



Raising Special Kids

Families Helping Families

OPTIMISTIC PARENTING

a new look at helping parents with
challenging children

Connecting

Spring 2016



Staff Spotlight

Denise Hauer NAZ Family Support Specialist

Denise Hauer was no stranger to IEPs when she joined the staff of Raising Special Kids. With her Masters in Special Education and over a decade of classroom experience teaching students with autism, learning disabilities and emotional disabilities, her perspective was that of a teacher rather than a parent, until her youngest son was born. An Arizona native, Denise and her husband have three boys – Tyler (12), Noah (10) and Ryder (forever 2). When Ryder started showing developmental delays and was frequently getting ill, Denise left teaching and started on the long journey of finding a diagnosis for her son. Denise found herself on the other side of the table as they began to write an IEP for Ryder who was soon to begin preschool. Ryder was diagnosed with Alper's Syndrome, a rare degenerative mitochondrial disorder only 12 days before he passed away, two weeks shy of his 3rd birthday.



Denise Hauer Family

When Denise felt it was time for her to reenter the workforce, she said, "I read about Raising Special Kids and I just felt that working here was meant to be. I knew I'd really enjoy helping families, easing their frustrations and offering hope. I also think I have a unique perspective having worn the teacher hat for many IEP meetings and my experience with Ryder."

Denise is looking forward to her upcoming Positive Family Intervention training which will expand on the positive behavior support experience she's had. She's intrigued to learn more about the science behind what she has intuitively found helpful in her own challenging situations and to expand her support for families to help them to feel more confident in their parenting skills and more optimistic about their children's futures.

CONTENTS

Optimistic Parenting	1
Triple P	3
Workshops	3
Positive Family Intervention . .	4
Behavioral Planning Meetings .	5

ESPAÑOL

Estilo de crianza optimista . . .	6
Talleres	7

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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 English, Spanish and other languages. Services are provided at no charge to families in Arizona. Raising Special Kids is a 501(c)(3) non-profit organization.

You're pushing a grocery cart through the aisles of your local supermarket and your son spots the candy bars. He points and says, "Candy"! Almost at once you get that feeling in the pit of your stomach. Going through your mind are flashes of shopping trips past. Last week your son started screaming for candy and you resisted. He yelled louder and people looked at you and you knew they were thinking what a bad parent you are. You felt embarrassed and ashamed. So this time, instead of saying no to taking the bag of candy off the shelf and opening it, and despite knowing that this is probably a mistake, you allow him to eat from the bag while you finish shopping. So goes a typical day in the life of a parent with a challenging child.

Parents are inundated with advice about how to deal with behavior problems such as tantrums, bedtime disruptions, refusing to eat healthy foods, or just not listening. My colleagues and I have worked with thousands of mothers and fathers who have these challenging children. What we find, however, is that most parents have pretty good instincts. For example, they know you shouldn't give a child candy when he misbehaves. However certain thoughts and feelings get in the way of their good judgment. Thinking that everything is out of your control, that others (for example, your mother in-law, friends at the park) think you are a bad parent, that you feel you are a bad parent, or that your child may not be capable of changing are very common among parents.



In a recent large study we found that many of these parents used language that revealed pessimistic attitudes. For example, someone who is highly pessimistic might describe a child's trip to the supermarket this way – "Shopping with my child is a disaster." On the other hand, parents who are more optimistic might describe the same type of experience in this way – "My child is not yet ready for long shopping trips." The parents with pessimistic thoughts had a harder time helping their child. So we decided to help these pessimistic families recognize their styles of describing situations and have them practice more adaptive optimistic styles. By presenting these alternative styles of describing difficult situations, we help them to understand how their ways of viewing challenging circumstances can adversely affect their parenting. We then have them practice more adaptive optimistic styles.

Our results? First, we were able to help mothers and fathers who had these pessimistic thoughts to be more optimistic. And, importantly, parents who became more optimistic were better able to follow through on the good parenting skills we taught them and their children became much better behaved. Finally, they felt better about themselves and their child's future. They were happier!

