



Raising Special Kids

Connecting

Winter 2019

**BUILDING
AN IEP
A STEP-BY-STEP GUIDE**

Staff Spotlight

Jenny Gibbons, Family Support Specialist



When she was asked how she’s able to provide guidance to families with such calm reassurance, Jenny Gibbons paused for a moment and then shared, “I remember being in a meeting with my daughter’s therapists and they were all discussing a strategy using a term I didn’t know. All I could think of was some sort of patty-cake game, or that thing where one person puts their hand out, and the next puts theirs on top and so on and so on. I finally had to stop the

conversation and ask, ‘what does hand-over-hand mean?’” She laughed remembering the scene, “It seems so obvious now but I remember what it was like to be that parent who didn’t know. Now, when I’m helping parents, I try to remember how I felt that day.” Jenny and her husband Collin were aware that Ella had a diagnosis of Prader-Willi syndrome when they were considering adopting her. Regardless, Jenny remembers feeling they were meant to be a family.

For the first few years of her life, Jenny fought to get Ella to eat enough to survive. Now, in what Jenny refers to as a ‘cruel irony’, Ella, as is typical for individuals with PWS, does not recognize when she’s had enough to eat. Additionally, PWS affects cognition and may cause other medical complications for those with the diagnosis. Ella also has life-threatening food allergies that are unrelated to PWS. Their decision to become a family eventually brought Jenny to Raising Special Kids where she began her journey into advocacy. Now, she uses the many lessons she’s learned as the mother of Ella and her younger sister Aunna to kindly assist families who are finding their own way with their children’s challenges always keeping in mind how it felt to “not know what she didn’t know.”

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Parent to Parent support is the heart of Raising Special Kids. Information about local services, educational programs, advocacy, or special health care needs is available in English, Spanish and other languages. Services are provided at no charge to families in Arizona. Raising Special Kids is a 501(c) (3) non-profit organization.

Building an IEP

Start with a strong foundation and take it step-by-step

In Arizona, schools are managed under local control. When it comes to IEPs, that means each Public Education Agency (school district or charter) gets to choose the form for the IEP document. More often than not, it is developed using a computer program and each program has its own unique form. The Individuals with Disabilities Education Act dictates what must be included in every IEP. So, regardless of the form, whether computer-generated or handwritten, all IEPs must include the same sections.

Although an IEP is developed for one year, the team can meet to adjust, revise or amend the plan prior to the next review date if necessary.

The following paragraphs outline the structure of the IEP document. It is important for all the IEP Team members (parents included) to recognize that each section builds upon the previous section of the IEP. They need to be discussed sequentially. No skipping steps. ;-)

1. **The PLAAFP.** The first section of the IEP is called the Present Levels of Academic Achievement and Functional Performance or PLAAFP. It is important for the IEP team to start with a shared, accurate understanding of the student at the time the IEP is written. The PLAAFP is the foundation upon which the rest of the IEP is built. In essence, it answers the question *Where are we now?* It should include the student's strengths; the concerns and suggestions of the parents; objective data from current evaluations; a descrip-



tion of how the student's disability affects their involvement and progress in the general curriculum; and the identification of any academic, social emotional, physical and communication needs.

In essence, the PLAAFP is a snapshot of the student at the time the IEP is developed. A well-written PLAAFP will give the team clear direction on appropriate goals, supports and services.

2. **The Goals.** Now that the PLAAFP has answered the question *Where are we now?*, it's time to answer the question *Where do we want to be a year from now?* Equally important as knowing the student's starting point as identified in the PLAAFP, is knowing what the grade-level state educational standards are. That is one important reason why general education teachers are required to be part of the IEP

team; they are the grade-level standards experts. Each goal written for the student should align with the grade-level state standards.

