



FALL 2012

Pilot Parents of Southern Arizona

Volume 17 Issue 1

Providing Information and Resources to Families and Professionals in Southern Arizona

## Court Grants 25 Year Old Right to Vote

By Dave Hawkins Special to the Las Vegas Review-Journal August 11, 2012

A Lake Havasu City, AZ resident with Down Syndrome has worked hard to earn a precious right that millions of Americans take for granted and fail to exercise. Clinton Gode, 25, was authorized to vote by court order Thursday in Kingman.

"I love it," Gode said Friday.

He said he soon will register as an Independent and looks forward to casting his first ballot in the November general election. Art Gode said his son and other Arizonans deemed physically or mentally incapacitated were previously prohibited from voting. That changed when state lawmakers passed House Bill 2273, which allows incapacitated persons to petition for court authorization to vote. Clinton was the first to be granted the right to vote via court petition under the new law, which he helped get passed.

The younger Gode, who has long been interested in politics, was the face of the bill as it moved through the Legislature.

The Godes' lawyer, James Chavez, said Clinton Gode demonstrated sufficient understanding to vote during Thursday's hearing before Mohave County Superior Court Judge Lee Janzen. The judge said he was thrilled to grant Clinton's voter privilege petition. "It was awesome to have this young man who actually went down to the Legislature and lobbied for this particular bill to get passed and then to have him come into my courtroom and prove to me he is capable of voting," Janzen said. "It was very impressive."

The Arizona Center for Disability Law also lobbied for the new law. The executive director of the Tucson-based organization, Peri Jude Radecic, said Clinton Gode met several lawmakers who took up his cause as the legislation advanced at the state capital in Phoenix.

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"Clint is an inspiring individual, and Clint's desire to vote should inspire everybody to exercise their right to vote," Radecic said.

Radecic, Jantzen and Gode each expressed dismay that so many American's don't vote or even bother to register to do so.

"That's not good," Clinton Gode said.

Radecic said she had no idea how many incapacitated individuals might follow Clinton Gode's footsteps to voting booths in the future.

"It's our job now to educate the public about the process," Radecic said.

Art Gode said of his son's achievement it was "probably the proudest point of my life...He's been pushing to be able to vote for a long time, and he is just beside himself. He is just tickled pink."

Art Gode said his son is highly functional but requires some oversight and assistance at the New Horizons facility, where he lives in an apartment. Clinton Gode has a job as a grocery store bagger and participates in the Special Olympics.



June 10-11, 2013

THE INSTITUTE FOR HUMAN DEVELOPMENT  
PRESENTS

## EVIDENCE-BASED PRACTICE IN DISABILITY DISCIPLINES 2013 CONFERENCE

HIGH COUNTRY CONFERENCE CENTER,  
FLAGSTAFF, AZ  
<http://nau.edu/sbs/ihd/>

The primary purpose of the Evidence-based Practice in Disability Disciplines Conference is to supply practitioners who work with individuals with disabilities with the resources they need to effectively implement evidence-based practice in their respective disciplines and locations across the state.

## ATTENTION ALL INDIVIDUALS WITH DISABILITIES 16 YEARS OF AGE AND OLDER SOCIAL OPPORTUNITY

The 2nd and 4th Friday of the month there is a social club for adults with disabilities (any disability). **Entre Amigos** provides dinner and an atmosphere for fun and getting to know new people.

Quaker House (south of Himmel Library)  
931 N. 54th Ave.  
Tucson, AZ  
Cost \$1.00  
5:30-7:30

More info ? Call - Chuck Bugler 790-5806  
Upcoming special events: Nov. 22nd Turkey Dinner and Dec. 14th Christmas Dinner

# THE ETHICS OF INCLUSION: THREE COMMON DELUSIONS

By John O'Brien, Marsha Forest, Jack Pearpoint, Shafik Asante & Judith Snow

We who care about Inclusion can reduce this drain on the energy necessary to work for justice by being clear about three delusions which are common, but mostly unconscious among advocates for Inclusion. When we replace these false and destructive beliefs with simpler expectations of decency and working constructively in common, we will all be better able to live out the real meaning of Inclusion by honoring and growing from our shared struggle with our diverse gifts, differences, and weaknesses.