The techniques we used in this study are outlined in a new book – *Optimistic Parenting: Help and Hope for You and Your Challenging Child*.

TEN TIPS TO OPTIMISTIC PARENTING

1. Explore your thoughts and feelings before, during and after meltdowns.

Practice noticing these experiences so you can see later if they help or hurt your parenting skills.

2. If your spouse or partner doesn't help – ask why.

Just as your thoughts and feelings interfere with good parenting, so might your spouses' self-doubts or doubts about your child. This involves the seemingly obvious but often very difficult issue that confronts most couples – “communication.”

3. Believe you are a good parent.

When you add up all you do for your child, the positives far outweigh any occasional lapses you may experience. Focus on the positive.

4. Believe your child can change.

All of our experience tells us any child can improve his or her challenging behavior. It helps to believe this and expect more from your child.

5. Take care of yourself.

You can't help your child if you are hurting. Give yourself permission to occasionally be “selfish.”

6. Leverage – don't multi-task.

Doing two things at once means you may be doing two things poorly. If you're stretched, try to combine activities with your child that achieve multiple goals (for example, having your child help set the table, which gets the chore done but also provides a learning experience).

7. Parent in the moment.

Keeping reminding yourself to focus on what is happening right now with your child (for example, having a good bath) rather than other things (for example, thinking about what to make for dinner while bathing your child).

“We were able to help mothers and fathers who had these pessimistic thoughts to be more optimistic. ...parents who became more optimistic were better able to follow through on the good parenting skills and their children became much better behaved.”

8. List three good things that happen each day.

We sometimes have a tendency to focus too much on negative events (for example, a bad tantrum in the car) rather than on the positive ones (for example, playing nicely with siblings). Each night practice reminding yourself of the good things that happened that day.

9. Express gratitude toward those who help you.

One of the most powerful exercises in becoming a happier person is expressing gratitude. Thanking those who help you with your child (including your spouse or partner, if appropriate) will make you feel better and will make the other person feel better as well.

10. Sometimes bad is OK.

Feeling bad sometimes is inevitable for everyone. Accept the fact that there will be “down times” and don't fight them. As they say, “What doesn't kill you will only make you stronger.”

The author, V. Mark Durand, Ph.D., is a recognized authority in the area of autism spectrum disorders.

Triple P

Positive Parenting Program

In February of this year, five Raising Special Kids staff members and Dr. Dan Davidson of Northern Arizona University received their Group Stepping Stones Triple P, Level 4 Certification.

The aim of Triple P (Positive Parenting Program) is to increase parental competence and confidence in raising children with disabilities by:

- Increasing parent confidence and competence in helping children manage common behavioral problems and developmental issues
- Reducing use of coercive and punitive methods of disciplining children
- Improving communication about parenting issues
- Reducing parenting stress associated with raising children



L to R: Gloria Demara, Janna Murrell, Terra Garcia, Karen Putnam, Nannette Salasek, Wendi Howe, Dan Davidson

These outcomes are achieved by creating a supportive learning environment where parents can receive practical information about parenting they can incorporate into everyday interactions with their children.

Triple P parent training methods have been shown to be effective in reducing children's disruptive behavior; parent-reported depression; anxiety and stress, and in improved marital adjustment and less conflict over child rearing.

Raising Special Kids will have certified practitioners throughout the state. Whether a family is in Mesa, Yuma or Flagstaff, someone nearby will be able to help address their child's challenging behavior.

