



THE

# Navigator

Fall 2007

Pilot Parents of Southern Arizona

Volume 13 Issue 2

A Parent Training and Information Center Network Partner Serving Southern Arizona

## IT'S SCHOOL TIME!!!



Oh yeah! Does just the thought of school starting have you developing a nervous tic, a debilitating itch, knocking knees, or disturbed sleep patterns? Then, it is time for you to educate yourself on the laws surrounding special education to help relieve your stress. No, I'm sorry, knowing the law will not remove all stress from your life or make school go more smoothly, but it is a beginning.

Every year Pilot Parents offers classes for parents, para-professionals, teachers and administrators, free of charge—on special education issues. This year is no exception. Our education department will cover IDEA and the IEP and the 504 plan during the fall, and test scores and pre-school/post school transition in the spring. These courses are taught in Tucson, as well as, outreach areas.

**IDEA...What is it?** is offered this fall and will focus on IDEA 2004, and the key areas of interest to parents of children with disabilities.

The session focuses on the special education process and what parents need to know to ensure their child's effective education program.

The six principles covered are:

- \* Free appropriate public education (FAPE)
- \* Appropriate evaluations
- \* Individualized education program (IEP)
- \* Least restrictive environment (LRE)
- \* Parent/student participation in making decisions
- \* Procedural safeguards

### **The Guts of the Individualized Education Program (IEP) and a little about 504 Plans**

This session will review all the components of the IEP. A discussion on the following areas will complete the session:

- √ What is the area of need for this student?
- √ How is this area of need related to the student's disability?
- √ How does this area of need impact

(a) the student's progress in the general curriculum? (b) the student's need to remediate, compensate for, or cope with his or her disability?

- √ What does the IEP team want this student to know or be able to do as a result of this IEP?
- √ Why can't he or she do it now?
- √ What is it about the student's disability that interferes with achieving this knowledge or skill?
- √ Why does this student need an IEP for this as compared to other student's who do not need an IEP?
- √ What is the actual (measurable) starting point for this knowledge or skill?
- √ How will we know if the student can or succeeds at doing this?
- √ How is all the data relevant to this student's learning needs?
- √ What effect does reaching this goal have on closing the student's learning gaps (1) relevant to his or her peers? (2) relative to his or her lifelong learning needs?
- √ How can one measure this skill or how can one measure indicators of this knowledge or skill?

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Pull Out

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Other areas covered will include:

1. IEP components
2. Who is an IEP team member?
3. Attendance at the IEP meeting
4. Present levels of academic achievement
5. Measurable goals
6. Objectives and benchmarks
7. Related services and supports for school staff
8. Amending and revising the IEP
9. Transfers

10. Placement decisions
  11. Transition and age of majority
  12. Student participation in their IEP
- These classes will be offered in Globe, Sierra Vista, Safford, Douglas, Nogales, Yuma, Sells and Tucson. If you are interested in attending these free trainings and want to register or find out dates and locations please call the office at 520-324-3157 or toll free 1-877-365-7220. Or check our website at [www.pilotparents.org](http://www.pilotparents.org). Hope to see you.

## UNRAVELING THE MYSTERIES OF RESPITE (with DDD)

On July 25th, Pilot Parents and the Down Syndrome Connection hosted a program at CCRS, presented by DDD covering respite services, what is it and how to get it.

In an effort to bring you, the reader, more information for you to use in caring for your child, we thought a summary of the questions might be helpful. These two questions were the most commonly asked. If you need further information contact your support coordinator, or go to <http://www.azdes.gov/ddd/reference.asp>

### *Who qualifies for respite?*

Eligible for the DDD; eligible for ALTCS ie. Medicaid, Title 19 funds: assessed need as determined by the SC based mostly on needs of family but strongly influenced by needs of the individual; highly individualistic and situation dependent.

### *What is Respite?*

This comes from the DDD Policy and Procedures Manual, Chapter 6 Services. 602.11 This service provides short-term care to relieve caregivers. Respite services are intended to temporarily relieve unpaid caregivers. Respite services are not intended as a permanent solution for placement or care.



