FORUM

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September 2013

New Year – New Partnership

From "Building Parent/Professional Partnership Through Communication" book. OCECD.

Another school year is beginning. Children are excited about starting a new grade, seeing old friends, making new friends and meeting their teachers. During the year, it will be necessary for parents to contact school personnel regarding their children's educational progress. For many parents of children with disabilities, school meetings will be necessary to review educational programs, special needs, accommodations and individualized education plans. It is very important to maintain positive, open communication between parents and the professionals working with the students. Our *"Building Parent/Professional Partnership Through Communication"* book will help make communications positive and productive. If you would like to receive a copy of our book, please contact OCECD at 1-800-374-2806 or go on our website at www.ocecd.org.

The key to communication is to make sure there is no misunderstanding between the two parties trying to communicate. Good communication involves continually showing respect for others by giving them the courtesy of your undivided attention, listening, responding to their comments by sharing your perspective about what is being said, and presenting information you have to share in a brief and to-the-point manner. An effective way to be sure you are listening is to repeat what you heard. Example: "I believe I understand. You are saying…"

Part of listening is to allow the speaker to finish talking. Do not assume you know what the person speaking is trying to say. Once the person has finished talking, try waiting 3 seconds before you start talking. This will allow the person talking to know you have been listening and helps you to listen and not just focus on what you want to say.

Many parents feel intimidated when talking with professionals. There is much in our society which encourages us to look at professionals and to accept what they say without question. However, that does not mean you should be intimidated. The discussion is about your child and you know your child better than anyone, giving you the right to be a team player in making decisions about your child's education.

Some guidelines for successful interaction with school personnel are:

- Each time you contact the school, remind yourself that you are important and have a right to be involved.
- Prepare for meetings. Know ahead of time the important points you want to make. Make a list and take it with you.
- When you do not understand something, ask for clarification.
- Learn to communicate assertively, rather than passively or aggressively.
- At meetings, be direct with others. Look at people when you talk to them. Take notes. Sit forward in your seat to show interest, not back in your seat as an observer.

  Stand up for your rights and those of your child. However, sometimes it is necessary to compromise. Deciding when to compromise can be difficult. Think carefully about your priorities for your child. Which ones are most important? Which are you willing to negotiate?
- When you have a serious concern, discuss it first with the person directly involved. If that does not produce results, then go to someone with more authority. You will help your own credibility by giving the person involved a chance to make changes before going to a supervisor.
- Let the school hear from you when you are pleased with their actions, not just when there is a problem.

All parents who have a child with a disability struggle with the emotional issues. They go through many stages of feelings. Disbelief; guilt; fix mode (what can be done to fix my child); reality (my child is not broken so he/she does not need to be fixed); education (how can I better understand my child's disability and provide what my child needs to be successful). Parents go through these stages not just once, but every time there is a transition in their child's life. Through preschool, kindergarten, middle school, high school and graduation, parents give school professionals the very best they have, their child, and it can be very emotional.

Today, many regular education teachers have children with disabilities in their classroom. The teacher is required to be active in developing and implementing the child's Individualized Education Program (IEP). The regular education teacher must communicate with the special education teacher and the parent. Parents can assist classroom teachers to know how their child learns best.

We communicate with words as well as body language. 93% of all communication is non-verbal. If a person's arms are folded, it may indicate they are not open to what is being said. Open arms and leaning forward is a good indication that the person is listening and is open to what is being said. More examples and easy hints to reading body language are in our book.

There may be times when a phone call is necessary. Good phone etiquette involves many of the same communication skills used in meetings. Before you make a call, plan what you are going to say. It may be helpful to write down exactly what you want to say. When you call, first ask if the person has time to talk and if not, ask when you should call back. State why you are calling and briefly outline what you would like the outcome of the phone conversation to be. Always try to end the conversation with a positive statement. Try to keep your tone even and avoid becoming upset.

Another form of communication is letter writing. It is always wise to put everything in writing. This will help avoid misunderstandings. After a call, write down what was discussed during the conversation. When you request a meeting or you have a concern you want to discuss, it is always best to put it in writing. Putting things in writing not only documents your need for a meeting or a conversation, it also becomes a permanent record of the event. This helps everyone to follow through with issues addressed in writing.

Why communicate? Because parents cannot do it alone and the school cannot do it alone. Set good examples for the children. Have a great 2013-14 school year and best wishes to all. For assistance, contact OCECD at 1-800-374-2806.

