



All Special Kids

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Geneva/Bern/Vaud

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All.Special.Kids

GENEVA, SWITZERLAND

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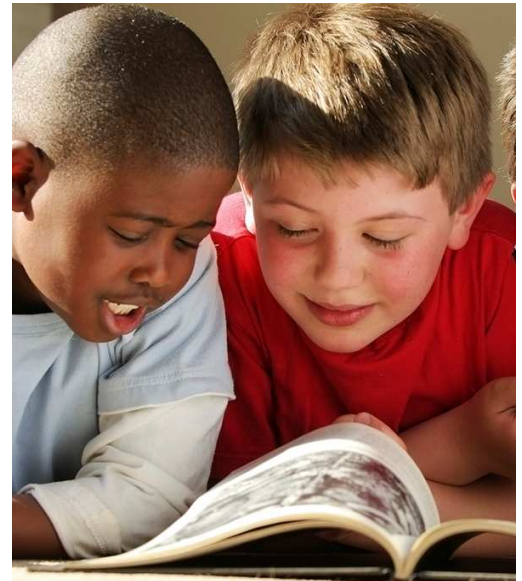
JAN/FEB 2009

Dear Parents,

Recently I heard one of the speakers at ASK's last seminar, quote *"Parents should not try to be second teachers nor the teachers should try to be second parent"*. He suggested that the parents should have an open communication with the schools and their children's teachers. I am a firm believer that our children benefit from clear communication and cooperation between "Parents and Teachers".

It was so good to see the old and new faces of teachers who have enthusiastically attended our annual seminar series over the past couple of months. The inspiring feedback we received from the teachers are proof that there is a greater need for professional enhancement and development in the area of Special Education Needs in this part of the world.

Schools that have joined ASK Partner School Membership have taken full advantage of their membership status. They sent their teachers to ASK seminars not only to increase the teachers' knowledge on SEN topics but also to help teachers to develop classroom strategies to benefit all students



with learning differences.

In this issue, we explore the science behind reading and brain associated with developmental Dyslexia, where afflicted children may have severe reading difficulties.

Our last seminar speaker is Maggie Johnson. You can read the adaptation of her 2 articles on page 6, 7 and seminar information on page 11.

The newsletter team welcomes Dominique Le Bouteiller, who has been brilliant in her research of topic matters and in the independent articles she has written for ASK in this issue.

Happy reading!
Joy and ASK newsletter team

"Reading furnishes the mind only with the materials of knowledge; it is thinking that makes what we read ours"

John Locke

WHAT IS DYSLEXIA?

In researching DYSLEXIA, ASK had to make a choice: either repeat what we felt most parents of afflicted children already know -and can easily find on the Web- or go for more specialised literature. We chose the second alternative in the hope that it will help everybody to better understand the complexity of the disorder and at the same time educate the general public and dispel myths and misunderstandings.

In his article "DCDC2 is associated with reading disability and modulates neuronal development in the brain." Doctor J. Gruen of the National Institute of Neurological Disorders and Stroke * states that "Dyslexia is a common disorder that causes people to have difficulties with accurate and/or fluent word recognition and hinders the development of reading skills.

The brain-based learning disability specifically impairs a person's ability to read. These affected individuals typically read at levels significantly lower than expected despite having normal intelligence. "Unfortunately, people assume that if you read poorly that correlates with having a low IQ. **This study confirms that dyslexic children can be typically smart and can have strong IQs. The reading disability is not a global effect on entire brain function,"** ...

And he continues: Although the disorder varies from person to person, common characteristics among people with dyslexia include difficulty with phonological processing (the manipulation of sounds) and/or rapid visual-verbal responding.