**Delusion 1:** Inclusion means that everybody must love everybody else or “we must all be one big, happy family!” (OBHF: one big, happy family). The real challenge of Inclusion is to find common cause for important work that cannot be done effectively if we isolate ourselves from one another along the many differences of race, culture, nationality, gender, class, ability, and personality that truly do divide us. Educating our children is one such common task. The reward of Inclusion comes in the harvest of creative action and new understanding that follows the hard work of finding common ground and tilling it by confronting and finding creative ways through real differences.

The “one big happy family” delusion destroys the possibilities for Inclusion in a complex community by seducing people into burying differences by denying their significance or even their existence. This delusion is bad because people have to swallow their feelings of dislike and conflict they experience and deny the differences they see and hear. Community grows when people honor a commitment to laugh, shout, cry, argue, sing, and scream with, and at, one another without destroying one another or the earth in the process. We can’t ever honestly celebrate diversity if we pretend to bring in the harvest before we have tilled the ground together.

**Delusion 2:** Inclusion means everyone must always be happy and satisfied or “Inclusion cures all ills.” A group came together to work toward inclusion. The group fell apart when they couldn’t agree to everything.

The group broke through when they recognized that true community includes people who are angry and anguished as well as those who are happy and satisfied.

The delusion that Inclusion equals happiness leads to its opposite: a pseudo-community in which people who are disagreeable or suffering have no place unless the group has the magic to cure them. Groups trapped in this delusion hold up a false kind of status difference that values people who act happy more than people who suffer. This delusion creates disappointment that Inclusion is not the panacea.

Real community members get over the wish for a cure-all and look for ways to focus on promoting one another’s gifts and capacities in the service of justice. They support, and often must endure, one another’s weaknesses by learning ways to forgive, to reconcile, and to rediscover shared purpose. Out of this hard work comes a measure of healing.

**Delusion 3:** Inclusion is the same as friendship or “We are really all the same.”

Friendship grows mysteriously between people as a mutual gift. It shouldn’t be assumed and it can’t be legislated. We are all different and should applaud those differences and learn from them.

The delusion of sameness leads away from the values of Inclusion. It blurs differences and covers over discomfort and the sense of strangeness or even the threat that goes with confronting actual human differences. Strangely, it is only when the assumption of friendship fades away that the space opens up for friendships to flower.

The way to Inclusion calls for more modest, and probably more difficult, virtues. We must simply be willing to learn to get along while recognizing our differences, our faults and foibles, and our gifts.

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The above is an excerpt from a series of articles on Inclusion. For more information, or to read the articles in their entirety, go to <http://www.inclusion.com/inclusion.html>. So, *what is Inclusion?* Inclusion is recognizing our universal “oneness” and interdependence. Inclusion is recognizing that we are “one”, even if we are not the “same”.

# Choosing a School: Considering Your Child's Needs

Deciding what your child needs and what matters most are key steps in choosing a school with the best fit for your child.

## Sorting Out Your Child's Unique Needs

Children vary in so many ways! Your child is like no other, yet possesses so many qualities in common with others. Like a star that twinkles a little differently with each view, your child may seem to be many different people combined into one. Through the still unknown recipe of genes and upbringing, your child is a unique concoction of capabilities, wants, needs and motives.

Indeed, children's bodies, minds, emotions and spirits combine to make unique individuals. This mix affects the kind of environment in which each child learns best. As a parent, you probably have some sense of this. But many of us feel at a loss to understand and respond to our own children's capabilities, needs and personalities, even in our daily parenting, much less for school.

## Finding a Great Fit

The burning question for you now is this: which qualities, in their unique combination within your child, really matter for choosing a school? Which of your child's features will help her learn and feel better in some schools - with certain teachers, peers, materials, and expected ways of learning - and worse in others? Which of your child's strengths and weaknesses can be addressed at school, and which can be developed at home? When your child's and family's needs fit well with what your child's school offers, we call it a "Great Fit."

## Focus on the Four Fit Factors

We developed this targeted list by scanning the research about child development and by talking with parents of many different kinds of children about their children's needs. From all of that information, we organized the many characteristics of children into four easy-to-grasp categories: the Four Fit Factors.

\* *What your child learns:* There are aspects of your child that affect what subjects and at what level of difficulty your child should be taught. These include your child's Basic Learning Capability, other capa-

bilities, and interests.

- \* *How your child learns:* These are aspects of your child that affect how a school should teach and interact with your child both in and outside of the classroom. These include your child's learning styles, motivation, physical and mental health challenges, behavior challenges, learning disabilities and disorders, and self-understanding.
- \* *Social issues:* This includes the need for social contact with particular friends from the child's perspective.
- \* *Practical matters:* This includes essential extracurricular activities that may be compelling factors for some children.