Goals should be SMART: Specific, Measurable, Achievable, Results-oriented and Time-bound. For example, instead of having a goal that says 'Angel will improve his reading,' a SMART goal for Angel could be 'While

It is important for all the IEP Team members (parents included) to recognize that each section builds upon the previous section of the IEP. They need to be discussed sequentially.

reading sentences, Angel will use context clues to analyze new words and then read the sentence using the correct pro-

nunciation of the new words with 80% accuracy 4 of 5 trials.'

3. **The Services and Supports.** This section of the IEP answers the question What do we need to provide to the student so they can achieve the goals we set? Services and supports include many parts.

Accommodations. Accommodations do not change the content of the material or level of accomplishment expected. You can think of accommodations as environmental engineering to provide a student with access to information and/or a way to demonstrate knowledge. They change how a student learns and/or how they are tested. Fun fact: The most common accommodation identified in IEPs is additional time. That is not to say that every student with an IEP requires additional time to complete assignments or tests, it just happens to be the number one most frequently identified accommodation. When considering accommodations for a student, the team should employ the principles of Universal Design for Learning (UDL) to determine if the accommodation(s) can or should be made available for all students.

Modifications. Modifications do change the content of the material or level of accomplishment expected. They change what the student is learning and is tested on. The subject area remains the same as the rest of the class but the work is customized to the skill level of the student. The modified work still must align to the state-level standards for the subject.

Consideration of Special Factors. The special considerations sec-

tion of the IEP should be looked at every year, for every student. The section often looks like a series of check boxes. The Individuals with Disabilities Education Act (IDEA) lists five special factors that the IEP team must consider in the development and revision of each child's IEP: behavior, limited English proficiency, blindness or visual impairment, communication needs, and assistive technology.

If any of the boxes are checked 'yes' for the student, those needs are to be addressed in the services.

Special Education and Related Services. Based on the information in the previous sections of the IEP, the team determines what services the student needs to make progress toward



their goals. Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:

- speech-language pathology and audiology services

- interpreting services
- psychological services
- physical and occupational therapy
- early identification and assessment of disabilities in children
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
- parent counseling and training

This section often looks like a chart or a table. It identifies the services to be provided; who is to provide the service; and the location, frequency and duration of the service. (See the image at the top of page 3.)

Extended School Year (ESY). Any student who is eligible to receive special education and related services may be eligible for ESY. A student's need — or eligibility — for ESY is determined by his IEP team, including the parent(s). The decision is based solely on the individual needs of the student. In Arizona, the decision as to a student's eligibility for ESY must be made 45 days prior to the end of the school year. The most widely used criteria for determining the need for ESY services are regression and recoupment. Another determinant is if the student is at a breakthrough point in a critical skill. If the

SPECIAL EDUCATION SERVICE	FREQUENCY	DURATION	LOCATION	PROVIDER
Reading Instruction	Daily	45 min	General Ed Classroom	Reading Specialist
Math instruction	Daily	45 min	Resource Classroom	Special Ed Teacher

RELATED SERVICES	FREQUENCY	DURATION	LOCATION	PROVIDER
Speech	Weekly	30 min	Speech Room	Speech Assistant
Transportation	2x Day	45 min to & from school	School Bus	Bus Driver

Example of how a student's Special Education and Related Services may be shown in an IEP

interruption of services might significantly jeopardize the educational benefit the student is receiving from the specialized instruction or related service(s), the IEP team might find the student eligible for ESY.

Supports for School Personnel. This section outlines the things the IEP team decides are necessary to support the adults who work with the student and is specific to the needs of the child. It may include training in areas like assistive technology, behavioral interventions, reading interventions or proper use of medical equipment.

- The Placement.** This section answers the question *Which environment is best suited for the student to receive the supports and services the team has identified?* The IDEA says that to the maximum extent appropriate, children with disabilities are to be educated with children who are non-disabled. And that special classes, separate schooling, or other removal of children

with disabilities from the regular educational environment should occur 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. This premise is referred to as the **Least Restrictive Environment (LRE)** and is a key component of the IDEA.

The first placement consideration for every student should be the general education classroom. However, the IEP team may determine that the child cannot be educated satisfactorily in the regular education classroom, even when supplementary aids and services are provided. An alternative placement must then be considered.