## WHAT'S NEW IN THE LIBRARY?



### Adult Books

#### Smart Kids with Learning Difficulties—Overcoming Obstacles and Realizing Potential

Rich Weinfeld, Linda Barnes-Robinson, Sue Jeweler & Betty Roffman Shevitz

This book provides basic useful practical advice for helping smart kids with learning difficulties succeed in school.

#### Babies Can't Wait—

#### Relationship-based home visiting

This book provides a wealth of home visiting support, including: family friendly techniques for beginning or enhancing your home visiting schedule services, 25 tips for building a relationship-based home visiting service and down to earth advice and practical pointers from an internationally known expert in home visitation.

### Adult DVD

**I'm Tyler (Don't be Surprised)** This short DVD is a fun, effective introduction to the concept of Ability Awareness for teachers, administrators, youth leaders, or anyone who is around a lot of kids, and cares. This would also be an inspirational DVD for children with disabilities ages 8 and up.

### Children's Books:

**The Elephants' Ears**—Catherine Chambers

One mother elephant and two babies. Both different from one another must find the best place to live. Beautifully illustrated. Ages 6-9

### **"Sometimes I'm Afraid"**-Jane

Werner Watson created in cooperation with The Menninger Foundation for solving the problems of Childhood.

This read together book for parents & children discusses all kinds of fearful things in a little boys' life and how his parents help him master his fear.

**"TO NOT TRY  
IS TO FAIL"**

## Great website for early literacy: Get Ready to Read!

This Website is a part of the National Center for Learning Disabilities (NCLD)

[<http://www.nclld.org/content/View/824/524/>] initiative to provide parents, educators, health-care professional and advocates with information to help build early literacy skills by integrating emergent literacy screening and learning activities into routine early childhood education, child-care and parenting practices.



The following is an excerpt from their website listing some online resources, books and reading activities for the summer. Enjoy!

<http://www.getreadytoread.org/content/View/362/619>

## Get Ready to Read Newsletter: Resources for Parents- June/July 2007

[Colorin Colorado Redesigns Site](#)  
Colorin Colorado, a site focused on skill-building in the areas of reading and writing for English language learners, has been redesigned with improved navigation and more sections in both English and Spanish.

### Keep Your Child Learning this Summer

In this month's Ask Donna! Column in the NCLD Parent Center, get tips on how to keep your child's "inquisitive juices flowing" this summer.

### Booklist for Beach Reading

Reading Rockets has developed a list of books all about the beach for children ages 0-9 to enjoy this summer. Also visit their [Summer Reading section](#) for unique tips on how to keep books in your summer

plans.

### Music for Learning

EarlyChildhoodNews.com now features downloadable songs from "Miss Jackie" Silberg, award-winning songwriter, performer, and internationally recognized authority on child development.

### Scholastic Summer Reading Buzz

Scholastic's Summer Reading program offers tips for reading aloud with your child, printable bookmarks, and an interactive virtual tour of a literacy-rich home.

### "Born Learning" Brings Learning on the Road

"Born Learning," a new Campaign designed to help parents, grandparents, and caregivers turn everyday fun into "teachable moments," offers ways to keep learning in the home, in public places, and in your travels, and also offers ways to help improve policies for learning.

## *Exceptional Student Services (ESS) Parent Satisfaction Survey*

<http://www.azed.gov/ess/parentsurvey/>

*As part of the Individuals with Disabilities Education Improvement Act (IDEA '04), the Arizona Department of Education, Exceptional Student Services (ESS) section is required to report data on the percent of parents with a child receiv-*

*ing special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.*

*If you are a parent in the TUSD school district, you should be offered a survey to complete, either on-line or on paper (hard copy), when you attend your IEP meeting. If you don't complete it, your voice is not being heard. You will be issued a confidential ID and*

*password and all responses are confidential as no names or other identifying information is requested. The form is available in Spanish and English.*

*We have not been told which other school districts are being monitored, but all Public education agencies (PEA's) that are in Year Two and Four of the monitoring cycle are required to use this survey. Use the web site address at the beginning of this article for more information.*

