



THE

# Navigator

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Pilot Parents of Southern Arizona

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A Parent Training and Information Center Network Partner Serving Southern Arizona

## HELLO EVERYONE!,

AS YOU CAN SEE, I HAVE A DISABILITY. I WAS BORN WITH IT. JUST LIKE YOU DON'T CHOOSE WHO YOUR PARENTS ARE AT BIRTH, I DIDN'T CHOOSE TO HAVE A DISABILITY. CEREBRAL PALSY IS WHAT I HAVE...IT'S NOT WHO I AM. IT DOES NOT DEFINE ME, IT DOES NOT CONFINE ME. I HAVE GONE ON AN 8 DAY 7 NIGHT RIVER TRIP THROUGH THE SAN JUANS . I HAVE HIKED. I HAVE SNOW SKIED. I HAVE WATER SKIED. I HAVE JET SKIED. I RIDE A BIKE. I WALK IN A WALKER. I DUNE BUGGY. I RIDE MOTORCYCLES. I WANT TO SKY DIVE BEFORE I TURN 30.

IN HIGH SCHOOL, I WAS SENIOR CLASS VICE PRESIDENT, EDITOR IN CHIEF OF MY HIGH SCHOOL PAPER AND I WON SPORTS WOMEN OF THE YEAR FOR MY DISABLED TRACK TEAM AS WELL AS NUMEROUS NATIONAL FEMALE BOCCA CHAMPIONSHIP TITLES. I LIVED INDEPENDENTLY IN FLAGSTAFF FOR 2.5 YEARS, WAS A FULL TIME COLLEGE STUDENT AT NAU WHILE WORKING A PART TIME JOB. I AM TRANSFERRING TO THE U OF A IN THE FALL. THE PURPOSE OF MY DIVULGING ALL OF THIS INFORMATION IS NOT FOR THE VAIN PURPOSE OF BRAGGING OR FOR SELF GLORY, RATHER BECAUSE THERE ARE A LOT OF PEOPLE WHOSE HARD WORK AND BELIEF IN MY POTENTIAL HAVE HELPED ME GET HERE TONIGHT.

I COULD GO ON AND ON FOREVER, AND EVER AND EVER. MY POINT IS ... I HAVE NEVER LET MY DISABILITY HOLD ME BACK FROM DOING ANYTHING IN MY LIFE AND I'M NOT ABOUT TO START. I AM A FIRM BELIEVER THAT THE ONLY DISABILITY IN LIFE IS A BAD ATTITUDE. I WILL

NOT LIMIT MYSELF AND I REFUSE TO LET ANYONE ELSE DO SO. I KNOW THIS AND SO DO ALL THOSE THAT LOVE AND CARE AND BELIEVE IN ME THAT I HAVE WHAT IT TAKES TO NOT ONLY MAKE IT; BUT TO SUCCEED IN THIS WORLD FILLED WITH THE ADVERSITY THAT STEMS FROM AN IGNORANT SOCIETY!!

GOD BLESS ALL THOSE WHO OVERCOME THAT IGNORANCE EVERY DAY. THE MENTORS, THE TEACHERS, THE COACHES, THE FRIENDS, THE PARENTS. GOD BLESS EACH AND EVERYONE OF YOU ON THIS GLORIOUS NIGHT. MAY WE BAND TOGETHER TONIGHT AND BE THE VERY LIGHT THAT ABOLISHES IGNORANCE ON A DAILY BASIS. LET US BELIEVE IN THE POTENTIAL OF EVERY PERSON, REGARDLESS OF DISABILITY OR BACKGROUND SO THAT ONE DAY, WE MIGHT BE ABLE TO LOOK AT THE WORLD WE LIVE IN AND SAY THAT NOTHING STOPPED US FROM BELIEVING IN THE POSSIBILITY OF EVERY STUDENT, EVERY CHILD, EVERY FRIEND, EVERY INDIVIDUAL.....

