernes, 11/13/09, 1:30-3:00 p.m.**

### ENTRENAMIENTO PARA VOLUNTARIOS

Acompañenos a un entrenamiento para voluntarios y así desarrollar su liderazgo ayudando a otras familias a aceptar y sobrellevar el diagnóstico de un hijo (a) con necesidades especiales de salud.

**Viernes, 09/04/09, 10:00-11:30 a.m.**

**Viernes, 10/16/09, 1:30-3:00 p.m.**

**Viernes, 12/04/09, 10:30-12:00 p.m.**

### Derechas de padres en educación especial

Aprenda alrededor las derechas y las responsabilidades de padres en la educación especial.

**Viernes, 9/25/09, 10:00-11:30 a.m.**

**Martes, 10/20/09, 1:30-3:00 p.m.**

**Viernes, 12/11/09, 1:30-3:00 p.m.**

## Around Arizona

### Arizona's 9th Annual Transition Conference "Celebrate the Journey"

Addressing the Transition Needs of Youth  
and Young Adults with Disabilities

**September 21-23, 2009**

Radisson Fort McDowell Resort  
10438 North Fort McDowell Road  
Scottsdale, AZ 85264  
(800) 715-0328 or (480) 836-5300

Register at this website:

<http://www.ade.az.gov/onlineregistration/EventLocationSelection.asp?EventID=1951>

**Don't miss Raising Special Kids' presentation:  
"Adult Guardianship: Options for Youth  
with Less Independence"**

**Wed., Sept. 23, 2009 • 9:45 – 11:00 AM**

AZ TASH is proud to present



### PROFESSIONAL DEVELOPMENT TRAINING SERIES WITH DR. JUNE DOWNING

AzWINS Trainings are designed to provide hands-on, practical strategies for implementing inclusive schooling practices for students with moderate to severe disabilities.

**September 18 • November 6 • February 19**

**Location:** Deer Valley Unified School District Office, 20402 N. 15th Avenue, Phx, AZ 85027

**Intended Audience:** School personnel (teachers, therapists, administrators, paraeducators, psychologists, etc.), and families looking for ideas on how to provide inclusive education to students who require modifications in order to access the general education curriculum.

Each training is from 9am-4pm, Cost is \$65

Register at [www.azwins.org](http://www.azwins.org)

## Calling NICU parents

Parents who would be interested in being part of a focus group in late September. The aim of the focus group is to make sure we are effectively meeting the needs of the parents in our NICU program.

Interested parents can contact Veronica Castillo at:  
[veronicac@raisingspecialkids.org](mailto:veronicac@raisingspecialkids.org) or 602-242-4366.

## Let us know

What would you like to see featured in future issues of Connecting? If you have questions, topics, or ideas for our newsletter, please send them to [info@raisingspecialkids.org](mailto:info@raisingspecialkids.org) or mail to: Raising Special Kids, 5025 E. Washington St. #204, Phoenix, AZ 85034

[www.raisingspecialkids.org](http://www.raisingspecialkids.org)

## Parent wisdom

### Sharing the experience of real parents

Raising Special Kids believes families can learn from each other by sharing wisdom they've gained through raising a child with special needs. These are some answers we received to our most recent questions. To view the complete answers, log on to our website's Family Voice page at:  
<http://www.raisingpecialkids.org/news/familyvoice.aspx>

#### Question:

**Has your child been bullied? If yes, what has been a successful response or prevention?**

#### Answers (excerpts):

- *"I talked to the teacher about doing a 'lesson' on disabilities or physical differences between kids. It went over very well with the class. She made it part of their science activities about the human body."*
- *"...turn it into a joke so that it is diffused...the other children are laughing with you instead of at you."*
- *(The teacher) rearranged all of her students desks placements...—it worked until months later...This time I called the school counselor,...he interviewed both students (separately), and he informed the bullying student that his behavior towards my son was not acceptable, and that his parents would be notified if he continued to have these behaviors around my son. Well that worked, the student stopped verbally harassing my son, and seemed to actually respect him.*
- *"...most people, including school staff, do not follow the set procedures..."*
- *"...I called a meeting at the school and went with the Arizona bullying law in hand." editor's note: AZ state law: ARS 15-341(A)(40)*
- *"success came from him standing up to the bullies, and letting them know that he was not afraid of them"*
- *"...not only bullied but actually assaulted... Although my son suffered minor physical injuries, the emotional and psychological injuries were significant. The child that attacked my son was, at the insistence of the school resource officer, arrested. He was then, tried, convicted and sentenced.*