# The ABC's of LIFE

BY RENEE STEWART 2003

ACCCEPT DIFFERENCES BE KIND COUNT YOUR BLESSINGS DREAM

EXPRESS THANKS FORGIVE GIVE FREELY HARM NO ONE

IMAGINE MORE JETTISON ANGER KEEP CONFIDENCES

LOVE TRULY MASTER SOMETHING NURTURE HOPE

OPEN YOUR MIND PACK LIGHTLY QUELL RUMORS

RECIPROCATE SEEK WISDOM TOUCH HEARTS

UNDERSTAND VALUE TRUTH WIN GRACIOUSLY

XERISCAPE YEARN FOR PEACE

ZEALOUSLY SUPPORT A WORTHY CAUSE.....



## Congratulations to our new Partners in Policymaking

graduates:

Veronica Acosta, Phoenix	Francis Murillo, Apache Junction
Beatriz Acosta, Laveen	
Karyn Buser, Tucson	Karen Neill, Apache Junction
Pamela Coker, Gilbert	Gabby Orozco, Avondale
Denise Derusha, Ash Fork	Felicia Parke, Phoenix
Cheryl Fisher, Phoenix	Jennifer Paye, Tucson
Kathy Hodge, Phoenix	Becky Phifer, San Simon
Shawnie Huff, Gilbert	Edwin Rivera, Tucson
Deborah Lamoree, Mesa	Suzanne Roelike, Vail
Irene MacLean, Tucson	Marsha Rosser, Chandler
Joanie Mauger, Tucson	Wendy Swartz, Tucson
Lillian Flores, Apache Junction	Kristin Tate, Gilbert
	Frans Tax, Tucson

## What recent grads have to say about the Partners in Policymaking program:

“Partners has equipped me with knowledge. I was never afraid to advocate but lacked the confidence that accompanies knowledge.”

“Partners in Policymaking has changed my perspective.”

“I have always been a strong advocate for causes I believe in, but Partners in Policymaking has given me the knowledge and resources necessary to be effective.”

“I have gone home and used something learned every weekend.”

“Partners in Policymaking has been one of the best experiences I’ve had.”

# LEARN

I read. A lot!. Usually light, fun stuff to escape into for a few hours, at night when its quite. I can travel to exotic places, experience the thrills and excitement I haven't had the opportunity to experience in years (because I've been a little busy), and generally unwind for a bit. I relax. Good for body and soul.

This summer I have been reading more informative books that speak specifically of special needs and disability. The Short Bus, A Journey Beyond Normal by Jonathan Mooney and Riding the Bus with My Sister , a True Life Journey by Rachel Simon are two of the many.

These books are written through the eyes of the Author. In the case of The Short Bus, Jonathan relates his experiences in special education as a result of a reading disability and a label of LD (learning disabled) and proceeds to travel across the United States meeting others who were similarly labeled. Basically, labels are bad news and individuals either live up to the label or excel in some way. In Riding the Bus, Rachel shares the feelings she and her family had toward her sister growing up, how they feel now that they are grown, and re-discovers her sister and herself through their travels on the bus.

These books were both very eye-opening and helped me see where our future is going. Systems need to change. Perception needs to change. We all need to learn to value people for who they are and what they are capable of, not assume, through the use of a label, what their ability may be. The "I" in I.E.P. stands for individualized and yet even after all these years children and adults are treated not as individuals, but as a group; the disabled. What can be done to change this perception?

How can we do this? Become involved. Attend trainings. Apply for Partners and learn how to advocate for yourself or loved one with disabilities. Vote, fill out questionnaires, respond when someone asks for your input. LEARN THE LAW, a well informed parent can make a big difference. Pilot Parents has free trainings throughout the year. Call 324-3150 for a schedule, or visit our Website [www.pilotparents.org](http://www.pilotparents.org) for all trainings in the area.