AMEN!  
Corinne Perez

Pilot Parents recently had the opportunity to meet Corinne who attended an informational meeting in the Oracle area. She is a wonderful self-advocate and was hoping more individuals with disabilities would be at the meeting to develop a network.

Quite an inspiring young woman. Our thanks to her for the use of the above article.

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# WHAT'S NEW IN THE LIBRARY?



## Adult Books

### Survival Strategies for Parenting Children with Bipolar Disorder

George T. Lynn, M.A., M.P.A., C.M.H.C.—Innovative parenting and counseling techniques for helping children with bipolar disorder and the conditions that may occur with it.

### Distinguishing Characteristics of Gifted Students with Disabilities

Terry Friedrichs, Ph.D.—This book informs parents, policymakers, teachers and the general public about the traits of those gifted students often referred to as “twice exceptional.” It discusses in detail high-potential pupils with learning, emotional, physical, visual, hearing, mental and multiple disabilities.

## Videos:

### Supporting A Person with Challenging Behaviors,

## Supporting the People Who Care

Northern Arizona University, Presented by David Pitonyak, Ph. D.. This two hour video is edited from a six hour presentation. It also has a study guide to be used along with the video.

### Sustainable Behavior Support: Organizing Behavior Support for Lifestyle Impact

Northern Arizona University, Presented by Robert Horner, Ph. D.—This two hour video is edited from an all day presentation. It also has a study guide to be used along with the video.

## Children’s Books:

Mother Goose in Sign—Beginning Sign Language Series—This book presents five Mother Goose rhymes in Signed English. The easy to follow illustrations enable you to sign Solomon Grundy; One, Two, Buckle My Shoe The Crooked Sixpence; Old Mother Goose and Thirty Days Has September.

## Signing at School—Beginning Sign Language Series

This book presents signs, sentences and vocabulary to enable a beginning signer to ask questions, get information, give greetings and directions.

## Partners in Policymaking Now Accepting Applications

Partners in Policymaking is an innovative, FREE, leadership training program for parents of children with disabilities and for adults with disabilities. The program is designed to provide information, training, resources and skill building to people with a disability and the parents of children with disabilities so that they can become better advocates for themselves or their children. Partners in Policymaking provides participants with opportunities to meet and talk to national and state leaders in the disability advocacy field. Participants will have an opportunity to meet and unite with others who have similar concerns to create a powerful voice on important issues. Participants learn how the legislative process works at the state and national levels. The goal of the training is to develop productive partnerships between people who need and use services and those in a position to make policy and law. You can download an application from the Pilot Parents website at [www.pilotparents.org](http://www.pilotparents.org) or call the Program Coordinator, Karen Kelsch, at 520-324-3158 to have an application mailed to you.

## SUMMER READING PROGRAM TUCSON PIMA PUBLIC LIBRARY *PAWS, CLAWS. SCALES & TALES!*

MAY 25-JULY 22, 2006

Take a pledge to read for 24 hours and receive small incentive prizes for your efforts. The summer reading program promotes reading, maintains reading skills, provides free activities over the summer.

Through age 12.

### GET LOST IN A BOOK

AGES 13-18, read for thirty hours to win prizes.

Check it out : [www.tppl.org](http://www.tppl.org)

Other programs available at each branch. Check your local branch of the library for more information

**“Have you ever felt that even though you are taking things  
“one day at a time”  
it’s about twenty-four hours more than you can take?”**

Author unknown

## “Thoughts of a Mom”

by Maureen K. Higgins

Many of you I have never even met face to face, but I've searched you out every day. I've looked for you on the internet, on playgrounds and in grocery stores. I've become an expert at identifying you. You are well-worn. You are stronger than you ever wanted to be. Your words ring experience; experience you culled with your very heart and soul. You are compassionate beyond the expectations of this world.

You are my “sister”. Yes, you and I, my friend, are sisters in a sorority. A very elite sorority. We are special. Just like any other sorority, we were chosen to be members. Some of us were invited to join immediately, some not for months or even years. Some of us even tried to refuse membership, but to no avail. We are initiated in neurologist's offices and NICU units, in obstetrician's offices, in emergency rooms, and during ultrasounds. We were initiated with somber telephone calls, consultations, evaluations, blood tests, x-rays, MRI films, and heart surgeries.