Thank you to all the families who shared thoughts. We hope you'll contribute to our **next question**:

### What are the top 3 things you want your child to learn in school?

Please label responses with "Attention Newsletter Editor" and email to:  
[info@raisingpecialkids.org](mailto:info@raisingpecialkids.org) or  
mail to: Raising Special Kids  
5025 E. Washington St. #204, Phoenix, AZ 85034

## 4th Annual National Bullying Prevention Awareness Week

Presented by PACER's National Center  
for Bullying Prevention

October 4-10, 2009

National Bullying Prevention Awareness Week encourages communities nationwide to work together to increase awareness of the prevalence and impact of bullying on all children.

Families, students, schools, organizations and other groups can unite with **PACER** to prevent bullying in several ways. Activities and materials such as contests, toolkits, and online bullying prevention training are available to help reduce bullying in schools, recreational programs, and community organizations.

"When 160,000 children in the United States miss school each day as a result of being bullied, it's time to take action," said Paula F. Goldberg, executive director of PACER, a national parent center located in Minnesota. "Teachers, parents, students and adults throughout each community must work together to create a climate that doesn't accept bullying. When bullying is reduced, communities will see more students with higher self-esteem, better school attendance, less physical and mental stress and better school performance."

**PACER Center** primarily serves families of children and youth with disabilities, in addition to the bullying prevention project for all children. It provides resources such as publications, workshops, and individualized assistance and helps families make decisions about education, vocational training, employment, and other services for their child. Its primary Web site is [www.PACER.org](http://www.PACER.org), its phone numbers are 952-838-900; 800-53-PACER (MN toll free); and 888-248-0822 (national toll free).

# Raising Special Kids News

## 30th Birthday Celebration

Fans of Raising Special Kids and baseball joined us from around the state to celebrate our 30th Birthday at a D-Backs game. Volunteers and staff were invited onto the field during an introductory announcement and one of our families participated in the traditional “Hotdog Race.”

*On the field before the game*



*Volunteers selling tickets were featured on Channel 3's Good Morning Arizona.*



*A cheering fan*



*Fans from northern Arizona*

*Enjoying cake and balloons in the 3rd level garden area*



*Patrick and family on the big HD screen after the Hotdog Race.*

## Partnering with STOMP

Family Support Specialist Alice Villarreal attended a seminar to learn more about Specialized Training of Military Parents (STOMP), the support system for military families of children with special needs.

“Families of people serving in our armed forces can have issues that are unique due to the need for frequent moving or living in another country,” explained Villarreal. “We are partnering with STOMP to help these families find services, navigate TRICARE ECHO (the military’s financial assistance to beneficiaries who qualify based on specific mental or physical disabilities), and understand their rights for special education.”

### Search through GoodSearch.com

#### Benefit Raising Special Kids!

Goodsearch.com is a search engine, powered by Yahoo, which designates 50% of its advertising dollars generated by searches to the charity of your choice. Raising Special Kids is now a registered beneficiary of this great resource. Each time you search the internet using Goodsearch, you can make a donation to Raising Special Kids without even opening a wallet! Please let your friends know about this terrific opportunity to benefit families of children with disabilities and special health needs.

## Your skills count!

**Share them as a volunteer for Raising Special Kids**

- 1) Fill out a volunteer orientation and training application
- 2) Attend volunteer orientation and training
- 3) Get started right away as a Parent-to-Parent volunteer talking to families or professionals about what you know best—raising a child with special needs!

### Volunteer Training

Fri. 9/18/09, 10:00-11:30 a.m.  
Wed. 9/23/09, 1:30-3:00 p.m.  
Fri. 10/16/09, 10:00-11:30 a.m.  
Wed. 10/28/09, 1:30-3:00 p.m.  
Fri. 11/20/09, 10:00-11:30 a.m.  
Wed. 11/25/09, 1:30-3:00 p.m.  
Fri. 12/18/09, 10:00-11:30 a.m.