Pilot Parents wishes to offer our sincere thanks to the following businesses who have recently contributed to the Partners in Policymaking Program:

Bashas' - \$500 in gift cards  
Costco #407 (Tucson) - \$25 gift card

## **Presentacion de Educación Especial para los Padres**

Presentado por

### ***ARIZONA CENTER FOR DISABILITY LAW***

(Centro Jurídico de Discapacidad de  
Arizona)

Este taller le informará sobre las salvaguardas de la ley denominada Individuals with Disabilities Education Act of 2004, (La ley de educación a personas con discapacidades de 2004) y Section 504 of the Rehabilitation Act of 1973, (Fracción 504 de ley de rehabilitación de 1973). Algunos de los puntos que se tocarán son el proceso de evaluación, el diseño del "IEP" (Plan de educación individualizado), servicios de colocación y la transición apropiada. También este taller brindará a los consejos prácticos y estrategias para los padres desenvolverse en el sistema escolar.

**Para recibir más detalles, o para hacer su reservación, por favor de ponerse en contacto con el 1-866-711-7955.**

**Viernes, 21 de Septiembre de 2007, De 9:00a.m. a 1:00p.m.  
Best Western InnSuites  
1450 S. Castle Dome Ave.  
Yuma, AZ**

**Jueves, 27 de Septiembre de 2007 De 9:00 a.m. a 1:00 p.m.  
Americana Motor Inn  
639 N. Grand Ave.  
Nogales, AZ**

# Pilot Parents of Southern Arizona

## Provides FREE Outreach Consulting & Training

Do you have questions, or concerns about your child's school program, or about the new changes in laws and education? Pilot Parents training and information staff are coming to your community to provide *free personal consultations (call to schedule your one on one)* about IEPs, 504, laws, and education. There will be a short workshop (call to get time for the workshop) on each date. **All dates are scheduled from 10 am to 3pm, except Douglas which will be from 1 pm to 6 pm and Tucson from 1pm – 4pm.** Dates and times are subject to change, so please; contact the PPSA office 1-877-365-7220 or 520.324.3150 to schedule an appointment or workshop in your area. Registration is required.

Area/Address	Topic	Date and Time
<b>GLOBE</b>		
Globe Public Library 339 S. Broad St.	IDEA....What is it? Standard Deviation, What?	Weds. Sept. 19, 2007 <i>10am-3pm</i> Mon. Nov. 19, 2007 <i>10am-3pm</i>
<b>SIERRA VISTA</b>		
DES Office 2981 Tacoma	IDEA ....What is it? Standard Deviation, What?	Weds. Sept. 26, 2007 <i>10am-3pm</i> Tues. Oct. 9, 2007 <i>10am-3pm</i>
<b>SAFFORD</b>		
DES Office 1938 Thatcher Blvd	IDEA....What is it? Standard Deviation, What?	Thurs. Sept. 25, 2007 <i>10am-3pm</i> Tues. Nov. 27, 2007 <i>10am-3pm</i>
<b>DOUGLAS</b>		
Douglas Public Library 560 E. 10th St.	IDEA....What is it? Standard Deviation, What?	Tues. Oct. 2, 2007 <i>1pm-6pm</i> Weds. Nov.7, 2007 <i>1pm-6pm</i>
<b>NOGALES</b>		
Mariposa Clinic 1852 N. Mastick Way	IDEA....What is it? Standard Deviation, What?	Thurs. Oct. 11, 2007 <i>10am-3pm</i> Tues. Oct. 23, 2007 <i>10am-3pm</i>
<b>YUMA</b>		
Realty Executive Office 1455 W. 16th St.	IDEA....What is it? Standard Deviation, What?	Thurs. Oct. 18, 2007 <i>10am-3pm</i> Thurs. Oct. 29, 2007 <i>10am-3pm</i>
<b>SELLS</b>		
TOUA (Tohono O'odham Utility Authority)	IDEA....What is it? Standard Deviation, What?	Thurs. Sept. 20, 2007 <i>10am-3pm</i> Weds. Oct. 17, 2007 <i>10am-3pm</i>
<b>TUCSON</b>		
2600 N. Wyatt Dr. CCRS, Flo. Mann	IDEA....What is it? Standard Deviation, What?	Tues. Sept. 18, 2007 <i>1pm-4pm</i> Thurs. Oct. 25, 2007 <i>1pm-4pm</i>

## *IDEA....What is it?*

### *...How does it affect a child's education?*

This presentation focuses on IDEA 2004 key areas of interest to parents of children with disabilities. The session does not focus on policy issues, but the special education process and what parents need to know to ensure their child's effective education program. The six principles to be covered are:

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



## *Standard Deviation, percentile range ... What Does It All Mean?*

Most parents do not understand what all the numbers mean and do not really know what to ask about it. You are not alone! Come learn about Special Education test (evaluation) scores.