Researchers estimate that 10 -17 percent of the population in the U.S. has dyslexia. Dyslexia is also equally prevalent in non-English-speaking countries. It is a common misconception that dyslexia is simply a person who sees words backwards. **Only 30 percent of dyslexics have trouble with reversing letters and numbers.**

"Traditionally, many people are under the impression that dyslexia is an issue with visualizing letters differently. However, we now know that dyslexics just learn to read differently - most learn to read by sight memorization not phonetically," says Dr. Gruen.. Anatomically, dyslexics may have normal brains; however, the brain areas activated in reading may be different. **Several studies using fMRI, an imaging technique that studies activity in the brain, have shown that dyslexics display different patterns of brain activity than other people when they read.**

"Some kids just learn differently. Not all children learn to read with our current one-size fits all methods," says Dr. Gruen. "The earlier we can identify children at risk, the earlier we can start intervention when studies have shown that remediation works best. Even with the future capabilities of genetic testing for dyslexia, the biggest problem is still the lack of infrastructure for early intervention in schools."

Dr. Gruen cautions that although we can now draw a path from the disorder to the gene, the reverse is not necessarily proven yet. That is, predicting the outcome for a person who has the gene and determining if the person will have the

"This study confirms that dyslexic children can be typically smart and can have strong IQs. The reading disability is not a global effect on entire brain function"



DYSLEXIA SIGN POST

Dyslexia - some key points:

1. Dyslexia can be seen within a continuum from mild to severe.
2. The degree, and the impact of dyslexia on the student can vary according to the nature of the task and the nature of the learning context.
3. The difficulties relating to dyslexia are usually associated with literacy, but this may not always be the case.
4. The literacy difficulties associated with dyslexia can take the form of difficulty with reading accuracy (decoding), spelling, reading comprehension, reading fluency, reading aloud, expressive writing and copying accurately.
5. Students with dyslexia may also display other difficulties such as co-ordination, memory, directional confusion, sequencing, identification of key points and handwriting.
6. Early identification is important for effective intervention.

7. It is widely accepted that dyslexia occurs because the student has difficulty with phonological processing, that is a difficulty in recognising and remembering sounds and being able to use those sounds in words.

8. There is however some evidence that visual and motor difficulties can also be associated with dyslexia. These difficulties may affect visual clarity in reading and co-ordination and balance.

9. The effects of dyslexia can be minimised with effective teaching / intervention and adaptations to tasks, through differentiation in the curriculum.

10. The student with dyslexia may have many strengths and these strengths may be used to compensate for his/her difficulties.

*Excerpted from **Dyslexia and Learning Styles - Six Signposts for Success** by Dr. Gavin Reid, gavinreid66@hotmail.com*



“The literacy difficulties associated with dyslexia can take the form of difficulty with reading accuracy (decoding), spelling, reading comprehension, reading fluency, reading aloud, expressive writing and copying accurately”

Continued from page 2

What is Dyslexia?

disorder is still not possible. The next steps of the research will examine other variations including deletions or changes in this particular gene family. The investigators will also examine brain imaging in children and adults given reading tasks and then see how that relates to DCDC2 variations. Ultimately, identifying dyslexia genes may provide opportunities for early identification of the disorder and help to distinguish dyslexia from other learning disabilities.

Article researched and written by Dominique Le Bouteiller, Counselor (MA) and Certified Psychotherapist

*Continued **What is Dyslexia?***

** Proceedings of the National Academy of Sciences, November 22, 2005, Vol.102, pp.17053-17058.) J Gruen "DCDC2 is associated with reading disability and modulates neuronal development in the brain."The NINDS is a component of the National Institutes of Health (NIH) in Bethesda, Maryland, and is the nation's primary supporter of biomedical research on the brain and nervous system. The NIH is comprised of 27 Institutes and Centers and is a component of the U. S. Department of Health and Human Services. It is the primary Federal agency for conducting and supporting basic, clinical, and translational medical research, and investigates the causes, treatments, and cures for both common and rare diseases. For more information about NIH and its programs, visit <http://www.nih.gov>.*





RESEARCH - SCIENCE OF READING

While doing our research, ASK has come upon an abundant specialized literature on dyslexia and making a discriminatory choice was not easy. Nevertheless we felt that the following research deserve special attention:

The National Institute of Neurological disorders and Stroke (NINDS) and other institutes of Health, including the National Institute of Child Health and Human Development and the National Institute of Mental Health, conduct research on dyslexia and are definitely in the lead of research in the USA. They conclude that *"Current research avenues focus on developing techniques to diagnose and treat dyslexia and other learning disabilities, increasing the understanding of the biological basis of learning disabilities, and exploring the relationship between neurophysiological processes and cognitive functions with reading disabilities"*.