## Prioritizing Your Child's Needs

The Four Fit Factors help you by taking the jumble of characteristics that define your child and funneling them down into a manageable set. Not every Fit Factor characteristic is important for matching every child to the right school. You will need to decide which ones are really important for your child. Most children will have only a small number of characteristics that are top priorities for selecting a school. Identify these, and you can focus on finding a truly Great Fit school for your child's top needs. Add to this key questions about your family's top needs and school academic quality, and you will be ready to pick a great school that fits.



For more information go to <http://www.greatschool.org> and download, Picky Parent Guide.

## Choosing a School

Parents have a growing array of options in choosing a school, though the extent of the options varies from state to state. The enactment of the landmark “No Child Left Behind Act of 2001”; the rapid growth of the charter school movement; the increasing number of states enacting scholarship and tax credit programs for students to attend private schools; the expansion of privately funded scholarship programs for low-income children; and the growing acceptance of homeschooling have all increased the choices available to families.

Parents can exercise choice in many ways. The most common may be in choosing where to live based on the public school district or neighborhood schools. In many areas, parents may choose from neighborhood schools, charter schools, other public schools of choice, or transfer their child to another public school (in or out of district). They can also select a private school (religious or secular) or teach their child at home.

### Choices available:

**Public Schools** - neighborhood public schools can make it easy for your child to get to school, to work with classmates on group projects, and to visit friends. These schools are often the anchors in a community.

**Other public schools** - in other districts. Some specialize in a particular subject or have a special philosophy of education. One school might emphasize on science, art or language. Another might offer a firm code of conduct, a dress code, etc. Another might be an alternative school designed to respond to students who are insufficiently challenged by the regular school program, who are likely to drop out, or who have behavioral or substance abuse problems.

**Charter Schools**- public schools of choice that operate with freedom from many of the local and state regulations that apply to traditional public schools.

**Magnet Schools**- are designed to attract students from diverse social, economic, ethnic, and racial backgrounds by focusing on a specific subject, such as science, technology, or the arts. Some magnet schools require entrance exams, others admit based on interest in the subject area.

**Virtual Schools** - students can receive their education using a computer through a virtual school. They have an organized curriculum and a student can take the full curriculum or individual classes. The advantage to virtual schools is that students can learn at their own pace.

**Advanced Placement and International Baccalaureate Programs** - Advanced placement (AP) courses offer rigorous content. At the end of the course students take the national Advanced Placement exam. If they score high enough many colleges will accept the classes as college credit.

**Nonpublic schools**- Religious Private schools and Secular Private schools are available to families for their children. There are also private boarding schools. Whichever a family selects, they have varying focus and parents often select one of them because of the schools philosophy or the schools rating and its reputation for offering an excellent education.

**Home Schooling** - this is an option for a growing number of parents. Some parents prepare their own materials and design their own programs, while others use materials produced by companies specializing in home school materials. Some utilize virtual school programs. Home schooling may require major changes in how your family lives. Teaching your children at home is an ambitious undertaking, requiring time, planning, creativity, and commitment.

### Keep these 4 steps in mind:

1. Consider your child and your family
2. Gather information about schools
3. Visit and observe schools
4. Apply to school(s) you choose.

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United States Department of Education , Office of Innovation and Improvement, No Child Left Behind, Choosing a School for Your child. [www.ed.gov](http://www.ed.gov)



## BULLYING PREVENTION INFORMATION

### BULLYING FACTS:

- ◆ Bullying is the most common form of violence; between 15 percent and 30 percent of students are bullies or victims. Some 3.7 million youth engage in it, and more than 3.2 million are victims of bullying annually.
- ◆ Since 1992, there have been 250 violent deaths in schools, and bullying has been a factor in virtually every school shooting.
- ◆ Direct, physical bullying increases in elementary school, peaks in middle school, and declines in high school. Verbal abuse, on the other hand, remains constant.
- ◆ More than two-thirds of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective.
- ◆ 25 percent of teachers see nothing wrong with bullying or putdowns and consequently intervene in only 4 percent of bullying incidents.