The outcome of this session is for a better understanding of the information provided to parents after their child has been evaluated instead of it sounding like another language. This hour and half session will be directed towards providing parents with some basic understanding of what all those numbers and words mean and how it can be used to plan for your child's education through the implementation of the IEP.

# DID YOU KNOW?

## LEAST RESTRICTIVE ENVIRONMENT

In I.D.E.A '04 (Individuals with Disabilities Education Act '04) the law states that children receiving special education services must be placed in the least restrictive environment (LRE) possible.

### 8300.114 LRE requirements

#### *(a) General:*

(1) Except as provided in §300.324(d)(2) (regarding children in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.

(2) Each public agency must ensure that —

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

#### Meaning of Regular Education Environments:

This requirement is longstanding. "Regular educational environment" encompasses regular classrooms and other settings in schools such as lunchrooms and playgrounds in which children without disabilities participate.

\*\*\*\*\*

Now that you have seen the law, let's put it into application. Very simply stated there is a hierarchy of placement choices from the least to most restrictive setting in a school environment as indicated below:

**Level I General education classroom with consultation from specialists:** Student functions academically and socially in general education classroom full time. Specialists provide consultation.

**Level II General education classroom; co-operative teaching or co-teaching:** Special education teacher and classroom teacher co-plan and co-teach for part of school day. For entire school day, student is included in general classroom, where support services are provided.

**Level III Part-time placement in special education classroom:** Student is placed in the gen-

eral education classroom for part of the school day and in the special education classroom, usually the resource room for a certain number of hours daily.

**Level IV Full-time special education classroom in a general education school:** Student is educated in a special education classroom housed in a general education school. This arrangement—of being educated in the special education room so students have contact with general education peers only during non-academic periods—may include part-time involvement with general education students for activities such as physical education and lunch.

**Level V Special School:** Student is provided special education services in a special education school.

**Level VI Residential school, treatment center, or homebound instruction:** Student is provided special education services at home, or resides in a school or treatment center in which education is provided.

Consideration for educational placement is dynamic and ongoing. Students' placements are continually re-evaluated for opportunities to move to less restrictive environments. Fundamental to the law is the notion that students cannot be educated in more segregated settings simply because it is easier to do so (Osborne & DiMattia, 1994).

Each child's needs are different, which is why the paper (legal document) that leads a child's program is called an I. (Individual) E. (Educational) P. (Program) (IEP). Placement is determined during an I.E.P. meeting after the services are determined by need, and is a **team** decision; **FYI**: you are part of the team. This simply means that a parent alone can not determine placement, but neither can the school. It must be agreed upon by the TEAM (please note: there is no "I" in TEAM). And, if you do not agree with a team decision you have certain rights under the law. However, you may wish to wait a few weeks (4-6) to see how the placement is working, then call an IEP meeting. If the placement is not working and not appropriate, try other options. Be very specific in what you ask for, put it in writing (always) and keep copies of everything. Be considerate, but consistent in what you ask for. **KNOW THE LAW AND YOUR RIGHTS!** Good Luck!

## Forget the diagnosis

It doesn't matter. That's right. It simply doesn't matter. If you want to really help your child then read on. I'm serious. Don't be like the thousands who wish they had "lived" this concept sooner.

Pretend for a moment you have a newborn. He is simply perfect. By the time he is two years old, his fingers are so long, they look strange. You go to a renowned physician and ask "What's wrong with my child? Why are his fingers so long?". The physician smiles and says "Your child has a condition called spindle fingers. He has a natural gift for playing musical instruments. Many dream of having this talent".

