



THE

# Navigator

Winter 2007

Pilot Parents of Southern Arizona

Volume 13 Issue 3

A Parent Training and Information Center Network Partner Serving Southern Arizona



## WE GIVE THANKS.....

*to all of the families who have passed our way.....*

*to the many people who volunteer their time to help those of you who pass our way.....*

*to the social workers, doctors, educators and other professionals who refer you to us.....*

*for the commitment you have made to your child, their health, their education and their future in the world.....*

*AND WISH YOU A HAPPY HOLIDAY SEASON...*

### inside...

What's New in the library?  
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**WE LEARN—William Glasser**  
**10% OF WHAT WE READ**

**20% OF WHAT WE HEAR**

**30% OF WHAT WE SEE**

**50% OF WHAT WE BOTH SEE AND HEAR**

**70% OF WHAT IS DISCUSSED**

**80% OF WHAT WE EXPERIENCE PERSONALLY**

**95% OF WHAT WE TEACH SOMEONE ELSE**

At a minimum, IEP team members required by the IDEA include:

- \* The parent
- \* At least one general education teacher of the student
- \* At least one special education teacher or related service provider
- \* An individual who can interpret the instructional implications of the evaluation results
- \* One representative of the LEA who is qualified to supervise the provision of Special Ed services and is knowledgeable about the general curriculum and available resources, and is authorized to commit resources; and
- \* The student, whenever appropriate

## WHAT'S NEW IN THE LIBRARY?



### ADULT BOOKS

#### “GIFTS” - Mothers Reflect on How Children with Down Syndrome Enrich Their lives

Through this book we hear the powerful voices of mothers who said “yes when others might have been saying “no.” These mothers take us on their journey filled with wonder, courage, and the belief that children with Down syndrome can and will succeed. 63 short stories written by Moms about their feelings before and after the birth of a child with Down syndrome. Very heart warming.

### ADULT DVD

The Gillian Film - a video documentary about an “exceptional” young woman. This DVD is a moving portrait of a young woman who works at a local veterinary clinic, rides horses, takes dance classes and is developmentally disabled. When Gillian decides to move out of the house, her mother must come to terms with letting go.

### CHILDREN’S BOOKS

“Rolling Along with Goldilocks and the Three Bears” - Cindy Meyers The familiar folktale with a special-needs twist. Ages 3-7, Beautifully illustrated.



HAPPY HOLIDAYS

**“YOU MUST NEVER BE FEARFUL ABOUT WHAT YOU ARE DOING WHEN IT IS RIGHT”**  
**ROSA PARKS**

**Preparing for Transitions:  
What You Need to Know Before Your Child's Third Birthday**

Your child's third birthday is an important day. Aside from being a time to celebrate, it also marks the transition from part C Early Childhood Services to Part B Preschool Services under the federal Individuals with Disabilities Education Act (IDEA 2004). This transition has a big impact on you and your child. The following information can help you plan for this change before you light those three candles. Under IDEA, all children who qualify may receive special education services. Up to age 3, children are covered by Part C of IDEA. Part C focuses on helping the family meet the developmental needs of their child, such as learning to sit up, walk, or talk. These services are called early intervention services. Typically provided in natural environments, such as the child's home or child-care setting, these services and outcomes for the child and family are defined in an Individualized Family Service Plan (IFSP).

At age 3, supports and services change as eligible children move from Part C to Part B of IDEA. Preschool services are covered in Section 619 of Part B. Services for which your child is eligible from kindergarten until high school graduation or age 21 are addressed in the rest of Part B. The IFSP is replaced by an Individualized Education Program (IEP). This important document contains goals and objectives to address the child's unique needs as he or she learns the skills needed to prepare for kindergar-

ten.

As much as possible, Part B services are to be provided in the least restrictive environment (LRE). That means that your child should be alongside typically developing peers in settings such as preschool, child-care, or Head Start programs.

At this stage, IEP goals typically include social interaction and communication. Being included in programs with typically developing peers helps children with disabilities to interact, learn new social and communication skills, and form friendships. It also allows them to learn new adaptive skills or practice existing skills.

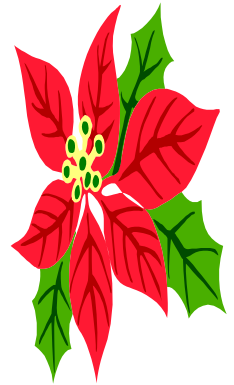
As your child moves from Part C to Part B, services and supports also change. Members of the team who helped you develop the outcomes specified in the IFSP may be different than those who will help to develop your child's IEP. Instead of working with a service coordinator, you will work with an IEP case manager.