# In The Spotlight

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

April - July, 2009

**A Place to Call Home**  
**AASK**  
**ACES**  
**Association for Supportive Child Care**  
**Autism United**  
Erin Wenz  
**AZ Center for Disability Law**  
**AZ Child Study Center**  
Theresa Rimer  
**AZ Dept Of Education - PINS**  
Jill Castle  
**AZ Dept Of Health Services - OCSHCN**  
Marta Urbina  
**AZEIP - Az Early Intervention Project (0-3)**  
Tabitha Fisher  
Nubia Garcia  
Tanya Noth  
Edith L. Provazek  
**Banner Children's Hospital**  
Melorulee Birgeojl  
Amira El-Ahmadiyah  
Jennifer Malara  
Jacqueline May  
Heidi Solak  
Ann Steffen  
**Banner Gateway Medical Center**  
Chris Carmonay  
**Banner Medical Hospital**  
**Cambridge Academy**  
**Cardon Children's Medical Center**  
Tracie Baker, MSW  
Jennifer Leimbach  
**Cartwright School District**  
Rhonda Hancock  
**Catholic Charities**  
**Chandler Regional Hospital**  
**Child Protective Services**  
Tracy Johnson  
**Children's Action Alliance**  
**Children's Rehabilitative Services**  
Melissa Abbott  
**City of Phoenix Head Start**  
Ruby Rios  
**City of Surprise**  
**Community Info & Referral**  
Nanette Bowles  
**Cordan Children's Medical Center**  
Kimberly Kolstad  
**Council for Exceptional Children**  
**Dept of Economic Security**  
**Desert Voices**  
**Division Of Developmental Disabilities**  
Carmen Aguilera  
Nery Alvarado  
Jennifer Anderson  
Kimberly Becker  
Rulhann Bilkey  
Sarah Bravo  
Barbara Brent  
Kathleen Calder  
Tina Chaffin  
Robin Chanto  
Veronica Clark  
Lindsey Colvin  
Annie Converse  
Cindy Cooper  
Anita Decker  
Cheri Diefenbacher  
Ali Diflorio  
Mariah Favela  
Maria Fernandez  
Tiffany Glick  
Kathi Guildig  
Christina Harin  
Katherine Hartnett  
Lynn Hendrick  
Debbie Hooper  
Monica Joe  
Jill Keyes-McClements  
William Kilgore

Dorothy Knox  
Laura Love  
Ellie Mendoza  
John Millard  
Sonia Navarro  
Karen Patten  
Miriam Podrazik  
Lisa Rennels  
Jennifer Richins  
Angelica Rodriguez  
Sabrina Rodriguez  
Liza Roman  
Kizzy Sepulveda  
Heidi Solak  
Dawn Uhalde  
JoAnn Valdez  
Maria Valdez  
Marietta Valdez  
**Dobson High School**  
**Dysart Unified School District**  
**Family Involvement Center**  
**Family Voices**  
Karen Anzola  
**Glendale Community College**  
**Glendale Elementary School District**  
**Glendale Unified High School District**  
**Golden Gate Theological Seminary**  
Leslie Dodrill  
**Growing in Beauty**  
Verna J Harvey  
**Highland High School**  
Sue Dugan  
**Hospice of the Valley**  
**Human Resources Training**  
**Hydrocephalus Association**  
Jane Andren  
**Integrated ABA**  
Jenine D Cook  
**Jewish Family and Community Services**  
**Joni & Friends**  
Tracy Smith  
Pam Baldwin  
**Juvenile Probation**  
**Kinship Care**  
**La Casa De Cristo Lutheran Church**  
**Las Cruces Unified School District**  
Dean Orfiele  
**Luke Air Force Base**  
**Maricopa Skill Center**  
Catherine Pettet  
**Melmed Center**  
**Mended Little Hearts**  
**Mental Health of America**  
**Mesa District Transition meeting**  
**Mesa Public School**  
**Mesquite High School**  
**MIKID**  
**Mountain Park Health Center**  
Russ Silverburg  
**Northern Arizona University**  
**New Leaf**  
Nubia Dominguez  
**New Way Learning Academy**  
Dawn Guitierrez  
**North Canyon High School**  
Kathy Rushing  
**North Country Clinic**  
**Northern Arizona Autism Association of America**  
Ohana Hoa  
Varsha Parsad  
**One Step Beyond**  
Ginger Barnhart  
**Paradise Valley Community College**  
**Phoenix Baptist Hospital**  
**Phoenix Childrens Hospital**  
Julie Biaggi  
Robin K Blitz-Wetherland, MD  
Julie Dougan  
Amy Edmonds  
Elaine Ellis