No Cost Workshops & Training

Register online at www.raisingpecialkids.org/events or call 800-237-3007

PHOENIX

Ability360 Center

5025 E Washington St, Ste 204

Phoenix, AZ 85034

This building is fragrance-free

IEP Training

Sat, Apr 16, 10am - 12pm

Parent & Professional Collaboration

Sat, May 7, 1 - 3pm

Positive Behavior Support

Thu, Apr 14, 6 - 8pm

Turning 18 - Legal Options

Thu, Apr 14, 6 - 8pm

Sat, May 7, 10am - 12pm

Understanding 504

Sat, Apr 16, 1 - 3pm

FLAGSTAFF

3100 N West St

Flagstaff, AZ 86004

Getting & Keeping Your First Job

Thu, Apr 14, 1 - 3pm

High School Transition

Thu, Apr 14, 10am - 12pm

Positive Behavior Support

Tue, May 10, 1 - 3pm

Preschool to Kindergarten Transition

Thu, Jun 14, 1 - 3pm

Organizing Your Child's Records

Thu, Jun 14, 3 - 4pm

SIERRA VISTA

Nogales Unified School District

2600 E Tacoma Street

Sierra Vista, AZ 85635

Turning 18 - Legal Options

Sat, Apr 16, 10:30 - 12:30pm

KAYENTA

Kayenta Unified School District

Administration Training Room

Kayenta, AZ 86033

Preschool to Kindergarten Transition

Fri, Apr 1, 10 - 11am

IEP Training

Fri, Apr 1, 11 - 12am

YUMA

Goodwill Career Center

3097 S 8th Ave

Yuma, AZ 85364

IDEA: What You Need to Know

Thu, May 19, 10:30 - 12:30pm

Legal Options

Mon, Apr 18, 10:30 - 12:30pm

Parent & Professional Collaboration

Thu, Mar 24, 10:30am - 12pm

Call or check our website for current training dates

The Positive Family Intervention Program

A Parent Shares Her Transformative Experience

As a self-described ‘older parent’, Laura Michael thought her difficulty keeping up with her preschool-aged son had more to do with her own age than with anything else. But when the school started calling with concerns, she realized there was something going on.

When their pediatrician referred her to a psychologist, Laura’s son was diagnosed with ADHD. To be more involved with her son’s schooling and therapies, Laura left her corporate job to take something that would be more flexible. Laura’s son was eventually referred to a developmental pediatrician who confirmed a developmental disability. Around that time, another parent suggested she contact Raising Special Kids.

Laura found Raising Special Kids’ resources and programs helped her deal with her son’s challenges. As her son entered fourth grade things changed. Laura shared, “Fourth grade was really tough; tough for him and tough for me. I love kids! I really love kids but I was having a hard time ‘getting’ my own kid. I found myself slipping into a deep depression and losing faith in my ability to be a good mom.” Laura reached out to Raising Special Kids’ Family Support Specialist Wendi Howe, and explained her concerns about her son’s situation at school. Wendi had completed training in the Positive Family Intervention (PFI) program and recognized some red flags during their conversation that indicated Laura might benefit from the program.

Laura admits she didn’t fully realize what she was signing up for when she agreed to participate in the PFI program but she says, “It couldn’t have come at a better time. I thought it was going to be a class, but I didn’t think it was all going to be for me. That was a complete surprise.”

After her first PFI session with facilitators Wendi Howe and Dr. Dan Davidson, Laura recalls, “I felt like I had won the lottery.” As the 2-hour weekly sessions progressed, she compared the experience to rock climbing, “I gained purchase -- a handhold so I could pull myself up. I really think it saved my life!”

Laura completed the PFI program and recently reflected on what she gained from the experience, “I’m optimistic about the future. I know my son has lots to give. I take one day at a time and when things get rough, I reread the workbook I completed in the program. It’s a touchstone for me. I’m a

better mother.”

Laura’s son is now in fifth grade and helping him get the best education has not gotten any easier. Not long ago, she faced a difficult meeting with the school. Laura said, “It was challenging but I turned to the things I learned in the PFI program. I had to think about who’s on my team and I reached out to them for help. I’m much more confident. You can’t give someone enough money to buy the empowerment I gained from this training.”



Michael Family

When danger signals arise — for example, a child receives in-school suspensions, is sent out of the classroom frequently because of behaviors, or runs the risk of being punished in school — the student's behavior should be addressed with an in-depth behavioral assessment, known as a *functional behavioral assessment* (FBA). The FBA should yield a number of recommendations for the IEP team to study and act on. From this assessment, the team determines, on a very individual basis, when the behaviors happen, what triggers the behaviors, how to reduce the triggers, and what strategies will be used to help the student use more productive behaviors. This plan is the *behavioral intervention plan* (BIP).