(Cohn & Cantor, 2003; Council on Scientific Affairs, American Medical Association, 2002)

Speak with your child about bullying. Make sure your child is comfortable coming to you with questions and concerns. Let's move against bullying. For more information on bullying go to [www.PacerKidsAgainstBullying.org](http://www.PacerKidsAgainstBullying.org)

### Legislative issue worthy of a look And, a vote!

**Prop 204 - the Quality Education and Jobs Initiative, makes permanent a temporary 1-cent-per-dollar state sales tax to support K-12 education, community colleges and universities and several other programs, including transportation infrastructure and children's health care.**

**The measure also puts the money outside legislative control and blocks lawmakers from cutting education and infrastructure budgets they do control.**

**Voters approved a temporary tax in 2010 to support key programs, including education, during the economic downturn. The tax, which raises about \$1 billion a year, expires in May. If the measure fails, the state sales tax will drop to 5.6 cents.**

**This website offers pros and cons to this issue.**  
<http://www.azcentral.com/arizonarepublic/viewpoints/articles/2012/09/11/20120911prop-...>

### Positive Behavior Supports to Prevent Restraint and Seclusion in Schools

Presented by ACDL  
(Arizona Center for Disability Law)  
and The Institute for Human Development -  
Northern Arizona University

Friday, November 9, 2012  
9:00 am - 4:30 pm  
Viscount Suite Hotel  
4855 E. Broadway, Tucson, AZ 85711

Free Training for Parents, Teachers and  
Anyone Interested in Learning about these  
Topics

To register call (602) 274-6287, (voice/TTY)  
1-800-927-2260 or e-mail  
kvanhorne@azdisabilitylaw.org.

## The Square & Compass Children's Clinic Goes Solar

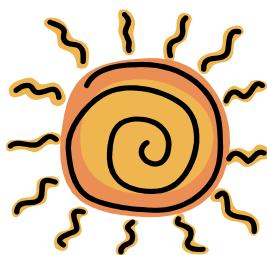
Building renovations and improvements have been going on for over a year at the Clinic. These and renovations done earlier have updated the Clinic and will modernize it for the next 20 years or so. The water heater was getting very old and was going to need to be replaced soon.

When The Children's Clinic was asked to participate in a Tucson Electric Power (TEP) solar energy program to provide hot water to the building, the decision was made to do it. Working with Sunpower of Arizona, four solar panels were installed on the roof and connected to two 119 gallon hot water storage tanks. This system was up and running in October of last year.

Sunpower of Arizona, TEP project team representatives, and our staff monitor the system daily through a new Wi-Fi connection over the internet. .

In keeping with efforts to be an environmentally friendly building, Square & Compass Children's Clinic, with the support and professional expertise of Engineered Solar, has installed a Solar Photovoltaic (PV) system of solar panels to convert sunlight to electricity. This system has been added as another component in their Sustainability Master Plan which already includes a new roof cover, a new chiller system, and a new Solar Hot Water Heater system.

The Clinic expects to see substantial savings on electricity for heating hot water and are excited that the money saved from not paying for a new hot water system and higher electrical costs can be used for supporting patient care



FROM OUR FAMILY TO YOURS THIS HOLIDAY SEASON, WARMEST WISHES AND MAY YOUR NEW YEAR START OFF ON A STRONG, HEALTHY NOTE!!!! CALL US, IF YOU NEED US, WE ARE ONLY A PHONE CALL AWAY.



HAPPY  
THANKSGIVING!!!



HAPPY HOLIDAYS  
&  
The best of the New Year 2013!!!!!!!!!

Call us for support!  
520-324-3150  
Pilot Parents of Southern Arizona

# CYCLING....IT'S THE BOMB

BY GREG HOCKENSMITH

I can still remember the fantastic day all those decades ago when I received my first bicycle. This special “right of passage” is something that most people on the planet have experienced, and has been passed down from generation to generation. Riding a bike was something I did almost everyday as a kid, but I eventually lost sight of that when I became a teenager, and then was outright denied of when I broke my back and became paralyzed at the age of 16.

However, I got a second chance to start all over again when I received that “right of passage” again 7 years after my life altering injury when I had the opportunity to ride my first hand-cycle. I was riding a bike again, and my life was changed forever. I immediately experienced the same childlike glee of riding a bike for the first time, just as I had as a kid, and it was incredibly liberating to be riding a bike alongside my able-bodied friends once again. Cycling became my new passion, and after a few years of having fun just riding with friends, I joined the national racing circuit to test my riding talents against my peers.