"Rest assured that, generally speaking, others are acting in exactly the same manner that you would under exactly the same circumstances. Hence, be kind, understanding, empathetic, compassionate and loving."
~ Gary W. Feenchuk

Nuevo Año - Nueva Asociación

"*Construyendo Asociaciones de Padres/Profesionales a través de la Comunicación".*
Libro de la Coalición de Ohio para la Educación de Niños con Discapacidades

Otro año escolar está empezando. Los niños están entusiasmados con la perspectiva de iniciar un nuevo grado, ver a los viejos amigos, hacer nuevos amigos y conocer a sus profesores. Durante el año, será necesario que los padres se pongan en contacto con el personal de la escuela en cuanto al progreso educativo de los niños. Para muchos padres de niños con discapacidades, las reuniones de la escuela serán necesarias para revisar los programas educativos, las necesidades especiales, las acomodaciones y como también los Planes Educativos Individualizados (IEP siglás en ingles) Es muy importante que se mantenga positivo, la comunicación abierta entre los padres y los profesionales es importante. Nuestro folleto "Construyendo Asociaciones de Padres/ Profesionales a través de la Comunicación puede servirle de mucha ayuda para hacer que las comunicaciones sean positivas y productivas. Si desea recibir una copia de nuestro libro, póngase en contacto con OCECD al 1-800-374-2806 o visítenos en nuestro sitio web en www.ocecd.org.

La clave de una buena comunicación es asegurarse de que no haya ningún malentendido entre las dos partes que están tratando de comunicarse. La buena comunicación implica siempre el mostrar respeto hacia los demás, dándoles como cortesía su total atención, escuchar, responder con comentarios acerca de su perspectiva de lo que se dice de una manera breve y concisa. Una forma eficaz de asegurarse de que está escuchando es repetir lo que escucha. Ejemplo: "creo que comprendo. Usted está diciendo…"

Parte del escuchar es permitirle al que habla que termine de hablar. No asuma que sabe lo que la persona que está hablando está tratando de decir. Una vez que la persona haya terminado de hablar, espere 3 segundos antes de que usted comience a hablar. Esto le permitirá saber a la persona que estaba hablando que usted ha estado escuchando, y le ayudara a usted a escuchar y no solamente en concentrarse solamente en lo que usted quiere decir.

Muchos padres se sienten intimidados al hablar con los profesionales. Hay muchas cosas en nuestra sociedad que nos anima a mirar a los profesionales y aceptar sin dudar lo que ellos dicen. Sin embargo, esto no significa que usted debe sentirse intimidado. La discusión es acerca de su hijo, y su conocimiento en él/ella, le da el derecho a ser parte del equipo en la toma de decisiones acerca de la educación de de su hijo.

Algunas pautas para la correcta interacción con el personal de la escuela son:
- Cada vez que se ponga en contacto con la escuela, recuerde que usted es importante y tiene el derecho de intervenir en las decisiones de sus hijos.
- Preparación para las reuniones. Conocer de antemano los puntos importantes que desee discutir. Haga una lista y llévela con usted.
- Cuando no entiende algo, pida aclaración.
- Aprenda a comunicarse asertivamente, en lugar de una forma pasiva o agresiva.
- En las reuniones sea directo con los demás. Mirar a las personas cuando se habla con ellos. Tome notas. Sentarse hacia adelante en su asiento, para mostrar interés, pero no hacia atrás

como una persona que solo observa.

- Defender sus derechos y los de su hijo. Sin embargo, a veces es necesario llegar a un compromiso. Decidir en qué momento se puede llegar a un compromiso puede ser difícil. Piense detenidamente sobre las prioridades para su hijo. ¿Cuáles son las más importantes? ¿Qué está dispuesto a negociar?
- Cuando se tiene un motivo de seria preocupación, en primer lugar hable con la persona directamente implicada. Si esto no produce resultados, vaya con alguien con más autoridad. Ayudará a su propia credibilidad al darle la oportunidad a la persona de realizar cambios antes de ir a hablar con su supervisor.
- Permítale a la escuela escuchar de usted cuando usted esta feliz con lo que se esta haciendo o las decisiones que se han tomado, no sólo cuando hay un problema.