The Individuals with Disabilities Education Act makes it clear that serious behavioral issues for students with disabilities require a behavioral assessment. All interventions must be documented, including which ones worked and which were not successful. This approach pinpoints common problems and starts a child on the road to behavioral competency.

What Should Be Done Prior to a Behavioral Planning Meeting?

All members of the IEP team should be aware of the current state of the student's behavior, the specific problems with the behavior, and the issues the meeting will address. The reasons for the discipline referrals should be presented in objective terms before possible interventions are discussed.

What Should Happen in a Behavioral Planning Meeting?

Team members share information gathered from observations and from the FBA. Parents play an important role on the IEP team during this process. Parents know their child and can offer invaluable information to develop the intervention plans.

IEP team members need to keep in mind that a behavioral planning meeting is designed to implement supports to reduce the negative behaviors, not to place blame. Educators and parents should discuss the behaviors that have been observed in objective terms. That is, how often or how long does the behavior occur and in what context? The expected behaviors should be defined in clear and precise terms. Phrases such as “has to learn responsibility” or “does not act responsibly” do not describe behavior. Descriptions

such as “turns in homework every morning” and “walks quietly in the halls without coming in contact with others” are more appropriate terms to use when discussing behaviors.

The team should also address the setting events or antecedents. These are the things that happen before the behavior occurs. In addition, the IEP team should determine the consequences that are maintaining the problem behaviors and the possible reasons for (functions of) the behavior.

After identifying the reason for the behavior, the team develops a plan to intervene. This plan includes positive supports to encourage the student to use more appropriate behaviors to meet the same need. Team members must develop a very specific definition of the behaviors they want the student to perform and what the specific consequences are for the performance of these behaviors.

The plan should be very clear about what supports are offered to the student, what exactly is expected of the student and adults, and who is responsible for implementing the plan.

The FBA and the development of a BIP involve a systematic problem-solving process that can be used at home or school. Sometimes the process is simple and quickly leads to a solution. At other times, the process is more involved, and developing a plan takes longer. The idea behind a BIP is to support the student by examining the reasons for his or her behaviors and supporting the student in choosing more appropriate behaviors. This responsibility falls to all members of the IEP team. A well thought out plan includes teaching new behaviors and positively reinforcing appropriate behaviors and other similar supports.

Where Can I Get More Information About Positive Behavioral Supports?

You can visit the Technical Assistance Center on Positive Behavioral Interventions and Supports at www.pbis.org.

Usted está en el supermercado empujando el carrito de las compras por los pasillos y su hijo ve las golosinas. Señala y dice, ¡"Caramelos"! Casi al mismo tiempo usted siente algo en la boca del estómago. Y le pasan por la mente episodios de idas anteriores al supermercado. La semana pasada su hijo empezó a llorar porque quería caramelos y usted se negó a dárselos. Él lloro más alto y la gente empezó a mirarla y usted sabía que estaban pensando que usted es una mala madre (padre). Usted se sintió avergonzada y apenada. Así que esta vez, en vez de decirle que no iba a tomar y abrir la bolsa de caramelos del estante, y sabiendo que esto era probablemente un error, le permitió a su hijo comer de la bolsa de caramelos mientras usted terminaba las compras. Y así se desenvuelve un día típico en la vida de los padres de niños desafiantes.

A los padres se les inunda con consejos sobre cómo lidiar con los problemas de comportamiento de sus hijos, como berrinches, problemas a la hora de dormir, de que no quieren comer comidas sanas, o que simplemente no quieren escuchar. Mis colegas y yo hemos trabajado con miles de madres y padres de niños desafiantes. De lo que estamos seguros es que la mayoría de los padres tienen buenos instintos. Por ejemplo, saben que no se le debe dar caramelos a un niño que no se porta bien. Pero hay ciertos pensamientos y sentimientos que se atraviesan en medio de su buen juicio. Usted comienza a pensar que todo está fuera de control, que otras personas (como por ejemplo su suegra, o los amigos del parque) piensan que usted es una mala madre o padre, usted siente que usted es una mala madre o padre, o que su hijo no será capaz de cambiar, y esto es muy común entre los padres.