We therefore came upon an interesting article by Shaywitz SE, Shaywitz BA_ of the National Institute of Child Health and Human Development-Yale Center for the Study of Learning and Attention, New Haven, Connecticut, USA. sally.shaywitz@yale.edu . in which the two scientists state that:

"Recent advances in imaging technology, particularly the development of functional magnetic resonance imaging, provide evidence of a neurobiological signature for dyslexia, specifically a disruption of two left hemisphere posterior brain systems.../... The brain systems for reading are malleable and their

disruption in dyslexic children may be remediated by provision of an evidence-based, effective reading intervention. In addition, functional magnetic resonance imaging studies of young adults with reading difficulties followed prospectively and longitudinally from age 5 through their mid twenties suggests that there may be two types of reading difficulties, one primarily on a genetic basis, the other, and far more common, reflecting environmental influences. These studies offer the promise for more precise identification and effective management of dyslexia in children, adolescents and adults".

To further our understanding, we have chosen to quote the following article by [Grigorenko EL](#) of the Psychology Department, Yale University, New Haven, CT 06520-8205, USA.

In her article titled Developmental dyslexia: an update on genes, brains, and environments, Dr. Grigorenko states that *the science of reading and developmental dyslexia has experienced spectacular advances during the last few years*.

Five aspects of this research are discussed in her article.

(1) The holistic phenomenon of reading is complex. Many lower-level psychological processes (e.g., phonemic awareness, phonological decoding, ability to process stimuli rapidly and automatize this process, memory, ability to recognize words) contribute to a single act of reading. Conceptualizing the complex process of reading through its partly

"The brain systems for reading are malleable and their disruption in dyslexic children may be remediated by provision of an evidence-based, effective reading intervention"



Dyslexia and the Brain: What Does Current Research Tell Us?

By: Roxanne F. Hudson, Leslie High, and Stephanie Al Otaiba (2007)

<http://www.readingrockets.org/article/14907>

& DEVELOPMENTAL DYSLEXIA

Continued from the following page

overlapping but partly independent components--which contribute to, but do not fully explain, the holistic process of reading--provides an excellent model for understanding complex hierarchies of higher mental functions. Those who master reading skills successfully and those who have difficulties doing so differ in a wide range of reading-related processes. The central deficit experienced by poor readers appears to be related to phonological processing (a complex hierarchy of functions related to processing phonemes), whereas characteristics of automatization processes seem to moderate the reading outcome for people whose phonological skills are weak.

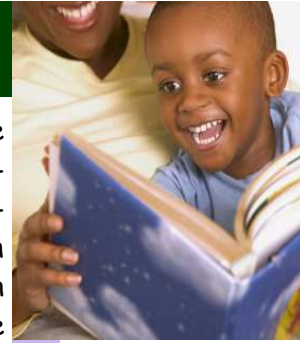
(2) There are new data addressing models of dyslexia in languages other than English. The most fascinating finding is that the model implicating phonological deficit as central to dyslexia, and the lack of ability to automatize as leading to troubled reading, appears to be universal, regardless of the specific language. However, there is an interaction effect between the characteristics of a particular language and the developmental model of dyslexia. In phonologically more difficult languages (e.g., English), the most pronounced weakness appears to occur in phonological processing, whereas in phonologically easier languages (e.g., German), the crucial role in the manifestation of dyslexia is played by the lack of the skills needed to achieve automatization.

3) There is abundant evidence that reading (i.e., any single act of reading as well as reading as a holistic process) is "cooked" by the brain. Although no unified brain map of reading has been developed, some specific areas of the brain have been implicated in different reading-related cognitive processes by different laboratories and on different samples.