All of us have one thing in common. One day things were fine. We were pregnant, or we had just given birth, or we were nursing our newborn, or we were playing with our toddler. Yes one minute everything was fine. Then, whether it happened in an instant, as it often does, or over the course of a few weeks or months, our entire lives changed. Something wasn't quite right. Then we found ourselves mothers of children with special needs.

We are united, we sisters, regardless of the diversity of our children's special needs. Some of our children undergo chemotherapy. Some need respirators and ventilators. Some are unable to talk, some are unable to walk. Some eat through feeding tubes. Some live in a different world. We do not discriminate those mother's whose children's needs are not as “special” as our child's. We have mutual respect and empathy for all the women who walk in our shoes.

We are knowledgeable. We have educated ourselves with whatever materials we could find. We know “the” specialists in the field. We know “the” neurologist, “the” hospitals, “the” wonder drugs, “the” treatments. We know “the” tests that need to be done, we know “the” degenerative and

progressive diseases and we hold our breath while our children are tested for them. With our formal education, we could become board certified in neurology, endocrinology, and psychiatry.

We have taken on our insurance companies and school boards to get what our children need to survive, and to flourish. We have prevailed upon the State to include augmentative communication devices in special education classes and mainstream schools for our children with cerebral palsy. We have labored to prove to insurance companies the medical necessity of gait trainers and other adaptive equipment for our children with spinal cord defects. We have sued municipalities to have our children properly classified so they could receive education and evaluation commensurate with their diagnosis. We have learned to deal with the rest of the world, even if that means walking away from it. We have tolerated scorn in supermarkets during “tantrums” and gritted our teeth while discipline was advocated by the person behind us in line. We have tolerated inane suggestions and home remedies from well meaning strangers. We have tolerated mothers of children without special needs complaining about chicken pox and ear infections. We have learned that many of our closest friends can't understand what it's like to be in our sorority, and don't even want to try.

We have our own personal copies of Emily Perl Kingley's “A Trip to Holland” and Erma Bombeck's “The Special Mother”. We keep them by our bedsides and read and re-read them during our toughest hours.

We have coped with holidays. We have found ways to get our physically handicapped children to the neighbors' front doors on Halloween, and we have found ways to help our deaf children form the words, “trick or treat”. We have accepted that our children with sensory dysfunction will never wear velvet or lace on Christmas. We have painted a canvas of lights and a blazing Yule log with our words for our blind children. We have pureed turkey on Thanksgiving. We have bought white chocolate bunnies for Easter. And all the while, we have tried to create a festive atmosphere for the rest of our family.

We've gotten up every morning since

our journey began wondering how we'd make it through another day, and gone to bed every evening not sure how we did it.

We've mourned the fact that we never got to relax and sip red wine in Italy. We've mourned the fact that our trip to Holland has required much more baggage than we ever imagined when we first visited the travel agent. And we've mourned because we left for the airport without most of the things we needed for the trip.

But we, sisters, we keep the faith always. We never stop believing. Our love for our special children and our belief in all that they will achieve in life knows no bounds. We dream of them scoring touchdowns and extra points and home runs. We visualize them running sprints and marathons. We dream of them planting vegetable seeds, riding horses, and chopping down trees. We hear their angelic voices singing Christmas carols. We see their palettes smeared with watercolors, and their fingers flying over ivory keys in a concert hall. We are amazed at the grace of their pirouettes. We never stop believing in all they will accomplish as they pass through this world.

But, in the meantime, my sister, the most important thing we do, is hold tight to their little hands as together, we special mothers and our special children, reach for the stars.



### **TUCSON CHALLENGER LITTLE LEAGUE FUNDRAISER**

Sponsored by The Tucson  
Conquistadores

Tickets to **Sidewinders vs. Portland Beavers**

Tuesday, June 6th @7:00pm  
(gates open at 6)

Please contact Mary Fetzner-Ferber  
to purchase tickets  
mfferber@comcast.net  
544-7704 or 981-1112.