Annamarie Ricci  
Maritsa Saucedo Graham  
Jennifer Stalteri  
Learen Peariman  
**Tracheostomy Education Fair**  
**Phoenix College**  
Barb Iversen  
**Phoenix Indian Medical Center**  
**Play ABA**  
Sara Kelley  
**Queen Creek School District**  
**Rehab Without Walls**  
Mandy Cornelius  
**RISE, Inc.**  
Laura Demick  
Lora Lee Senske  
Amy Lee Verfallie  
**Scottsdale Unified School District**  
**Senior and Single Adult Parenting**  
Pat Henrey  
**Skip of New York**  
**South Point Junior High & High School**  
Verilyn Downing  
**Southwest Behavioral Health Services**  
Mylda Carrillo  
Kim Lynch  
**Southwest Human Development**  
Bonnie Drenth  
Michelle Green  
**Southwest Network**  
**Special Olympics**  
**St Joseph's Hospital and Medical Center**  
Carol Bedner  
Karen Hester, RN  
Ronald Lindsey  
Stacey McDeris  
**Support Group Yuma Az**  
Maria Valdez  
**Touchstone Behavioral Health**  
**Transitions**  
**Travis L. Williams Center**  
**United Cerebral Palsy**  
**Via Del Sol**  
Trisha Lee  
**Wilson Community Center**  
Olga Fragoso  
Luz Rios  
**Wilson School**  
**Yaqui Education Services**  
Valencia Blackhorse  
  
**Individuals**  
April Allen  
Dr. Cardenas  
Libby Crossman  
John & Marcie Dechandt  
Julie Leonard  
Dr. Jacqueline G May  
Michel McKinley  
Jennie Montoya  
Deni Nordmeyer  
Nancy Oreshack  
Sonia Picurlaralo  
Doug Prentice  
Veronica Ramirez  
Any Rampley  
Dr. Karlsson Roth  
Theresa Shaw  
Kim Yamamoto

## Volunteers are the heart of Raising Special Kids Thank You! April - July, 2009

### Chandler

Marty Baio  
Beth Maloney  
Marsha Rosser

### Cottonwood

Julene & Tony Cole

### Gilbert

Gina Johnson  
Lydia Murrell  
Katie Write

### Glendale

Pam Baldwin  
Andrea Hensley  
Danielle Martinez  
Marci Monaghan

### Mesa

Lauri Alexander  
Julie Follmer  
Judy Gates  
Deborah Lamoree  
Terry & Susan Melton  
Tammy Wagner

### Paradise Valley

Jennifer Lansky

### Peoria

Lisa Aaroo  
Steve French

### Phoenix

Paula Banahan  
Heather Buchta  
Jana Caplan  
Inilda Christensen  
Dave & Debbie Demland  
Sharon Hayes  
Cynthia Henry Fullen  
Chris Jones  
Nancy Licht  
Kathy McDonald  
Shannon McLaughlin  
Stacie Mellen  
Tracey Motoda  
Madeline Papazian  
Nannette Salasek  
Lori Stuart  
Carrie Swearingin  
Mark Trombino  
Mike Williams

### Scottsdale

Adriane Grimaldi  
Shauna Mattson  
Katie Petersen  
Kristina "Kris" Wahl  
Tina Witcher

### Sun Lakes

Philip Sanabria

### Tempe

Janet Romo

**YES, you can contribute to  
Raising Special Kids  
through United Way.**

**Just enter our agency code 314 on your form.**

Raising Special Kids  
5025 E. Washington St. #204  
Phoenix, AZ 85034

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**IMPORTANT**  
DON'T MISS ANY  
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**Please sign  
up for our  
e-list today!**

Serving families is Raising Special Kids' highest priority. Keeping costs in line is essential to continuing our efforts to support families of children with special needs throughout Arizona. You can help by receiving our communication via email.

To ensure you receive all future issues of *Connecting*, please sign up for our email list today. Signing up is easy on our website:

[www.raisingsspecialkids.org](http://www.raisingsspecialkids.org)

All proceeds  
to benefit  
Raising  
Special Kids

*3rd Annual*

# Dandelion Golf Classic

**Sponsored by CareScape, Inc.**

**Saturday, September 26, 2009**

**Tuscany Falls at Pebble Creek Golf Resort**

16262 W. Clubhouse Drive, Goodyear, Arizona 85395, Pro Shop 623-536-2491

**Sponsorships available from \$300 to \$5000**

**Individual players \$150,**

**Team Early Registration Package \$600**

**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**

For details visit: [www.dandeliongolfclassic.com](http://www.dandeliongolfclassic.com)  
or contact: Marcy DeChandt at CareScape 623-583-8700 or  
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