Todos los padres que tienen un hijo con una discapacidad luchan con los problemas emocionales. Tienen que pasar muchas etapas de sentimientos. Comenzando con la incredulidad; culpabilidad; el modo de “arreglarlo” (lo que yo puedo hacer para arreglar mi niño); la irrealidad (no hay nada malo con mi hijo, así que no es necesario que lo arregle); la educación (¿cómo puedo entender mejor la discapacidad del niño y proporcionar lo que mi hijo necesita para tener éxito?). Los padres se van a través de estas etapas no sólo una vez, pero cada vez que hay una transición en la vida del niño. Cada vez que pasan por el preescolares, el kindergarten, la escuela primaria, la secundaria y el bachillerato los padres dan a los profesionales lo mejor que tienen, “su hijo”, y puede todo esto ser muy emocional.

Hoy en día, muchos maestros de educación regular tienen niños con discapacidades en su salón de clases. El maestro debe de ser activo en el desarrollo y la implementación del Programa de Educación Individualizada (IEP siglas en ingles) del niño. El maestro de educación regular debe comunicarse con el maestro de educación especial y con los padres. Los padres pueden ayudar a los maestros haciéndoles saber cómo su niño aprende mejor.

Nos comunicamos con palabras, así como con el lenguaje corporal. El 93% de toda comunicación es no verbal. Si una persona dobla sus brazos entre sí, esto puede indicar que no están abiertos a lo que se dice. Brazos abiertos e inclinarse hacia adelante es una buena indicación de que la persona está escuchando y está abierto a lo que se dice. Para más ejemplos y consejos de lenguaje corporal pueden ser encontrados en nuestro libro.

Hay veces en las que una llamada telefónica es necesaria. Buenos modales por teléfono implica muchas de las mismas técnicas de comunicación utilizadas en las reuniones. Antes de realizar una llamada, planee lo que va a decir. Puede ser útil escribir exactamente lo que quiere decir. Cuando llame, pregunte si la persona tiene tiempo para hablar, y si no es así, pregunte cuándo debe volver a llamar. Explique el motivo por el cual esta llamando y describa brevemente qué es lo que le gustaría y/o el resultado de la conversación telefónica. Siempre trate de poner fin a la conversación con una declaración positiva. Trate de mantener su tono uniforme y evitar enojarse.

Otra forma de comunicación es escribiendo una carta. Siempre es recomendable poner todo por escrito. Esto le ayudará a evitar malentendidos. Después de una llamada y escriba lo que se discutió en la conversación telefónica. Cuando usted solicita una reunión o si usted tiene un problema que desea discutir, siempre es mejor ponerlo por escrito. Poner las cosas por escrito no sólo esta documentando su necesidad de una reunión o la conversación que se tuvo, también esto se convierte en un registro permanente del evento. Esto ayuda a todos a dar seguimiento.

¿Por qué comunicarse? Porque los padres no pueden hacerlo solos y las escuelas no pueden hacerlo solas. De buenos ejemplos para sus niños. Esperamos que tenga un estupendo año escolar 2013-2014 y los mejores deseos. Para asistencia, contacte a OCECD al 1-800-374-2806.

"Tenga la certeza de que, generalmente hablando, otros están actuando de la misma forma que usted lo haría bajo exactamente las mismas circunstancias. Por lo tanto, sea amable, comprensivo, empático, compasivo y amoroso”
~Gary W. Feenchuk

When Your Neighbor Has a Child with A Disability

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Who doesn’t want their child to have friends.....to be popular, well liked, respected, invited to parties and play dates? Now put your feet into the shoes of a parent caring for a child with a disability. That neighbor, that friend, that community member has all the same wishes and dreams for their child whose daily challenges often make socialization and friendship difficult and scary.

How can you support your neighbor who has a child in need of friends? Just remember the simple things you were probably taught by your parents and your best teachers:

Be polite and offer a warm and friendly hand. Chances are it will be grabbed with grateful delight.

Learn appropriate terminology: Sticks and stones can break my bones but words can devastate me. If you have a question about your neighbor's child with a disability pertaining to that disability, it is kind and respectful to not use the disability to define who that child is. That child is not his/her disability. The disability is part of who that child is but so is: a love of music, enjoying swimming, loving to be hugged, laughing at funny faces and much, much more.

Try to **avoid stereotyping** based upon preconceived notions pertaining to character traits that have been attached to certain disabilities. Always look for the abilities, skills, interests, talents and passions first!