**All proceeds directly benefit  
Challenger**

## HOW IMPORTANT IS A COMMUNICATION DEVICE?

(A parent's perspective)



Imagine having your mouth taped shut for a week and being unable to communicate your thoughts, needs and desires. Now imagine having your mouth taped for a lifetime. Can you imagine how frustrating that would be? A communication device can change the quality of life for a child who is unable to talk, and may even alleviate some behavioral issues.

Judging by my daughter, Shyann's appearance and developmental delays, many people thought she would never be able to use a communication device and didn't understand the importance of helping her learn how to use one. Shyann got her first communication device when she was three years old. It was very low tech, with only four recordable buttons on it. Within a short period of time, Shyann began using that device to communicate what those four buttons offered. Over the course of four years, she moved up to a high tech device with fifteen buttons, with links to many different pages.

My biggest hurdle was getting Shyann's device used at school. At every Individualized Education

Plan (IEP) meeting, I would tell the team how appropriately Shyann was using her device at home. Still, it was a struggle to have some of her school aides and teachers help her to use it appropriately in the school setting, or even make it accessible to her, since it was much easier to do things for Shyann than have her take an active roll by using her device. When a child has a communication device, it needs to be stressed to everyone involved that this is the child's voice, not a toy or something to be viewed as a distraction when the child pushes a button inappropriately. ALL children talk when they're not supposed to, and the child using a device should be treated as any other child in the class who talks out of turn. However, it's important to make sure that the device is programmed with appropriate responses in each setting so the child is able to participate in classroom activities and conversations by using their device. This not only makes school more interesting and makes them feel as if they're part of the class, but will also reinforce to them that what they have to say is as important as what everyone else says.

Since Shyann didn't like to "perform" for others, she would very rarely use her talker when asked to use it on demand, such as to say "hi" or "bye" to someone, or to tell them her name or other information about her. This contributed to the perception by some that she wasn't able to use her device. The fact is, when Shyann had something she wanted to say, she said it! Therefore, the language programmed into her device had to be both meaningful and motivating to her. Many times when Shyann and

I were out somewhere and I told her we were going to go home, but would stop and talk to someone, we would all of a sudden hear "bye bye" repeatedly. Another example is the time we were in a store and it was very warm and I had forgotten to turn on the battery-powered fan on Shyann's wheelchair. As I was looking at something, Shyann told me "I'm hot," and then "thank you" after I had turned her fan on. My husband and I also discovered the feeling of being embarrassed by what your child can say in public when Shyann came on a winery tour with us and interrupted the tour guide by saying "let's go," or the time my husband was in a store with her going down an aisle that was blocked by a very large woman and Shyann commented, "Wow, look at that!" Another time when Shyann had misbehaved, I explained to her why she was in "time out" and told her she needed to tell me she was sorry. I walked away and watched as she "thought it over" for a minute, and then heard her say, "I'm sorry" several times. These are only some examples of the many times Shyann used her talker very appropriately to communicate.

Helping your child learn how to use a device, particularly a high tech one, takes time, patience, practice and perseverance, all things many of us don't have enough of, especially when you have a child with special needs. From personal experience, I can assure you the rewards far outweigh the commitments! Aside from allowing independence of expression, the device gave Shyann the freedom to tell me and everyone else so many different things. If she didn't have a communication device, she would not have been able to have any say in what she wanted to do,

she wanted to do, how she was feeling, whether she liked something or not, make a comment about something she saw, ask for something she needed, or say she was sorry when she got in trouble. Most important to me, without a device, I would never have heard Shyann ask me for a kiss or say that she loves me, words any parent longs to hear.

Giving these children the chance to have a voice will be as rewarding to you as it is to them. Without this opportunity, you may never know what your child is just waiting to tell you!