Schools are required to ensure that a continuum of alternative placements is available. These placement options include instruction in regular classes, special classes, special schools, home instruction, and instruc-

tion in hospitals and institutions.

The LRE section of IEP will address to what extent the child will not participate with non-disabled peers and identify any possible harmful effects.

The decisions in each section of the IEP are made by team consensus. However, should the team be unable to reach consensus, the school is required to implement the IEP they feel provides the most appropriate plan for the student. If the parents disagree, there are dispute resolution options available.

If you have concerns about your child's IEP, Family Support Specialists at Raising Special Kids are available to help discuss them with you. If you would like to learn more about IEPs, attend any of our IEP workshops. You can find the workshop nearest you by going to www.raisingpecialkids.org and looking under the events/training tab.

RESOURCES:

Individuals with Disabilities Education Act

<http://bit.ly/RSKNLW19-IDEA>

Process For Developing IEPs

<http://bit.ly/RSKNLW19-IEP>

Understanding the PLAAFP

<http://bit.ly/RSKNLW19-PLAAFP>

Are your IEP Goals are SMART?

<http://bit.ly/RSKNLW19-Goals>

Special Factors in the IEP

<http://bit.ly/RSKNLW19-SpecFac>

Supports, Modifications, and Accommodations for Students

<http://bit.ly/RSKNLW19-AccMod>

Overview of Related Services

<http://bit.ly/RSKNLW19-RelSvcs>

Guidelines for ESY Services

<http://bit.ly/RSKNLW19-ESY>

Information on LRE

<http://bit.ly/RSKNLW19-LRE>

ADE Parent Involvement Survey is Open

Your confidential responses help improve outcomes for students with disabilities

Each year, all Arizona school districts and charter schools are required to administer a Parent Involvement Survey to parents of students with Individualized Education Programs. The nine-question survey measures how well schools facilitate parent involvement to improve services and results for children with IEPs. It asks for your ideas about how you have taken part in the special education process.

Questions 1 through 8 are always confidential. The school will never see your answers. Question 9 will be confidential unless you identify yourself, a student, or a specific

situation.

If you don't have access to a computer, smart phone, or tablet, ask a teacher or the principal if a

school computer is available.

Your input helps ADE and individual districts know what they're doing well and what things they can do

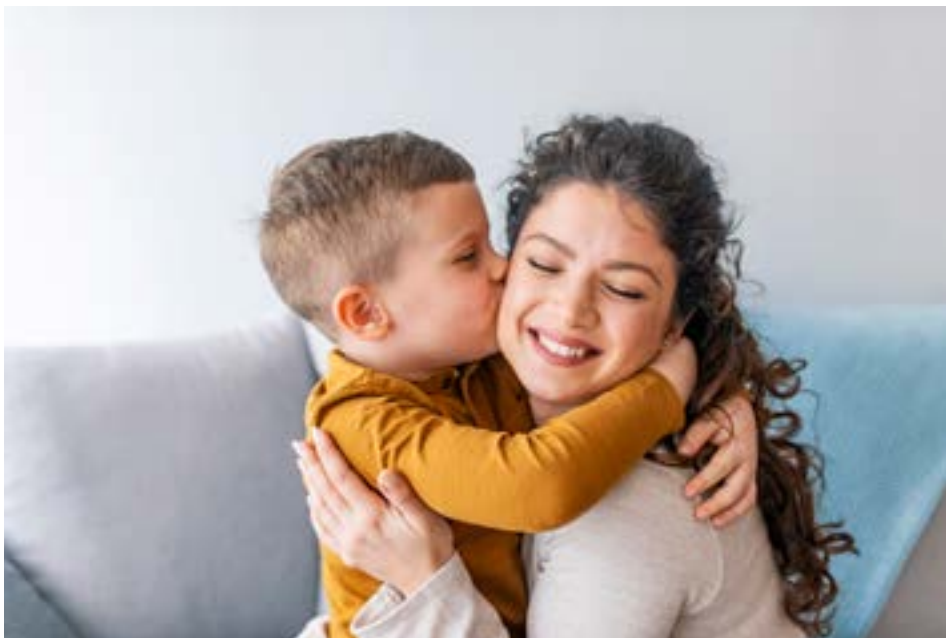
better. Your input is important!