It was a huge challenge, but through the years and traveling the globe racing against the best in the world, I did win a few world championship victories and competed in one Paralympics.

My racing career came to a close, but riding did not and I never forgot about how special re-joining the bike riding world was after my spinal cord injury. I decided that it was my duty to share the sport that has enriched my life so greatly. I converted the non-profit fund that was set up to underwrite some travel expenses while racing, to a program that loans hand-cycles to children with disabilities and supports riding. You see, that “right of passage” of bike riding does not come so easily for kids with disabilities due to the availability and cost of hand-cycles. Therefore, it is too often we see kids with disabilities sitting on the sidelines while their friends and siblings are out riding. We have been able to remedy this situation by loaning and helping fund bikes so that these kids are able to join their friends and family, eliminating having a disability as a reason for not riding a bike! Through the years we have had many of our riders compete in the El Tour de Tucson kids

ride, as well as, the 30 and 40 mile events.

Being able to see the faces of these kids riding bikes for the first time is what I consider to be my greatest accomplishment as a cyclist. And, of course, none of this can be accomplished without the generosity of donors that believe in what we are doing, and volunteers that help out on group riding days.

To learn more about the program and more about how you can help; by volunteering or offering a tax deductible donation, go to the junior hand-cycle program section on [www.azliftandcare.com](http://www.azliftandcare.com), or call Greg at 401-4411.



Hand-cycle Group Meeting on the Rillito

## Upcoming events

**Bowl-A-Thon at Fiesta Bowl in Tucson,** On Nov. 10th, 2012 Wheelchair Athletes Worldwide is holding a Bowl-a-thon fundraiser to raise money for the purchase and shipment of sports wheelchairs. Wheelchair Athletes Worldwide is a non-profit organization that is run by disabled athletes from different parts of the United States who believe that the benefits they received from playing and participating in wheelchair sports has been extremely positive. These athletes have now made it their mission to provide some of these same experiences and benefits to other people in the world who may not have this opportunity otherwise. We are asking you to help support this cause and we have numerous ways to support this fundraiser.

The first thing we would like you to do is participate in our 2nd annual Bowl-a-thon fundraiser. We have booked many lanes, and there will be opportunity to buy food and drinks (bar will be open for business), raffles and chances to win many different door prizes through a fun bowling game called “color pin” bowling. Please see the sign up sheet for different types of participation levels and the rules of the event. RSVP as soon as possible (online) [www.wheelchairathletesworldwide.org](http://www.wheelchairathletesworldwide.org)

# FREE WORK SHOP : IEP AND SPECIAL EDUCATION

## The Santa Cruz Parent Love Connection

### PRESENTS:

A free workshop for Parents and Community Members  
Interested in the following Topics:

IEP's and Special Education  
Restraint and Seclusion  
Graduation and Transition  
Compliance with Title 504



Speaker: Martha Leon from the Arizona Center for Disability Law

Date: Thursday, November 8th, 9 am to 12 pm

Location: SEAHEC - Southeast Arizona Area Health Education Center  
1171 W. Target Range, Nogales, AZ 85621  
SEAHEC is located in the Holy Cross Hospital Campus  
Across from Carondelet Medical Group

Questions/more info? Call Maria Scholnick at 520-285-6112 or [mariascholnick@yahoo.com](mailto:mariascholnick@yahoo.com)

## IT'S NOT TOO EARLY TO REGISTER!



**CHALLENGER LITTLE LEAGUE IS FOR CHILDREN AND YOUNG ADULTS  
WITH VARIOUS PHYSICAL AND/OR MENTAL CHALLENGES.**



**GIRLS AND BOYS WITH SPECIAL NEEDS  
PLAY CHALLENGER BASEBALL!  
GROUPED BY DIVISION: AGES 5-20**

- EMPHASIS ON FUN
- MAKE FRIENDS
- SEASON: MARCH-JUNE
- CHALLENGER IS FLEXIBLE AND ACCOMMODATING
- BUDDYS ALLOWED TO ASSIST/HELP
- SOCIAL SKILLS



FOR INFO OR REGISTRATION:  
[www.TucsonCHALLENGER.ORG](http://www.TucsonCHALLENGER.ORG)

OR  
520.298.3639 OR [KGETMAN@COX.NET](mailto:KGETMAN@COX.NET)



# **People with Disabilities Serve and Earn in AmeriCorps and Keep SSI Benefits**

AmeriCorps provides a tremendous opportunity and path to employment for people with disabilities. In addition to offering an excellent support system for those with aspirations of giving to community through employment, you can earn without losing your SSI Benefits with the Social Security Administration.