*This is an excerpt from Pacer Early Childhood Connection June 2007.*

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**LOOK FOR PARTNERS IN POLICYMAKING APPLICATIONS FOR THE FALL OF 2008 IN JANUARY. FOR MORE INFORMATION CALL KAREN AT 324-3158, OR TOLL FREE 1-877-365-7220. APPLICATIONS AVAILABLE ON-LINE @ PPSA.ORG**

Under Federal law you have the right to make it known that you do not wish to be bothered by tele-marketers.

You can do this by visiting **1-888-382-1222**, or on the web **www.donotcall.gov**



**LATE BREAKING NEWS!!!**

Pilot Parents of Southern Arizona and the Children's Clinics for Rehabilitative Services, Parent Advisory Council are collaborating in providing monthly informational seminars.

The monthly seminars will be held the 1<sup>st</sup> Thursday of each month from 10am to noon, in the Florence Manning Auditorium, at the Children's Clinics, 2600 N. Wyatt Drive.

The monthly seminars are open to all parents, however, registration is required in order to have enough printed materials. Call Lori Mitts, 234-3055 to sign up, seating is limited so sign up today!

Spanish translation will be provided.  
*See schedule of sessions on page 8.*

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**THANKS A MILLION FOR FRIENDS AND NEIGHBORS**

**Basha's program is once again running. If you are interested in offering support to PPSA. Please link our ID # 27672 to your Thank You Card.**

# A Tax-Credit Opportunity for 2007!

Your Taxes at work to support the  
Programs at Pilot Parents of Southern Arizona



Dear Friends,

If you would like to have your Arizona State taxes help self advocates and parents of children with disabilities right here in Arizona, please consider donating to Pilot Parents of Southern Arizona. **Your gift will not cost you a penny!**

Donations will help the following programs: Partners in Policymaking, Parent Support, Sibshops, Educational Support, "The Navigator" newsletter and the Lending Library. Because this is a **charitable tax credit**—not a school tax credit—you can donate to a school too. It's a win-win situation all around! Please help if you can.

This dollar-for-dollar tax credit allows you to give up to **\$200 (\$400 if a married couple files jointly)** of your Arizona State income tax liability to a charitable organization that serves children and families. Pilot Parents of Southern Arizona is one of the agencies eligible to receive such donations. These tax donations must be made by 12/31/07, and must be at least \$200 (or \$400) in excess of your overall charitable donations for a baseline year established by the Arizona legislature. You must itemize your return to document this. If you already have sufficient state tax withheld, you will get your money back as a refund. A tax preparer can give you details on your individual contribution. Please fill out the form below if you can help. Check with your employer; they may also match your donation. For further information on this tax credit, visit [www.revenue.state.az.us/welflist.htm](http://www.revenue.state.az.us/welflist.htm).

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### *Donation Card*

**Pilot Parents of Southern Arizona  
2600 N. Wyatt Dr.  
Tucson, Arizona 85712  
(520) 324-3150  
501 (c)(3) Tax Number: 86-0699630**

Donor's Name \_\_\_\_\_

Address: \_\_\_\_\_

Designated Activity: Pilot Parents of Southern Arizona programs

Amount: \_\_\_\_\_ Check #: \_\_\_\_\_ Date: \_\_\_\_\_

My matching fund employer is: \_\_\_\_\_

### *Please make checks out to: Pilot Parents of Southern Arizona*

Before January 31, 2008, PPSA will send you a receipt for tax purposes along with Arizona Tax Form 321. PPSA will not sell or give out the names of any of our contributors for any reason to any other organization.

# LEARN

## Free Special Education workshops Offered by Pilot Parents of Southern Arizona:

### Morning Session

#### **PRESCHOOL TRANSITION AND PLAY BASED LEARNING**

The first part of the morning session participants will learn about play based learning. Those attending will develop an understanding of a child's developmental areas: how to apply the developmental areas to preschool activities; and how to apply those activities to reinforcement at home. The second half of the morning will cover the process of preschool programs. Who should be involved along with some of the timelines will be shared.

**Intended audience: parents, caregivers. Foster parents, CASAS, agency staff, etc**

### Afternoon Session

#### **ADHD**

If your child or teen has ADHD, or if you suspect that to be the case, you might be overwhelmed by all the information. Often the information is based on good scientific research. However, some of it is not scientifically accurate. This session will provide information on who can prescribe medicine, the various disability categories under which a child with ADHD may receive services. Some specific instructional strategies will be shared.

**Intended audience: parents, caregivers, foster parents, CASAS, agency staff, etc.**

#### **TUCSON**

Wednesday, March 12, 2008

10:00 am to noon — morning session

1:00 pm to 3:00pm — afternoon session

Children's Clinics, Flo Manning Room  
2600 N. Wyatt Dr.