If you have any questions about the survey, please contact Becky Raabe, Parent Survey Coordinator for the



ADHS Maternal and Child Health Needs Assessment Deadline Extended

Help identify the MCH priority health needs for Arizona



The deadline for the Arizona Department of Health Services 2020-2025 Maternal and Child Health (MCH) Title V Needs Assessment Survey has been

extended until February 29, 2020. The Title V MCH Block Grant is a key source of support for promoting and improving the health and well-being of mothers, children,

adolescents, including children/youth with special needs, and their families.

ADHS conducts a needs assessment every five years to determine areas of priority for the following 5 years. The priorities help set the course of action for maternal and child health programming for our state going forward.

The ADHS assessment team will be holding town hall meetings across the state to share the findings in the report and capture additional feedback from communities.

All Arizona residents including service providers and families are welcomed to take the survey. It is available in English and Spanish and should take about 20 minutes to complete. For more information visit www.azdhs.gov/mchs survey.

Meeting Unique Needs

One IEP at a time

How much experience with IEPs does it take to consider someone an expert? If Cheryl Gilroy isn't an expert yet, she's certainly well on her way.

During her twenty years as a special education teacher of the deaf and hard of hearing, Cheryl led many IEP teams for her students. Now she attends IEP meetings on the other side of the table for four of her five children who attend three different schools and have three different special education placements.

"I feel fortunate that my background as a special education teacher provided me with knowledge of the special education process and my rights. But, coming into IEP meetings as a parent-- it's very different."

It was after her oldest son was diagnosed with autism at age three that Cheryl first started to experience IEPs as a parent. Cole, now in high school, has been attending a private school since sixth grade. Cheryl has found using Empowerment Scholarship Account funds allows Cole to attend a school that meets his unique needs.

Cheryl's twins, Colin and Conor were born with craniosynostosis which caused the bones in their skulls to fuse together too early. Problems with their normal brain and skull growth led to global delays and other complications. Although Cheryl opted for a private school placement for Cole, her twins are finding success at the same charter school as her daughter who does not have an IEP.

Jacob, Cheryl's youngest was



The Gilroy Family

adopted from foster care. He is deaf and has a cochlear implant.

Jacob's IEP team from the Gilroy's public school district has decided that the correct placement for him is at a private oral education school for children who are deaf or hard of hearing.

Once she left her teaching job, Cheryl began volunteering as a parent leader for Raising Special Kids. Her professional and personal experiences help her help other parents. "I love to be supportive and guide families on their own journey. My big thing is to educate

families about all the options, services and resources that are available to them within the state."

When it comes to IEPs specifically, Cheryl has a few tips:

1. Identify your child's strengths and challenges.
2. Prepare. Read the IEP draft. Write down your concerns.
3. You are part of the IEP team. Work with the team to meet your child's needs.
4. If you can, bring someone with you to the meeting to help keep you on track.

Construcción de un PEI (Programa de Educación Individual)

Comience con cimientos fuertes y hágalo paso a paso

En Arizona, las escuelas son administradas bajo control local. Cuando se trata de PEIs (Programas de Educación Individual), eso significa que cada Agencia de Educación Pública (Distrito Escolar) puede elegir el formulario para el documento PEI. Más comúnmente, se diseña usando un programa de computación y cada programa tiene su propia forma única. La Ley de Educación para Personas con Discapacidad dice lo que debe ser incluido en todo PEI. De ese modo, sin importar el formulario, esté hecho con computadora o escrito a mano, todos los PEIs deben incluir las mismas secciones.

Aunque un PEI está desarrollado para un año, si fuere necesario el equipo puede reunirse para ajustar, revisar o corregir el plan antes de la próxima fecha de revisión.