En un estudio grande, realizado recientemente encontramos que muchos de estos padres utilizaban lenguaje que revelaba aptitudes pesimistas. Por ejemplo, alguien que es muy pesimista puede que describa ir al supermercado con su hijo como: – “Ir de compras con mi hijo es un desastre”. Desde otro punto de vista, los padres más optimistas puede que describan el mismo tipo de experiencia como: – “Mi hijo aún no está listo para salir de compras por un largo rato”. A los padres con pensamientos pesimistas les es más difícil ayudar a sus hijos. Así que decidimos ayudar a estas familias pesimistas a reconocer su

estilo de describir ciertas situaciones, y hacer que practicasen mejor estilos adaptables optimistas. Al presentar estos estilos alternativos de describir situaciones difíciles, les ayudamos a entender cómo su forma de ver las situaciones desafiantes puede perjudicar sus habilidades paternales. Y luego los hacemos practicar más estilos adaptables optimistas.

¿Nuestros resultados? **Primero, pudimos ayudar a las madres y a los padres con estos pensamientos pesimistas a ser más optimistas. Y, más importante aún, aquellos padres quienes se hicieron más optimistas pudieron proseguir con las buenas destrezas de crianza que les enseñamos, y sus hijos se convirtieron en niños con mejor comportamiento. Al final, estos padres se sintieron mejor con ellos mismos y sobre el futuro de sus hijos. ¡Se sintieron más felices!**

Las técnicas que usamos en este estudio están descritas en un nuevo libro – *Optimistic Parenting: Help and Hope for You and Your Challenging Child*. Además de proveer consejos acerca de cómo lidiar con niños con problemas de comportamiento, yo describo maneras de ser más optimistas y consecuentemente tener más éxito como padre o madre.

DIEZ CONSEJOS DE CRIANZA OPTIMISTAS

1. Explore sus pensamientos y sentimientos antes, durante y después de tener algún colapso.

Practique el tomar en cuenta estas experiencias para que luego vea si le ayudaron o si perjudicaron sus destrezas de crianza.

2. Si su esposo(a) o compañero(a) no ayuda – pregúntele por qué.

De la misma forma en que sus pensamientos y sentimientos interfieren con un buen estilo de crianza, las dudas sobre sí mismo(a) o dudas de su esposo(a) para con su hijo también pueden interferir con el estilo de crianza. Esto implica lo que es aparentemente obvio pero frecuentemente es un asunto muy difícil y que confrontan la mayoría de las parejas – “la comunicación”.

3. Crea en que usted es un buen padre o madre.

Cuando usted suma todas las cosas que usted hace

por su hijo, las cosas positivas pesan mucho más que cualquier lapso ocasional que pueda tener. Concéntrese en lo positivo.

4. Crea en que su hijo puede cambiar.

Toda nuestra experiencia nos indica que cualquier niño puede mejorar su comportamiento desafiante. Creer esto ayuda y aumenta las expectativas en su hijo.

5. Cuídese.

Usted no puede ayudar a su hijo si usted está dolido. Dese permiso a sí mismo para que de vez en cuando pueda ser “egoísta”.

6. No haga mil cosas a la misma vez.

Hacer dos cosas a la vez quiere decir que quizás esté haciendo dos cosas mal hechas. Si está corta de tiempo, trate de combinar actividades con su hijo que cumplan varias metas (por ejemplo, haga que su hijo le ayude a poner la mesa, de esta forma se hace la tarea de ayuda en el hogar y también se provee una experiencia de aprendizaje).