# SIZZLING SUMMER SIBSHOP 06

*SIBLING SUPPORT*

FOR SIBLINGS OF CHILDREN WITH SPECIAL NEEDS  
BETWEEN THE AGES OF 7-14

HELD AT CCRS—2600 N. WYATT DRIVE  
FLORENCE MANNING HALL  
10:00 TO 1:00 (LUNCH INCLUDED)

MON. JUNE 19TH  
WED. JUNE 21ST  
THURS. JUNE 22ND  
FRI. JUNE 23RD

RSVP BY JUNE 9TH TO JO ANN AT PPSA  
324-3153

## SPECIAL SERVICES FOR SPECIAL NEEDS

If you need a toy adapted or a special piece of equipment made, go see Ronda Chance at the Adaptation Station. Some of the services available include adapting battery-operated toys, making switches, building therapeutic furniture such as positioning devices, tables, benches and chairs, making sensory integration materials, weighted vests and blankets, and swings. They can also make modifications to items you may already have.

Since 1988, Ronda and her team of volunteers have been helping people meet their special needs in an affordable way. Having something made at the Adaptation Station saves at least 50%, if not more, of the cost of something seen in catalogs, and also provides flexibility for possible modifications to more closely fit an individual's needs.

Ronda has a wonderful staff of retirees who volunteer their time and expertise from professions such as teaching and engineering. Her Wednesday volunteers come to do community service through the Juvenile Court System. Ronda says she is always in need of a seamstress, so if you have that talent and some time to volunteer, please give her a call.

For those of you who qualify under Title XIX, there is no charge for medically necessary items. Charge for anything else is the minimal cost of materials. Because of her busy schedule, Ronda asks that you contact her at 519-1783 and make an appointment to come in so she can be available to assist you with your needs.

Another great resource is the

Technology Access Center of Tucson, Inc. (TACT). Some of the services provided include lending adapted toys, guided exploration of technology tools, equipment loans, formal assessments for technology needs, the technology learning lab, and help in advocating for individual needs.

In 1993, Paula Feeney found herself in need of the type services TACT provides, she contacted the Alliance for Technology Access to find out what was available in the area. There was nothing and Paula and other volunteers began TACT. Paula is now the Executive Director of TACT, with some of the core group serving on the Board. Many of the members are experts in assistive technology and offer presentations to the community. TACT is a non-profit organization and depends on grants and donations of both money and adapted toys. Both TACT and The Adaptation Station are located at 4710 E. 29th St., Building #13, just east of Swan.

## The Arizona Early Intervention Program

# Connecting with AzEIP

Maureen Casey, a family representative on the ICC, contributed this article.

The Arizona Early Intervention Program—AzEIP—provides services and supports to infants and toddlers and their families when a child has a disability or is not reaching certain milestones. The family and their team decide the services and supports needed to support the family to care for that child. The law says that services and supports must be, “to the maximum extent appropriate...in **natural environments**, including the home, and community settings in which children without disabilities participate.”

Early Intervention services and supports are provided under a federal law, IDEIA, (Individuals with Disabilities Education Improvement Act). The law says that the team, made up of the child’s parents, support or service coordinator, and people providing services to the child, must start with the idea that services are going to be in the natural environment. If the team believes that services cannot be in the natural environment, they must say why not and what they are doing to change that.

Congress wrote the law very strongly on this point. Families of children with disabilities told Congress to stop isolating children with disabilities from their communities. Before the law, children with dis-

abilities did not attend regular schools; they did not do the same things other children were doing at the same age. By separating children in this way, children with disabilities did not learn from their peers and their learning was further delayed. Typical children did not see children with delays or disabilities and did not learn that children with disabilities existed. Families who fought for the law said that while going to the grocery store with a child with cerebral palsy or autism might be difficult, it is important that families receive services to help them to do all of the things families want and need to do.

Families with children with delays or disabilities want to attend religious services; they want to go to the park, and to attend family and community events. Providers can help families to think about what challenges they might face doing these things and help them to think about what can be done to make these activities possible. Service providers can help families to practice: they may go with the family to the grocery store. Maybe the child needs support to sit in the shopping cart, or possibly the family needs ways to deal with the child’s challenging behaviors. Going to the grocery store can also be a time for learning for an infant or toddler. It can be a time to practice counting, name colors, and play matching games.