#### **GLOBE**

Wednesday, January 30, 2008

10:00 am to noon — morning session

1:00 pm to 3:00 pm — afternoon session

Globe Library  
339 S. Broad Street

#### **SAFFORD**

Wednesday, February 13, 2008

10:00 am to noon — Morning session

1:00 pm to 3:00 pm — Afternoon session

DES Office  
1938 Thatcher Blvd, Safford

#### **SIERRA VISTA**

Wednesday, February 20, 2008

10:00 am to noon — morning session

1:00 pm to 3:00 pm — afternoon session

DES Office  
2981 Tacoma, Sierra Vista

#### **SELLS**

Wednesday, March 5, 2008

10:00 am to noon—morning session— Preschool Transition and Play Based Learning

1:00 pm to 3:00 pm—afternoon session— Autism Spectrum Disorders in children and Adolescents: Characteristics and Interventions for Home and Classroom. Facilitated by: Dr. Barbara Webb, School Psychologist, Autism Consultant. An overview of the characteristics of Autism Spectrum Disorders in children and adolescents will be discussed as well as a variety of interventions for the home and classroom. Designing a visual support system, writing a social story, and implementing a positive behavior support system will also be discussed.

To be held at Veterans Affairs Office

***To register call 520-324-3150 or 1-877-365-7220 or email to [ppsa@pilotparents.org](mailto:ppsa@pilotparents.org)  
WORKSHOPS WILL BE CANCELLED WITH INSUFFICIENT REGISTRANTS***

## **Pilot Parents of Southern Arizona is providing - 3 Sessions Workshop**

**\$30.00 per person or \$45.00 for a couple for the all 3 sessions**

**Limited space available, register today to reserve your seat!**

All sessions to be held at the Children's Clinics for Rehabilitative Services

2600 North Wyatt Drive

Tucson, Arizona - Florence Manning Auditorium

### **Autism Spectrum Disorders in Children and Adolescents: Behavioral and Social Interventions**

Facilitated by: EDUCATION SPECIALTIES, INC.

Dr. Barbara Webb, School Psychologist & Autism Consultant

**Tuesday, January 29, 2008 6:30 - 8:00 PM**

#### **MODULE 1: "Is There a Child in There?"**

**Autism Spectrum Disorders (ASD) in Children and Adolescents: Etiologies/Characteristics.**

**Identifying problem behaviors and replacement behaviors.**

**Activity: Functional Behavior Assessment**

**Homework: Stress Hierarchy and Reinforcement Survey.**

**Tuesday, February 5, 2008 6:30 - 8:00 PM**

#### **MODULE 2: "Roping the Tiger!"**

Clearly we live by and respond to our perceptions of the world around us. Skewed perceptions and anxiety can produce a number of "atypical" or "bizarre" responses by children with ASD. When these perceptions and anxieties are not addressed, this "tiger" can attack every aspect of the family's daily life. Giving the child some sense of control through structure, choice, and clear expectations can be quite helpful in reducing the anxiety and extreme behaviors. We will discuss different methods that include: schedules, calendars, routines, visual support systems, and social stories that can assist us in providing a safe environment and teaching the child appropriate response strategies for success within the home and school environments.

**Activity: Write a social story**

**Homework: Develop a visual support system for your child**

**Practice a social story with your child**

**Tuesday, February 12, 2008 6:30 - 8:00 PM**

#### **MODULE 3: "Taming the Social Jungle"**

One of the most difficult skills for a child with ASD is the ability to socially interact with peers and to generalize this skill across environments. Just knowing what to do in a social situation is not sufficient, there must be some degree of proficiency in the action. Social rejection increases the potential for more serious behavioral problems to develop. We will discuss interventions to build appropriate social skills, the changes necessary as the child grows up, and how to reinforce the appropriate behaviors.

**Activity: Task analysis of a social skill**

**Homework: Develop a reinforcement plan for your child**

**Registration required with check made out to Education Specialties, Inc.**

**Call today to register. 520.324.3150 or 1.877.365.7220**

**Workshop is subject to cancellation**

**"Obstacles are those frightful things you see when you take your eyes off your goals."**

## PILOT PARENTS WISH LIST

Some people like to bring us cash, other like to arrive with gifts in hand. Which ever you prefer, we can accommodate your wishes. Can you accommodate our wishes by providing some of the items we currently need?