7. Sea un padre o madre en este momento.

Recuérdese continuamente que debe concentrarse en lo que está haciendo con su hijo en ese momento (por ejemplo, dándole un buen baño) en vez de otras cosas (por ejemplo, el estar pensando en qué

va a preparar para la cena mientras baña al niño).

8. Haga una lista de tres cosas buenas que le pasan cada día.

Algunas veces tenemos la tendencia a enfocarnos mucho en los eventos negativos (por ejemplo, un gran berrinche en el auto) en vez de concentrarnos más en las cosas positivas (por ejemplo, que juega bien con sus hermanitos). Cada noche practique recordarse las cosas buenas que sucedieron ese mismo día.

9. Expresé su gratitud a aquellas personas que le ayudan.

Uno de los ejercicios más poderosos para convertirse en una persona más feliz es expresando gratitud. Darle las gracias a aquellas personas que le ayudan con su hijo (incluyendo su esposo(a) o su compañero(a)), le hará sentir mejor y hará que la otra persona también se sienta mejor.

10. Algunas veces lo malo es aceptable.

El sentirse mal algunas veces es inevitable para todo el mundo. Acepte el hecho de que habrá momentos “difíciles”, y no los rete. Como dicen, “lo que no nos mata nos fortalece”.

El autor, V. Marcos Durand, Ph.D., es conocida mundialmente como una autoridad en el área de los trastornos del espectro autista.



GUARDE LA FECHA

INSTITUTO SOBRE TRANSICIÓN

@ ABILITY360 CENTER | 5025 E WASHINGTON ST, PHX AZ 85034

16 DE JUL

Talleres y Entrenamientos

www.raisingpecialkids.org o llame al 800-237-3007

PHOENIX

Ability360 Center

5025 E Washington Stret

Phoenix, AZ 85034

edificio libre de fragancias

Cumpliendo los 18 años –

Opciones Legales

11 de marzo, 10am - 12pm

8 de abril, 10am - 12pm

13 de mayo, 10am - 12pm

Entendiendo los Planes 504

16 de abril, 1 - 3pm

Entrenamiento del IEP

16 de abril, 10am - 12pm

NOGALES

Nogales Unified School District

310 W Plum St

Nogales, AZ 85621

Entrenamiento del IEP

30 de abril, 10am - 12pm

El Comportamiento Positivo

30 de abril, 1 - 3pm

YUMA

Goodwill Career Center

3097 S 8th Ave

Yuma, AZ 85364

Cumpliendo los 18 años –

Opciones Legales

18 de abril, 1 - 3pm

IDEA: Lo Que Usted Necesita Saber

19 de mayo, 1 - 3pm

Colaboración de Padres y Profesionales

24 de marzo, 1 - 3pm

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

Thank You for Referring Families!

To refer a family, download our referral form from <http://bit.ly/1Zj60Ql>

July - December 2015

Space no longer permits printing individual names. You can find individual names on our website.