Your child’s natural environment can be your home; it may also be the park, the grocery store, the library, a restaurant. It is any place your family would normally be with your child, doing the things that all families do with their children, as they grow and learn.

Pilot Parents of Southern Arizona is happy to offer the following information about the Arizona Early Intervention Program. We hope to continue to provide you new information as a regular feature in the Navigator.

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\* Maureen Casey, una representante familiar del Concilio Coordinador de Interagencias (ICC) contribuyó para este artículo.

El Programa de Intervención Temprana de Arizona—AzEIP—proporciona servicios y apoyos de intervención temprana a bebés y niños elegibles y sus familias, cuando un hijo/a tiene una discapacidad o no está alcanzando ciertas metas. La familia y su equipo deciden los servicios y apoyos que se necesitan para apoyar a la familia a ayudar a su hijo/a. La ley indica que los servicios y apoyos deben ser, “al grado máximo y apropiado en **ambientes naturales**, incluyendo el hogar, la comunidad y en los cuales participan niños sin discapacidades.”

Los servicios de Intervención Temprana son proporcionados bajo la ley federal, El Acta para la Educación de los Individuos con Discapacidades (IDEA). La ley indica que el equipo compuesto por los padres del niño/a, el coordinador de apoyos y servicios, y aquellas personas que proveen servicios al niño/a debe partir de la idea de que los servicios tomarán lugar en un ambiente natural. Si el equipo cree que los servicios no pueden tomar lugar en un ambiente natural, ellos tienen que

explicar el por qué y que van a hacer al respecto.

El Congreso escribió la ley y resaltó este punto (de los ambientes naturales). Las familias de niños con discapacidades le pidieron al Congreso que no aislara a los niños con discapacidades de sus comunidades. Antes de esta ley, los niños con discapacidades no asistían a las escuelas estándares; no hacían lo mismo que los otros niños de la misma edad. El separar a los niños de esta manera, impide que éstos aprendan de sus compañeros y por consiguiente su aprendizaje se retrasa más. Los niños sin discapacidades no veían a niños con retrasos o discapacidades y no sabían que éstos existían. Aquellas familias que lu-



charon por la ley dicen por ejemplo que aunque sea difícil ir a una tienda de comestibles con un niño/a con parálisis cerebral o autismo es importante que éste/a reciba todos los servicios necesarios para ayudarlo a hacer todo lo que su familia quiera y necesite.

Las familias con niños con retrasos o discapacidades quieren poder asistir a servicios religiosos, ir al parque, o a una celebración de la familia o de la comunidad. Los proveedores pueden ayudar a las familias a pensar en los obstáculos que puedan encontrar al hacer estas cosas y ayudarles a pensar en lo que se pueda hacer para que estas actividades sean posibles. También éstos pueden ayudar a las familias a practicar ir a la tienda de comestibles yendo con ellas. En la tienda es probable

que el niño/a necesite apoyo para poder sentarse en el carro de compras o si demuestra comportamientos difíciles. El ir a la tienda de comestibles puede ser una oportunidad de aprendizaje para el infante o niño, en ésta puede practicar el contar, el nombrar los colores, el jugar a decir lo que es parecido o diferente.

El ambiente natural de su hijo/a puede ser su hogar; también el parque, la tienda de combustibles, la biblioteca, un restaurante. Puede ser cualquier lugar en que su familia esté con su hijo/a, haciendo las cosas que las familias hacen con sus hijos al crecer y aprender

\* Este artículo no fue traducido por un traductor profesional.

## Kids on the block

**Life's lessons are tough...The Kids on the Block make learning them easier.**



Pilot Parents in collaboration with The Junior League of Tucson is proud to bring The Kids on the Block (KOB) puppet program to Tucson area schools.