You're absolutely thrilled and can't wait to share the news. You rush home but on the way you stop to buy a toy xylophone, piano, drum set and flute. You set them out on the floor when you get home and you watch proudly as your toddler strums each one of them. You don't care that everyone else thinks it just sounds like noise. You have a budding musician on your hands and he's practicing!

As the months go by you encourage your child to play instruments. He gets a little older and expresses his preference for the piano. You take him to piano lessons, listen to famous piano players and perhaps even go to concerts. You explain to your son that his fingers are long because he is talented at playing

the piano. Your son plays the piano beautifully. He is proud of his fingers and his talent. You are proud of your son.

You run into the physician a few years later. You tell him proudly about your child's piano skills. He smiles broadly and says "I made it all up. There is no condition called spindle fingers". "What?" you shriek "that's impossible. My child is an excellent player".

"Of course he is" says the physician "It's called belief. You believed in your child's fingers. You believed in his talent. You encouraged him. It didn't matter how many mistakes he made. You hardly heard them because you knew he was on the path to greatness. Your son felt your belief. He saw it in your eyes. He felt it course through his being. It inspired him. Every time he looked at his long fingers he thought about his talent. He felt proud of himself. He knew he could do it. Your unwavering faith inspired him to be the best he can be".

My advice to you is this. Forget about the boxes and the labels. Ignore the judgments. Your child is fascinating. Your child is a unique and wonderful being who is incredibly special. Give him the tools. Encourage him on his journey. Never lose faith in him. Stand by his side. Teach him as much as you can. Watch in delight as he soars far beyond everyone's expectations. Everyone's except yours and all those who joined your belief along the way!

From "Article from Autism Today" by Jene Aviram



## Highly Qualified Teachers and Paraprofessionals. What's that mean?

...Under the Federal No Child Left Behind (NCLB) ACT of 2001, Title I schools are required to provide parent notification when a teacher does not meet the requirements of a highly qualified professional as outlined in NCLB legislation.

**What are the highly qualified requirements?** A highly qualified teacher is a teacher with a bachelor's degree, full state certification (intern, provisional, reciprocal or standard teaching certificate) and demonstrates subject matter competency in the academic subject assigned to teach. With the exception of special education, charter school teachers are exempt from the certification requirement. All teachers in core academic content areas must be highly qualified.

## FYI

IDLA (Individually Designed Living Arrangements) are a state supported option, other than the traditional group home, when considering living arrangements for you adult child with a disability. An IDLA provides the possibility to live a typical adult life, from choosing a roommate, to where to live and even pursuing individual interests in life. This may be a new concept to some, however it is worth looking in to. An IDLA is an opportunity for the individual, or family, supported by the ISP (Individual Service Plan) Team, to choose all aspects of the living environment and services. Family and community supports oversee and promote the quality of services a person receives. Check with your case worker for more information.

We are **seeking a housemate** for our son, Tim, who is a 23 year old, who desires to live in his own home. He will be living in an IDLA. Tim is interested in finding the right housemate to share friendship, expenses and staffing hours. Tim is non-verbal, has good receptive skills, is pleasant and has a good sense of humor. He loves swimming, music, church and outings. Please contact us at 623-810-1982.

## Special Education Training for Parents

Presented by

The Arizona Center for Disability Law in  
Collaboration with Pilot Parents of Southern  
Arizona

**Tuesday, October 9th**

9:00 a.m. to 1:00 p.m.

Windmill Inn at St. Philip's Plaza  
4250 N. Campbell Ave. / Tucson

This free training will cover Individuals with Disabilities Education Act of 2004(IDEA), and Section 504 of the Rehabilitation Act of 1973.

For more information or to reserve space in the training, contact the Center, at (602) 274-6287 or e-mail [kvanhorne@azdisabilitylaw.org](mailto:kvanhorne@azdisabilitylaw.org)

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# Navigator

**Pilot Parents of Southern Arizona  
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Tucson, Arizona 85712-6106**

Return Service Requested

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