Youth and adults with disabilities tackle tough issues when seeking employment. A recent study conducted by the Department of Labor suggest that the unemployment rate for persons with a disability looking for a job was nearly twice that of those without. Often, many people with disabilities fear losing Social Security benefits which tends to add further complications.

Arizona's AmeriCorps programs seek to recognize unique talents and abilities, and seek to create a diverse and inclusive environments that welcome the service of qualified people with disabilities. In Arizona, depending on the AmeriCorps program, AmeriCorps members help improve natural environments, assist veterans, engage seniors, work in schools and community agencies. The goal of AmeriCorps service is to help improve and strengthen communities across our great state.

Arizona AmeriCorps are a part of a national network of service programs that engage thousands of people to meet critical needs in education, public safety, homeland security, health and the environment.

People of all ages, backgrounds and abilities can serve in AmeriCorps programs in Arizona for up to four years and can learn many valuable skills and have many valuable experiences that can lead to many bigger and better things....including employment!

## **General Eligibility Requirements**

- Age 17 and up
- U.S. citizen, national, or legal permanent resident alien of the U.S.
- Fingerprints; background checks
- Other requirements as defined by local host agencies

## **Benefits**

- Living allowance of up to \$12,100 for full time service (does not count as income for SSI)
- May be eligible for Health Insurance and Childcare.
- Education Award of \$5,550 with a lifetime maximum of \$11,100 (some colleges/universities double this amount)
- Networking opportunities
- Develop job skills

For more information about our program, please visit our website at [www.americorps.gov](http://www.americorps.gov); or email [americorps@az.gov](mailto:americorps@az.gov).

**Be sure to mention that you found out this information from the Pilot Parents newsletter, The Navigator when you contact us.**

## **Autism rates rising, but why?**

In early 2012, the U.S. Centers for Disease Control and Prevention issued findings from a study that found 1 in 88 children is now diagnosed with autism spectrum disorder by the age of eight. This is a 23 percent increase in ASD diagnoses in just two years. Some believe that a broader definition of autism is fueling these growing numbers. Diagnostic criteria has changed, and ASD is now encompassing conditions that weren't first included under the autism banner. Currently, ASD is classified into the following subsets.

- Pervasive developmental disorder (not otherwise specified, or PDD-NOS) delays in communication and socialization skills, typically diagnosed by age 3
- Asperger's syndrome (AS) includes repetitive routines or rituals, peculiarities in speech and language, socially and emotionally inappropriate behavior, inability to interact with peers.
- Autism disorder (AD) also known as classical autism, characteristics of this disorder include repetitive movement, self-abusive behavior, inability to speak or communicate, failure to play with other children.

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**RESOURCE FAIR  
SAHUARITA, DECEMBER  
1ST  
10 AM TO 2 PM  
ANZA TRAIL SCHOOL  
15490 S. RANCHO  
SAHUARITA BLVD.**

**QUESTIONS?**

**STEPHANIE SHEPARD  
300-5777**

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**Leadership Education Advocacy Partnership**  
a program of Pilot Parents of Southern Arizona

**YEAR TWO (2) OF LEAP HAS  
BEGUN.  
APPLY FOR SUPPORT NOW  
SO YOU CAN LEARN TO BE  
AN EFFECTIVE ADVOCATE  
FOR YOURSELF OR YOUR  
CHILD.**

**L.E.A.P.**

**(Leadership Education Advocacy Partnership)**  
Pilot Parents of Southern Arizona received a renewal on our contract from the Arizona Developmental Disabilities Planning Council (ADDPC) for a self-advocacy development project. Upon approval, PPSA will provide reimbursement for conferences, workshops and other training opportunities for individuals with developmental disabilities and their families. Trainings must meet eligibility requirements outlined on the PPSA website. This project will be known as LEAP.

Information on how to apply is available on our website: <http://pilotparents.org> in January. If you know of a conference or are having a workshop that we might be able to help individuals attend, please contact me, Jo Ann at 520-324-3153 or at [joann@pilotparents.org](mailto:joann@pilotparents.org), use LEAP as subject.

We have a list of upcoming conferences but are always looking for other programs to place on our community calendar.