KOB originated in 1977 in direct response to US Public Law 94-142, which required children with disabilities be educated in the least restrictive environment (LRE). For many children, this meant being included in a classroom with their non-disabled peers. Mark Riley, who represents a child with cerebral palsy, was the first puppet character created to fill the need of children with disabilities to have their non-disabled peers understand and accept them. Through Mark Riley, the children learned about cerebral palsy and began asking Mark questions directly. Viewing a Kids on the Block performance is an unforgettable educational experience. The "kids" vividly and effectively model relationships between people, both

with and without disabilities, by using frank and often humorous communication of facts and feelings between the puppet characters and the audience.

We are looking for people interested in learning how to work with or already know how to work with puppets to volunteer to work with us in providing this exceptional program to local schools.

If you are interested in volunteering or in scheduling a performance for your school or organization please contact Jo Ann at 324-3153.

# Leading the Way to *Literacy*

*A quarterly column for families and educators supporting literacy at home and school.*

## Dyslexia

Dyslexia is a language-based learning disability. Students with dyslexia may experience difficulties in language skills such as spelling, writing and speaking. It is referred to as a learning disability (LD) because it can make it very difficult for a child to do

well academically in typical learning environments.

Causes of dyslexia are not clear. Studies show differences in brain development and function. People with dyslexia have problems with sound discrimination, causing problems with reading and spelling. Dyslexia is not due to lack of intelligence or the desire to learn. Much research has been done on dyslexia. One

study (Vellutino et al, 2004, p. 12) states “the failure to acquire phonological awareness and skill in alphabetic coding: is at the root of dyslexia. In other words most poor readers seem to have a phonological deficit (Stanovich, 1988, 1993; Stanovich & Siegel, 1994).

Various reading programs (methods) are available to help dyslexics. A multi-sensory approach originated with Samuel T. Orton. The difference with multi-

## Content of Multi-sensory Instruction (IMSLEC, 2001)

Content component	Definition
1. Phonology	Study of phonemes, the smallest unit of sound that can be recognized as being distinct from other sounds in a given language.
2. Phonological Awareness	Understanding of the internal linguistic structure of words
3. Sound-Symbol Association	Knowledge of the sounds of the English language and their correspondence to the letters which represent those sounds.
4. Syllable Identification	Ability to identify a syllable as a unit of oral or written language with one vowel sound.
5. Morphology	Study of morphemes, the smallest unit of meaning in a language.
6. Syntax	The set of principles that dictate the sequence and function of words in a sentence, including instruction in principles of grammar.
7. Semantics	The meaning conveyed by written and spoken language.

## PAC is a BIG Success!

On Tuesday, May 16, 2006, the Parent Action Council (PAC) had another fun-filled and informative meeting. We had guest speakers from all over the community speak to our families about Alternative Medicine and Nutrition. Some of our wonderful guests included Dr. Tyler Woods, Holistic Mental Health Specialist, Leslie Esselburn, Executive Director from TROT (Therapeutic Riding of Tucson), Dr. Nomaan, Community Pediatrician, and Jennifer Thelt, volunteer at

Bio-Touch. We learned so much about the various paths to healing. Each speaker presented on his/her expertise, all were open to questions, and everyone had a wonderful time.

The Parent Action Council has been working hard to bring fresh and exciting topics to each meeting. As we begin to wrap up our first year, we are looking back at our wonderful accomplishments. In August, our focus was Back to School. In October, we dove into relaxation

sensory approaches is the content (what is taught) and the principle of instruction (how it is taught). A multi-sensory structured language education contains components listed in the accompanying charts below; (Content and Principles.)

As with many disabilities an evaluation is needed to determine if an individual is dyslexic. Some signs of dyslexia are:

- Learning to speak
- Organizing written and spo-

- ken language
- Learning letters and their sounds
- Memorizing number facts
- Spelling
- Reading
- Learning a foreign language
- Correctly doing math operations

It is important to note that not all students with the above involvements are dyslexic. Testing is the only way to confirm suspected dyslexia.