Los siguientes párrafos describen la estructura del documento PEI. Es importante que todos los miembros del PEI (incluyendo a los padres) reconozcan que cada sección se construye sobre la sección anterior del PEI. Las secciones necesitan ser tratadas en forma secuencial. No se pueden saltar pasos.

1. La sección NALARF. La primera sección del PEI se llama Niveles Actuales de Logro Académico y Rendimiento Funcional (NALARF o PLAAFP por sus siglas en inglés). Es importante que el equipo PEI comience con una comprensión compartida y exacta de los estudiantes al momento de escribir el PEI. El NALARF es la base sobre la cual se construye el resto del PEI. En esencia, responde la pregunta *¿Dónde estamos ahora?* Debería incluir las fortalezas del estudiante, las



preocupaciones y sugerencias de los padres; datos objetivos provenientes de evaluaciones actuales; una descripción de cómo afecta la discapacidad del estudiante a su participación y desarrollo en el plan de estudios general; y la identificación de las necesidades académicas, socio-emocionales, físicas y de comunicación.

En esencia, el NALARF es una fotografía instantánea del estudiante al momento en que se elabora el PEI. Un NALARF bien escrito le dará al equipo una dirección clara sobre los objetivos, apoyos y servicios correctos.

2. Los Objetivos. Ahora que el NALARF ha respondido a la pregunta *¿Dónde estamos ahora?*, es hora de responder a la pregunta *¿Dónde queremos estar de aquí a un año?*

Tan importante como conocer el punto de inicio del estudiante según se lo identifica en el NALARF, es conocer cuáles son los estándares educativos es-

tadales de nivel de grado. Esa es una razón importante por la cual se requiere que los maestros de educación general sean parte del equipo de PEI; ellos son los expertos en estándares de nivel de grado. Cada objetivo escrito para el estudiante deberá estar en línea con los estándares estatales de nivel de grado.

Los objetivos deberán ser EMAOL: Específicos, Medibles, Alcanzables, Orientados a los resultados y Limitados en el tiempo (SMART por sus siglas en inglés). Por ejemplo, en lugar de tener un objetivo que diga "Ángel mejorará su lectura", un objetivo EMAOL para Ángel podría ser "Mientras lea oraciones, Ángel usará claves de contexto para analizar nuevas palabras y luego leerá la oración usando la pronunciación correcta de las nuevas palabras con un 80% de exactitud 4 de 5 intentos".

3. Los Servicios y Apoyos. Esta sección del PEI responde la pregunta *¿Qué necesitamos proveer al*

estudiante de manera que ellos puedan alcanzar los objetivos que establecimos? Los servicios y apoyos incluyen muchas partes.

Comodidades. Las comodidades no cambian el contenido del material o el nivel de logro esperado. Usted puede pensar en las comodidades como ingeniería ambiental para dar al estudiante acceso a la información y/o una forma de demostrar conocimiento. Ellas cambian según cómo aprende el estudiante y/o cómo ellos son evaluados. Un hecho gracioso: Las acomodaciones comodidades más comunes identificadas en los PEIs es el tiempo adicional. Eso no quiere decir que todo estudiante con un PEI requiere tiempo adicional para completar las asignaciones o los exámenes, solo resulta ser la acomodación comodidad número uno más frecuentemente identificada. Al considerar las comodidades acomodaciones para un estudiante, el equipo deberá emplear los principios del Universal Design for Learning (UDL) (Diseño Universal para el Aprendizaje) para determinar si las acomodaciones comodidades pueden o deberían ponerse a disposición de todos los estudiantes.

Modificaciones. Las modificaciones sí cambian el contenido del material o el nivel de logro esperado. Ellas cambian lo que el estudiante está aprendiendo y sobre lo cual se lo evalúa. El área objeto sigue siendo la misma que para el resto de la clase, pero el trabajo es hecho a medida del nivel de habilidad del estudiante. El trabajo modificado debe seguir estando alineado con los estándares de nivel estadual para el tema.