Example: Oh I see you have a Downs child! They are so cute and loving all the time!!!

Yikes!!: Always acknowledge the individual child first. You wouldn't want your child to be referred to as "Well there's that red head kid, they are always so freckled and temperamental!" Of course not.

Better: Hello, I am your neighbor Mrs. Jones. I have a little boy also. How old is your son? What's his name? What does he enjoy? My son also loves to play in the water! I have a small rubber pool, how about setting up a play date? Pardon me for asking, but I notice that ***your son has Down Syndrome***. May I ask you a few questions so I can learn a bit about how that affects him? I appreciate your educating me about this. I would love my son and yours to become friends-it seems that they have a lot in common.

How else can you support your neighbor who has a child with a disability?

Be a good friend. A good friend listens, is compassionate, offers information that helps, understands that there will be good and bad days, doesn't constantly judge and asks how he/she can offer help when it is needed.

Understand that the life of caring for a child with a disability can be very exhausting. Think of how exhausting it is raising your child without special needs! Offering respite in the form of a play date will be so appreciated.

A second ear: Your neighbor will have to go to so many appointments pertaining to meeting the needs of her child with a disability. Ask if she would like you to accompany her. It can be very helpful to have a second objective ear to listen to what is being said. Depending on the nature of what is being discussed, you may or may not be able to listen to everything, but just being there can be so comforting.

If you have the time, **do some research** about programs and services for your friend if she is too overwhelmed to do it herself. Always ask first. Sometimes parents don't want to be bombarded with information until they ask for it or are ready for it.

Bottom line: A friend is a friend is a friend. You will find more in common with your neighbor who has a child with a disability than differences. Compassion, understanding, laughter, sharing time, and support are all the ingredients for establishing a warm and caring relationship with your neighbor who has a child with special needs. It's the right thing to do and all benefit!

Cuando Su Vecino Tiene un Niño con una Discapacidad

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¿Quién no desea que su niño pueda tener amigos... ser popular, querido, respetado, ser invitado a fiestas a juegos? Ahora colóquese en los zapatos de los padres que tienen un niño con una discapacidad. Ese vecino, ese amigo, ese familiar, ese miembro de la comunidad que tiene todos los mismos deseos y los sueños para sus hijos y que cuyos retos diarios a menudo hacen difícil y temerosa la socialización y la amistad.

¿Cómo puede usted apoyar a su vecino que tiene un niño con necesidad de amigos? Basta con recordar las cosas simples que a usted probablemente le fueron enseñadas por sus padres y su mejor los profesores:

Ser educado y ofrecer una amable y cálida mano amiga. Lo más probable es que se le tomara con un grato placer.

Aprender la terminología apropiada: los palos y piedras pueden romper mis huesos pero las palabras pueden ser devastadoras. Si tiene alguna pregunta acerca de la discapacidad del niño de su vecino, sea amable y respetuoso no utilice la discapacidad para definir quién es el niño. Ese niño no es su discapacidad. La discapacidad es parte de lo que el niño es, pero también lo es: la pasión por la música, disfrutar la natación, el amar ser abrazados, el reírse de cosas divertidas, y mucho, mucho más.

Trate de **evitar los estereotipos** basados en ideas preconcebidas respecto a los rasgos que se han adjuntado a ciertas discapacidades. Busque siempre la capacidad, las habilidades, los intereses, los talentos y las pasiones.

Ejemplo: **Oh, veo que tiene un niño con Down**! Son tan lindos y cariñosos todo el tiempo!!!

¡**Uy**!: Primero siempre reconozca individualmente al niño. A usted no le gustaría que se le hiciera referencia a su hijo como "Allí esta el niño de pelo rojo, son siempre tan pecosos y temperamentales". Por supuesto que No.

Mejor: Hola, soy tu vecina La Sra. Jones. Tengo un niño pequeño también. ¿Qué edad tiene su hijo? ¿Cuál es su nombre? ¿Qué le gusta más hacer? Mi hijo también le encanta jugar en el agua. Tengo una pequeña piscina inflable, talvez podemos ponernos de acuerdo para que ellos tengan un día de juego. Perdón por preguntar, pero me he dado cuenta de que su hijo tiene síndrome de Down. ¿Puedo hacer un par de preguntas para que yo pueda aprender un poco acerca de cómo le afecta? Aprecio si me puede educar acerca de esto. Me gustaría que mi hijo y su hijo puedan convertirse en amigos-me parece que tienen mucho en común.