HP 96 (black) ink cartridges for HP Office Jet 7300  
 HP 97 (color) ink cartridges for HP Office Jet 7300  
 Panasonic Ink Film, KX-FA93 for Panasonic FAX  
 Toner cartridge for OKI-C5100 Magenta  
 Toner cartridge for OKI-C5100 Cyan  
 Toner cartridge for OKI-C5100 Yellow  
 Toner cartridge for OKI-C5100 Blue  
 Print cartridge for HP LaserJet C9702A  
 Print cartridge for HP LaserJet C9703A  
 Print cartridge for HP LaserJet C9701A  
 Print cartridge for HP LaserJet C9700A  
 Reams or cases of 8.5"x 11" white multipurpose paper  
 Boxes of small manila envelopes with clasp, sizes: 5"x7"; 6"x9"; 10"x13"; 9"x12"  
 Multi-purpose colored paper, 20# bond, 8.5"x11"  
 6 boxes of colored 2 pocket folders, 8.5"x 11"  
 Standard staples  
 Highlighters  
 Kleenex  
 Masking tape  
 Projection lamp TLPLV1 for Toshiba LCD-TLP-S30  
 Paper shredder  
 (heavy duty—we've broken a few!)  
 HP Laser Jet 2100-OD96A black  
 Hanging name tag holders  
 Mailing labels—Avery 5160  
 While you were out—pink pads  
 CD's (rewritable blanks)  
 and on...  
 and on...  
 and on.



## BEN'S BELLS

A mother's anguish over the death of her child has evolved into a local non-profit that "pays forward" good deeds. Started in March of 2003, their mission is to inspire, educate and motivate each other to realize the impact of intentional kindness and to empower individuals to act according to that awareness, thereby changing our world.

Jeannette Maré-Parkard was inspired to create ceramic bells and distribute them as "random acts of kindness" after the sudden death of her son, Ben. She suffered from such overwhelming sadness and couldn't figure out how such deep internal pain was so invisible on the outside. Making the bells was therapeutic and the end result brought smiles to peoples faces. She decided to continue the project to honor the memory of her son. Jeannette utilizes the services of volunteers to make and distribute the bells throughout the community. They are distributed twice per year and if you are lucky you will find one somewhere hanging, waiting for you on public rights of way or some other non-private property.

To contact Ben's Bells go to [www.bensbells.org](http://www.bensbells.org)

## ARIZONA'S PARENT SATISFACTION SURVEY

ARIZONA DEPARTMENT OF EDUCATION  
 EXCEPTIONAL STUDENT SERVICES  
 Fostering parent involvement and creating strong family/school partnerships

- \* To find the list of participating schools, go to [www.azed.gov/ess/parentsurvey](http://www.azed.gov/ess/parentsurvey)
- \* Ask your school if this is their participating year (TUSD does this every year)
- \* Your school will give you a User ID and password
- \* Results are confidential
- \* Commitment to family involvement and the special education process
- \* Seeking parent feedback

For information call 1-800-352-4558 or 928-679-8106

English and Spanish surveys are available on the Internet or hardcopy.



**INFORMATIONAL SEMINARS PPSA AND CCRS**

**February 7<sup>th</sup>...10-noon.....BECOMING A GOOD ADVOCATE.**

Advocacy issues covered will include; education, self, medical and parent. Come and hear about simple and easy ways to be the best advocate you can be.

**March 6<sup>th</sup>...10-noon....ALTCS and AHCCCS.** A representative will be present to provide information on the ins and outs of the ALTCS and AHCCCS programs. Find out how to apply, what documentation is needed and get your questions answered. Sign up today!

**April 3<sup>rd</sup>...10-noon.....PROCEDURAL SAFEGUARDS AND THE LAW FOR SPECIAL EDUCATION.** The focus will be on the special education process and the law that insures the process to happen. The topics covered will be :

- Free appropriate public education (FAPE)
- Appropriate evaluations
- Individualized education programs (IEP)
- Least Restrictive environment (LRE)
- Parent/student participation in making decisions
- Procedural safeguards.

**May 1<sup>st</sup>..10-noon **IDEA Understanding the IEP Process****

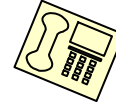
The Individualized Education Program workshop explores the essential components of the IEP development, including evaluation, team planning, resolving disagreements, and a section on writing measurable goals.

**Staff Members:**

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

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

**Cecilia Michalegko**— CCRS Education Coordinator 324-3155



**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, Coordinator 324-3158

You can now view or download *The Navigator* from our web page. Go to [pilotparents.org](http://pilotparents.org) and click on *The Navigator*. If you no longer wish to receive *The Navigator*, please contact the office.

***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

**Pilot Parents of Southern Arizona  
2600 North Wyatt Drive  
Tucson, Arizona 85712-6106**

Return Service Requested

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