Consideración de Factores Especiales. La sección de consideraciones especiales del PEI debería ser revisada cada año, para cada estudiante. La sección a menudo se ve como una serie de casilleros. La Ley de Educación para Personas con Discapacidades, EPD (IDEA por sus siglas en inglés), enumera cinco factores especiales que el equipo PEI debe considerar en la elaboración y revisión del PEI de cada niño: la conducta, manejo limitado del inglés, ceguera o disminución visual, necesidades de comunicación y tecnología de apoyo.

Si alguno de los casilleros es marcado con “sí” para el estudiante, esas necesidades deben ser consideradas en los servicios.

Educación Especial y Servicios Asociados. Sobre la base de la información contenida en las secciones previas del PEI, el equipo determina qué servicios necesita el estudiante para hacer un progreso hacia sus objetivos. Los servicios asociados ayudan a los niños con discapacidades a beneficiarse de su educación especial dándoles ayuda y apoyo extra en las áreas donde se necesitan, tales como el habla o la movilidad. Los servicios Asociados pueden incluir, pero no están limitados a, cualquiera de los siguientes:

- Servicios de patología del habla y del lenguaje y de audiolología
- Servicios de interpretación
- Servicios psicológicos
- Terapia física y ocupacional
- Identificación temprana y evaluación de discapacidades en niños
- Servicios de asesoramiento, incluyendo asesoramiento sobre rehabilitación

- Servicios de orientación y de movilidad
- Servicios médicos con fines de diagnóstico o de evaluación
- Servicios de salud escolar y servicios de enfermería escolar
- Servicios de trabajo social en escuelas
- Asesoramiento y capacitación de los padres

Esta sección a menudo se ve como un cuadro o tabla. Ella identifica los servicios que se proveerán; quién proveerá el servicio y la ubicación, frecuencia y duración del servicio.

Año Escolar Ampliado (AEA). Todo estudiante que sea eligible para recibir educación especial y servicios Asociados puede ser eligible para AEA. La necesidad de un estudiante — o su capacidad de ser elegido — para AEA es determinada por su equipo de PEI, incluyendo al padre/s. La decisión se basa solamente en las necesidades del estudiante. En Arizona, la decisión en cuanto a la elegibilidad de un estudiante para AEA debe tomarse 45 días antes del final del año escolar. Los criterios más usados para determinar la necesidad de servicios de AEA son la regresión y la recuperación. Otro determinante es si el estudiante está en un punto de ruptura en una habilidad crítica. Si la interrupción de los servicios pudiera perjudicar en forma importante el beneficio educativo que está recibiendo el estudiante de la instrucción especializada o del servicio o servicios asociados, el equipo PEI podría encontrar al estudiante eligible para AEA.

Apoyos para Personal de la Escuela. Esta sección delinea las cosas que el equipo PEI decide

que son necesarias para apoyar a los adultos que trabajan con el estudiante y es específica para las necesidades del niño/a. Puede incluir capacitación en áreas como tecnología asistencial, intervenciones conductuales, intervenciones de lectura o uso correcto de equipo médico.

4. El Lugar. Esta sección responde a la pregunta *¿Cuál ambiente está mejor preparado para que el estudiante reciba los apoyos y servicios que el equipo ha identificado?* La Ley IDEA dice que, con el máximo alcance adecuado, los niños con discapacidades serán educados con niños que no tienen discapacidades. Y que las clases especiales, enseñanza separada u otro apartamiento de los niños con discapacidades de ambiente escolar regular solo deberá ocurrir si la naturaleza o gravedad de la discapacidad es tal que no se puede lograr en forma satisfactoria la educación en las clases comunes con el uso de ayudas y servicios complementarios. Esta premisa es conocida como el Ambiente Menos Restringido (AMR) y es un com-

ponente clave de la Ley IDEA. La primera ubicación a ser considerada para todo estudiante debería ser el aula de educación general. Sin embargo, el equipo PEI puede determinar que el niño no puede ser educado satisfactoriamente en el aula de educación regular, aun cuando se brinden ayudas y servicios complementarios. Entonces se debe considerar una ubicación alternativa. Se requiere a las escuelas que aseguren que esté disponible una continuidad de ubicaciones alternativas. Esas opciones de ubicación incluyen la instrucción en clases regulares, clases especiales, escuelas especiales, instrucción en la casa e instrucción en hospitales e instituciones.