¿De qué manera se puede apoyar al vecino que tiene un niño con una discapacidad?

Sea un buen amigo. Un buen amigo escucha, es compasivo, ofrece información que ayuda a comprender que hay días buenos y malos, no siempre juzgue y pregúntele a él o a ella como usted puede ayudarlos.

Comprender que la vida al cuidado de un niño con una discapacidad puede ser muy agotador. ¡Lo agotador que es criar a un niño sin necesidades especiales! Ofrecer un descanso para los padres en una forma de un rato de juego será tan apreciado.

Una Segundo Oído: Su vecino tiene que ir a tantas citas correspondientes para poder satisfacer las necesidades de su niño con una discapacidad. Pregúntele si le gustaría que le acompañe. Puede ser muy útil para tener él/ella tener un segundo oído para escuchar lo que se dice en esta reunión. Dependiendo de la naturaleza de lo que se está discutiendo, usted puede o no puede ser capaz de escuchar todo, pero sólo el preguntar puede ser tan reconfortante.

Si usted tiene tiempo, haga algunas investigaciones sobre los programas y servicios para su amigo, si él/ella esta demasiado abrumado(a) u ocupado(a) para hacerlo por ellos mismos. Siempre pregunte primero. A veces los padres no quieren ser bombardeados con información hasta que lo pidan o están listos para el mismo.

El Factor Crucial: Un amigo, es un amigo. Usted encontrará más cosas en común con su vecino que tiene un niño con una discapacidad que diferencias. La compasión, las risas, el compartir su tiempo, y el apoyo son todos los ingredientes para establecer una relación de cordialidad y de cariño con su vecino. ¡Es la cosa correcta de hacer y todos se benefician!.

"Come Touch His Cheek"

by Gary Shulman, MS. Ed.
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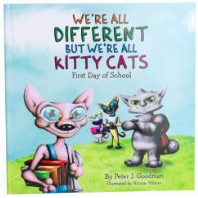
This child of mine you stare at so,
Please come closer so you will know
Just who my child is and what I see
when those sweet eyes stare back at me.
I see no limits to my child's life
Although I know
It will be filled with strife,
I'm hoping that doors will open each day
I'm praying that kindness
will come his way.
You look frightened?
You tremble with fear?
Come, come closer,
touch him my dear.
Touch his cheek so soft
so sweet
Be one of those people
he needs to meet.
Someone who will look
and hopefully see
The skill, the talent
The **ability.**
Please come closer
You don't have to speak.
Come a little closer
Just touch his cheek
And when you do
you will see
this sweet, sweet child
is no different
than you or me.

* * *

Great Back to School Book



"We're All Different But We're All Kitty Cats First Day of School" book is about Carlos, who is bullied because he doesn't have any fur. But his friends rally around him to help him see himself through their eyes instead of the bully's. This popular book is loved by kids and being used to help children learn about accepting and appreciating differences. Written for children in pre-kindergarten through grade 3, the earlier children learn about the importance of preventing bullying, the better!

Visit our website, www.ocecd.org, or call 1-800-374-2806, extension 20 to borrow this book from our library.

How Does Employment First Affect Your Child?

By Amy Freeman, OCECD Consultant

Employment First in Ohio is about supporting individuals with developmental disabilities (DD) to work in the community. Individuals (including students) with disabilities should have the opportunity to make an informed choice about employment, including where they want to work and what they want to do.

In Sept. 24, 2012 Senate Bill (SB) 316 went into effect. SB 316 requires formal transition planning to be documented in the Individual Education Plan (IEP) by age 14 (instead of 16) emphasizing that the post school employment goal is community employment. Expectations will be set for students with developmental disabilities, ages 14 and up, transitioning from school settings to jobs in their communities to make sure they have access to community employment opportunities that utilize their skills and abilities.

Transition Assessment affords the opportunity for family members and professionals from across agencies to co-plan and review information that will highlight the student's preferences, interests, needs and skills relevant to building a profile of the student as a future employee. A team approach to assessment –adult service personnel, educators, student and family working collaboratively—results in a profile that informs the pathway to community employment that is the 'best fit' for the student.