IDEIA, section 504 defines the rights of persons with disabilities, including those with dyslexia and other specific learning disabilities

If you suspect your child may be dyslexic, early testing and modifications to programming are key to success in school and in life. Request testing and implementation of a 504 plan (modification plan).

## Principles of Multi-sensory Instruction (IMSLEC, 2001)

### Principle component Definition/Explanation

Principle component Definition/Explanation	
1. Simultaneous Instruction	All learning pathways of the brain visual/auditory and kinesthetic/tactile-are used to enhance learning and memory
2. Systematic	Organization of material must follow the logical order of the language, beginning with the most basic elements and proceeding to more difficult elements.
3. Cumulative	New steps are based on those already learned and old rules are constantly reviewed and woven into new teaching
4. Direct Instruction	All concepts and rules are taught directly and to proficiency.
5. Diagnostic Teaching	Teaching is based on continuous assessment of the student's needs and progress.
6. Analytic Phonics	Students break a whole sentence into words or a word into its component letters or sounds.
7. Synthetic Phonics	Students learn how to blend individual words into a sentence and individual letters and sounds into a word.

techniques for the entire family. In December, we took some time off and had some fun by decorating cookies and holiday ornaments with CCRS clinic families and friends. In February, we had a summer program information bonanza. Our April meeting was moved to May, which focused on alternative medicine and nutrition.

We will be having a PAC picnic in late June to celebrate summer, families, and the end to a VERY pro-

ductive year. Families attending at least four meetings will be entered in a drawing for a fabulous weekend at a premier Tucson resort! Good Luck!

If you would like to be part of the fun, please contact Stacie de la Vega at 324-3118, or Brett Sapp at 324-3045. We'll send you information and give you a ticket to F-U-N!

### NEUROFIBROMATOSIS SUPPORT GROUP

Neurofibromatosis, pronounced Neuro-fi-bro-ma-to-sis, (NF), is a genetic disorder of the nervous system that can cause tumors to form on the nerves anywhere in the body. It is progressive and affects all races, ethnic groups and both sexes equally. If you or your family have been affected by Neurofibromatosis, you are invited to join this support group. Anyone is welcome.

**Contact information:** Conrad & Margarita Cordova  
Home: 520-622-6303  
Cell Phone: 520-955-2555  
Email: CCordovaRN@aol.com

### FOSTER/ADOPTIVE PARENT MENTOR TRAINING

Tuesday, July 18th 6 to 8:30 pm

Florence Manning Auditorium, 2600 N. Wyatt Dr.

The training is for foster and adoptive parents who are willing to share their experience and become a mentor to new foster and adoptive parents. Info? Call 324-3150 to register  
Collaborative partnership of PPSA and AAFAP.

### Staff Members:

**Lynn Kallis**— Executive Director—Pilot Parents of Southern Arizona 324-3151

**Cheryl McKenzie**— Receptionist/Secretary 324-3150

**Cecilia Michalegko**— Parent Training & Information Center Coordinator (Education) 324-3155

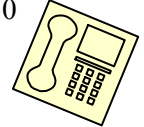
**Anne-Claire Fisher**- State Improvement Grant Coordinator- 324-3154

**Stacie de la Vega**—Parent Resource Coordinator- 324-3118

**Jo Ann Spencer**— Coordinator Special Projects—Sibshop Coordinator, Editor, *The Navigator* 324-3153

**Robert Snyder**— Parent Training & Information Center Coordinator (Education) 324-3157

**Karen Kelsch**— Partners in Policymaking, advocacy program 520-324-3150



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***The Navigator* is published quarterly; winter (January), Spring (April), summer (July) and fall (October). Submissions must be received by the 15th of the month prior to publication. You may e-mail notices, articles, etc. to [joann@pilotparents.org](mailto:joann@pilotparents.org), fax them to 520-324-3152 or mail them to: PPSA, 2600 N. Wyatt Drive, Tucson, AZ 85712 attn: Jo Ann Spencer, editor. Submissions will be used based upon space availability and, if dated material, publication date.**

# Navigator

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