La sección AMR del PEI tratará sobre en qué medida el niño no participará con otros niños no discapacitados e identificará cualquier posible efecto dañoso.

Las decisiones en cada sección del PEI se toman por consenso del equipo. Sin embargo, si el equipo no pudiera llegar a un consenso, se requiere a la escuela que implemente el PEI que ellos sienten que brinda el

plan más adecuado para el estudiante. Si los padres no están de acuerdo, están disponibles opciones de resolución de controversias.

Si usted tiene preguntas sobre el PEI de su niño, Especialistas de Apoyo Familiar en Raising Special Kids (Crianza de Niños Especiales) están disponibles para ayudar a tratar esas cuestiones con usted. Si usted quisiera saber más sobre los PEIs, asista a cualquiera de nuestros talleres PEI. Usted puede encontrar la programación para los talleres cerca de usted visitando el sitio:

<https://m.raisingpecialkids.org/es/eventos-y-formación>

RECURSOS:

Sobre la Ley IDEA

<http://bit.ly/RSKNLW19-IDEA-ES>

Sobre Cada Componente del IEP

<http://bit.ly/RSKNLW19-IEP-ES>

Metas del IEP

<http://bit.ly/RSKNLW19-GOALS-ES>

¿Qué es una Evaluación Funcional de Conducta y Cómo se Usa?

<http://bit.ly/RSKNLW19-FBA-ES>

Asistencia a Reuniones para Planear el Programa de Educación Individualizado

<http://bit.ly/RKSNLW19-IEPMtg-ES>

Parent Leaders

Thank you! Parent Leaders are the heart of our mission.

September - November 2019

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Jennifer Priddy

Cave Creek

Cheryl Gilroy

Sarina Siebenaler

Chandler

Dawn Bailey

Marti Baio

Morgan Follett

Steven OHanian

Amanda Steele

Kara Swierz

Heather Wilson

Flagstaff

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Glendale

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Tempe

Jo Briseno

Janet Romo

Tucson

Wendy Swartz

Isaac Zwinger-Nathanson

Yuma

Jennifer Delgado

Thank You for Referring Families!