Transition Planning should address what accommodations will provide just the right amount of support for learning while still providing the student the opportunity to develop independence skills for adulthood. It is not only about “what is happening now” so we know what do to next. It is also about “what does this mean for success in the community” and “what do we need to do to move toward achieving the post school goals”?

How parents can help their own children during the Transition Process:

- As family members you are the experts about your child. Sharing informal information with the transition team is critical to the transition process. Employment First does not mean Employment ONLY or FORCED employment.
- Discuss the fears about your need to protect your child, the possibility of failure, and the loss of benefits with the team.
- Provide opportunities for your child to do work experiences in your own home and community. Set “high expectations” for them to follow through on daily chores. From these experiences, you will know what types of supports your child needs.
- Help children determine activities, etc., that are of interest to them.
- Find an experienced provider that will support your child’s interests.

For more information about Employment First, please visit: http://www.ohioemploymentfirst.org/

September is Chiari Awareness Month

Chiari Malformation is a serious neurological disorder where the bottom part of the brain, the cerebellum, descends out of the skull and crowds the spinal cord, putting pressure on both the brain and spine and causing many symptoms.

Has your child been diagnosed with Chiari?
Children cannot always verbalize what they are feeling, sometimes the first clue is lack of proper development, either physically or cognitively.

There are common symptoms associated with Chiari, however, specific symptoms and the severity varies in each individual.

Fortunately, pediatricians are becoming more aware of Chiari, resulting in quicker diagnoses for children.

For more information about Chiari or to participate in Conquer Chiari Walk Across America on September 21st, please visit:

http://www.conquerchiari.org/index.html

Cincinnati Area Woman with Down Syndrome Creates Successful Business

"allie art"

"*allie art*™" is the colorful creation of Allie Guard, a 24-year-old Cincinnati area woman with Down Syndrome who is drawn to the magic of color. Using colored pencils, she fills intricate patterns with bright hues to create graphic landscapes, each with unique qualities of movement and emotion. After completing a design, she decides to have it framed for display, to turn it into wearable art in jewelry and accessories, or to create beautiful note cards. Allie's mother, Sharon, helps her in the process. All pieces are one-of-a-kind.

Allie's work is currently displayed at Pendleton Art Center (PAC) in downtown Cincinnati. You can see and purchase her creations there on the last Friday of each month, known as "Final Friday," on the fourth floor in Studio 414.

Allie loves to see the smiles elicited by her brightly hued designs and hopes you enjoy them as much as she loves creating them. Please contact her at allieartdesigns@gmail.com or on her website www.allieartdesigns.com if you have any questions or would like more information about how you may purchase artwork or set up a home show.

Central Ohio Student is Following His Passion by Creating Jewelry/Art

Hi. My name is Brandon Martinez and I'm 15 years old. I think school is hard, I'm not the smartest person in math, science, social study or language arts. I'm not the best in a lot of things but art is the only thing I really love and it's really easy and really fun to do for me.

I think I have a lot a talent in that area and yesterday for the first time two of my creations were displayed in one of the art stores in Grandview, Ohio and that makes me very excited that someone is giving me the opportunity to share one of my greater talents - art.

To get information about ordering my work, please email Lupitalilly2005@aol.com or call 1-614-878-9135.

Thank you,

BRANDON MARTINEZ

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SAVE THE DATE

NOVEMBER 19, 2013 – 11TH Annual Partnering for Progress: "Who Cares About Kelsey" Conference at the Crowne Plaza North Columbus. Visit www.ocecd.org for registration information. OCECD's Annual Governing Board meeting will also be held during this conference.

Speakers, Kelsey Carroll, Kelsey's mentor and teacher, Kathy Francoeur and Dan Habib, film maker presenting the documentary: *Who Cares About Kelsey?* Kelsey Carroll has one goal – to graduate from high school – and plenty of reasons why she shouldn't. She attends a school with one of the highest dropout rates in New Hampshire and has dealt with homelessness, self-mutilation, abuse, and ADHD. As a freshman, she didn't earn a single academic credit, but she did get suspended for dealing drugs. 'Who Cares About Kelsey?' is the story of Kelsey's transformation from a defiant and disruptive "problem student" to a motivated and self-confident young woman. Along the way, critical figures in her personal and educational life shape her coming of age and play important roles in an education revolution that's about empowering – not overpowering –youth with emotional and behavioral challenges. A documentary by Dan Habib, Director of *Including Samuel* / whocaresaboutkelsey.com

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