Ability360	Associates	Horizon Health and Wellness	Center
Abrazo Central Family Medicine	Creighton Elementary District	Intermountain Centers for Human Development	Phoenix Union High School District
The ACES-Tempe	Children's Rehabilitative Services	Isaac School District	Pilot Parents of Southern AZ
Achieve Human Services	<i>Thank you to the 10 physicians, therapists and social workers who made referrals</i>	Jewish Family & Children's Services	Pinal Gila Community Child Services
ACTS		Joni & Friends	Primavera
American Academy of Pediatrics	Davis Monthan AFB	Juvenile Probation	Providence
Arizona Autism United	Arizona Dept of Child Safety	Kingman School District	Raising Arizona Kids Magazine
Arizona Care Providers	<i>Thank you to the 5 employees who made referrals</i>	La Frontera	Sahuarita Unified District
Arizona Center for Disability Law	Division of Developmental Disabilities	Lauren's Institute for Education	SARRC
Arizona Cooperative Therapies	<i>Thank you to the 86 Support Coordinators who referred families</i>	Laveen Elementary District	Save the Family
Arizona Dept of Education		Liberty Elementary District	SEEK
Arizona Dept of Health Services		Los Niños Hospital	Sharing Down Syndrome Arizona
Arizona Desert Elementary	Desert Heights Academy	Luke AFB	Sierra Pediatrics
Arizona Parenting Guide	Desert Shores Pediatrics	Madison School District	Sierra Vista Unified District
Arizona State University	Desert Valley Pediatrics	Maricopa Medical Center	SILC
Arizona's Children Association	Devereaux Arizona	Maricopa Youth/Children With Special Needs	Sonoran Sky Pediatrics
ASPIRE	Dignity Health	Maximus	Southwest Academy
Aurora Day School	Down Syndrome Network	MDA	Southwest Behavioral Health
Banner Health	Easter Seals Blake Foundation	MDS	Southwest Human Development
<i>Thank you to the 7 physicians, therapists and social workers who made referrals</i>	The EAR Foundation of Arizona	Melmed Center	<i>Thank you to the 6 employees who made referrals</i>
	The Emily Center	Mended Little Hearts	
	EPICS	Mercy Care Plan	
	Estrella Pediatrics	Mercy Maricopa Integrated Health Services	
	Exceptional Family Member Program	Mesa Community College	
	Faces of Crisis Nursery	Mesa Unified District	
	Family Fun Van	MiKid	
	Family Involvement Center	Mountain Health & Wellness	
	Family Learning Center	Mountain Park Health Center	
	FAS Center - Tucson	My Child Is Ready	
	First Southern Baptist Church at Sahuaru Ranch	NAMI Southern AZ	
	Flagstaff Medical Center	National Care Advisors	
	Foundation for Blind Children	National Down Syndrome Congress	
	Gadsden Elementary District	New Leaf	
	GANE	Northwest Pediatric Clinic	
	Gateway Pediatrics	Orthotic Specialists	
	Glendale Christian Academy	Pan-American Charter School	
	Glendale Union High School District	Parenting AZ	
	GRIC Early Childhood Services	Parenting Skills Program	
	Head Start	Pascua Yaqui Tribe Education Department	
	Healing Hearts Pediatrics	Pediatras Arizona	
	Helping Hands Head Start	Pendleton Pediatrics	
	Highlands Church	Peoria Unified School District	
	Higley Unified School District	Pepka Pediatrics	
	Holbrook Unified District	Phoenix Children's Hospital	
	Honor Health Scottsdale	<i>Thank you to the 18 physicians, therapists and social workers who made referrals</i>	
		Phoenix Indian Medical	

Apache Junction

Tricia Zimmerman

Cave Creek

Kat Rivera

Chandler

Marti Baio

Beth Kaib

Lisa Myers

El Mirage

Rosa Ramirez

Flagstaff

May Sheppard Ketchner

Gilbert

Sonya Kanidis

Tammy Leeper

Louise Murphy

Frances Stinnett

Glendale

Cathy Humphrey

Dawn Kurbat

Goodyear

Stephanie Culbreth

Laveen

Bonnie Carroll

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Taylor

Anna Merrill

Tucson

Tricia Offenbacher

Wendy Swartz

Tax Related Resources

From the Centers for Medicaid Services

The Centers for Medicare and Medicaid Services (CMS) recently released a number of tax-related resources at Marketplace.CMS.gov (click the "Technical Resources" link), which can help individuals understand the tax implications of having or not having health coverage during 2015. The resources include two fact sheets:

- *How Health Coverage Affects Your Taxes*
- *No Health Coverage? What that Means for Your Taxes*

If you need help with your taxes, visit: IRS.gov/freefile or IRS.gov/VITA.

Good Googling

A Parent's Guide to Healthcare Information

Do you know how to find good information for your child's needs? Do you know what information you can trust? Want to learn how to talk with doctors and other professionals more effectively to better support your child?

APRIL 28TH 6-8PM

Presented by NAU Doctor of Occupational Therapy Practice Scholars & hosted by Raising Special Kids

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www.raisingpecialkids.org



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