January - June 2019

To refer a family, download our referral form from <http://bit.ly/2nQszAI>

A New Leaf	Dignity Health	Parent to Parent NYS
Acts of Kidness	District Medical Group CRS	Pediatric Dialysis Center of Phoenix
Adelante Healthcare	Dynamite Therapy	Pendergast Elementary School District
Alium Health	Dysart Unified School District	Pendleton Pediatrics
All About Kids Pediatrics	Easter Seals Blake Foundation	Peoria Unified School District
Arizona Center for Disability Law	El Rio Health Center	Phoenix Children's Hospital
Arizona Charter Academy	Family Connection of SC	Phoenix Elementary School District
Arizona Developmental Disabilities Planning Council	Family Partners	Phoenix Indian Medical Center
Arizona Pediatric Clinics	Family Resource Center	Phoenix Pediatric Dialysis Center
Arizona Youth Partnership	First Things First	Phoenix Union High School District
Arizona's Children Association	Flagstaff Medical Center	Pilot Parents of Southern Arizona
Assist to Independence	Florence Unified School District	Pinnacle Helps
ASU Preparatory Academy	Flowing Wells School District	Premier High School
Autism Speaks	FosterEd Arizona	Regional Center for Border Health
AZ Care Providers	Foundation for Blind Children	RISE Early Intervention
Banner Cardon Children's Center	Friendly House	Roosevelt Elementary School District
Banner Casa Grande	Fun Van	S. E. E. K. Arizona
Banner Desert Medical Center	Functional Applied Behavior Analysis Specialists	Sage Counseling
Banner Gateway Medical Center	(FABAS)	Salt River Schools-Child Find
Banner University Family Care	Gadsden School District	SARRC
Barrow Neurological Institute	GANE	Save the Family
Baseline Pediatrics	Gila River Tribal Social Services	Scottsdale Shea Medical Center
Bayless Integrated Healthcare	Gilbert Public Schools	Sonoran Sky Pediatrics
Bullhead City Elementary District	Glendale Union High School District	Southern Arizona Neuropsychology Associates
Care1st Avondale Resource Center	Gompers	Southwest Behavioral Health
Care1st Health Plan of Arizona	Head Start	Southwest Human Development
Casa Grande Union High School District	Healing Hearts Pediatrics	Southwest Network
Casa Niños School of Montessori, Inc.	Highlands Church	Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
Catholic Charities Westside Head Start	Horizon Health and Wellness	St. Joseph's NICU
Catholic Diocese of Phoenix	Human Resource Training, Inc.	St. Vincent De Paul Medical Clinic
Chandler Pediatrics	Isaac Elementary School District	Sunset Community Clinic
Chandler Unified School District	Jewish Family & Children's Service	Surprise Police Department
Chicanos Por La Causa	Keogh Health Connection	Terros Health
Child & Family Resources	Kyrene School District	The Emily Center Phoenix Children's Hospital
Child & Family Support Services	La Frontera Arizona	The Guidance Center, Inc
Child Crisis Center	Leap of Faith	Tombstone Unified School District
Childhelp	Liberty Elementary School District	Touchstone Health Services
Children's Action Alliance	LifeTree, Inc.	Tuba City Boarding School
Children's Clinics For Rehabilitative Services	Litchfield Elementary School District	Tuba City Regional Health Care
Children's Health Center	Marana Unified School District	Tucson Unified School District
Children's Rehabilitative Services	Maricopa County Newborn Intensive Care Program	UCP of Central AZ
Clinica Hispana of West Valley	Maricopa Head Start	UMOM New Day Center
Colorado Bluesky Enterprises	Maricopa Medical Center	United Health Care
Community Health Associates	Maricopa Unified School District	University of Arizona Cooperative Extension
Community Partners Integrated Healthcare	Mariposa Community Health Center	University of NM Center for Development and Disability
Concordia Charter School	Mayo Clinic Hospital	Valencia Newcomer School
CPLC Parenting AZ	Mesa Public Schools	Valle del Sol
Department of Child Safety	Mountain Park Health Center-Gateway	Valleywise Community Health Center – Glendale
Department of Economic Security	Navajo Health Education Program	Valleywise Health
Arizona Early Intervention Program	New Life Day Care	Valleywise Health Children's Center
Division of Developmental Disabilities	NOAH Copperwood Health Center	Valleywise Health Medical Center
Vocational Rehabilitation	North Country Health Care	Voyager Industries
Desert Choice Schools	Office for Children with Special Health Care Needs	Wellington-Alexander Center
Desert Shores Pediatrics	Our Choice Human Services	Yuma Union High School District
Desert Valley Pediatrics	Parent Aid	
Devereux Advanced Behavioral Health		
Diana's Tax & Legal Services, LLC		

Raising Special Kids
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IEP Training

Gain a better understanding of the special education process and the Individualized Education Program (IEP).



Turning 18 - Legal Options

Learn about the different legal options families will need consider when their child becomes an adult at the age of 18.



Positive Behavior Support

Learn about using PBS to reduce unwanted behavior and increase preferred behavior.



Early Childhood Education (Birth through Kindergarten)

Information on IFSPs and IEPs and skills to work on at home with young children.



Parent & Professional Collaboration

Learn to effectively communicate in the special education process.



Talking to Your Child About Sexuality

Learn skills to effectively communicate with your children about sexuality.