(4) Indisputable evidence has been accumulated suggesting the involvement of the genome in developmental dyslexia. As of now, specific regions of the genome have been identified as being intimately involved with a number of different reading-related processes. Today the field of developmental dyslexia is the only area of genetic studies of human abilities and disabilities in which linkages to the genome have been robustly replicated in independent laboratories.

(5) Finally, evidence suggests that developmental dyslexia might be only one of the manifestations of a deep, underlying, anatomical syndrome. The comorbidity of developmental dyslexia with both internalizing and externalizing behavioral disturbances, as well as with other learning disabilities, underscores the need for wide-ranging cognitive and behavioral approaches in the remediation programs offered to dyslexic children.

For further reading please go to our Library section. Copies of articles are available on paper form only at ASK. (Research and article contributed by Dominique de Bouteiller, Counselor (MA) and Certified Psychotherapist)



“The most fascinating finding is that the model implicating phonological deficit as central to dyslexia, and the lack of ability to automatize as leading to troubled reading, appears to be universal, regardless of the specific language”



R e a d i n g a n d t h e B r a i n

LD OnLine offers these videos to show you how the brain works when a person is reading. Sit with scientists and watch as they study children and start to unlock the mysteries of how the brain processes sounds and letters. <http://www.ldonline.org/multimedia#lyr>

ACTIVE LISTENING - GETTING THE MESSAGE ACROSS



- ***Tell me if you don't understand.***
- ***Ask if you get stuck.***
- ***Hands up if you've got any questions.***

These stock teaching phrases frequently fall on deaf ears. Why is it that the children who most need to ask for help are the ones least likely to do so? As a speech and language therapist working in education, I am very aware that programmes to develop use and understanding of language are secondary to strategies which help children function as active members of the classroom with purpose and self-esteem.

Active listening

Seeking clarification when confused, without fear of reproach, is one such strategy. Active listening – which recognises and addresses difficulty following spoken instructions, requests or explanations - is an important skill to cultivate. Having access to a repertoire of appropriate and effective clarification strategies is fundamental in gaining a sense of control over one's environment and social interactions. It enables children, particularly those with additional educational needs (AEN), to cope with the increasing demands of their educational and community settings, and to compensate for language processing difficulties.

Taken for granted

Most of us take active listening for granted. Phrases like 'What do you mean?', 'Pardon?' and 'I don't get it' are frequently on our lips, and the majority of children develop the ability to seek clarification naturally. But children with AEN are often passive in their interactions with adults, tending to wait for direction, reminders and explanations rather than ask for them.



When faced with linguistic overload, they may employ a range of conversational fillers or distraction techniques rather than acknowledge that they do not know the answer or cannot follow the discussion. They frequently attempt to answer questions or carry out instructions without true understanding, apparently operating on the basis that if they give their best attempt, someone more knowledgeable will stop or redirect them as necessary. Children who are underconfident, have low self-esteem or lack conversational experience are also less likely to seek clarification.

Bailing them out

Ironically, providing extra support often results in removing both the need to seek clarification and the opportunity to practice these skills. We may actually be encouraging children to rely on adults to bail them out rather than develop their own compensatory strategies. The answer is not to remove that support, but to consider alternative ways of providing it, preferably within the context of a whole school policy.

Step by step

Children with AEN need step-by-step approach to developing active listening skills in the classroom, making use of opportunistic contact, focused support, circle time and general management strategies, before they transfer to secondary school as they are crucial to adjusting to the demands of varied teaching styles, increased homework and the emphasis on self-directed learning.

Take another look at those children with emotional and behavioural difficulties in your class. How many of them are active listeners?

(Both articles on page 6 and 7 adapted from articles by Maggie Johnson, Speech and Language Therapist Advisor, Kent)

Creative Learning and Communication-Friendly Environment for Young People



1. Focus on the positive

Young people with communication difficulties are generally straightforward, reliable, conscientious workers who actually like routine/protocols! What's more, they do NOT make good-stirrers, backbiters or anarchists! They need more determination and strength of character than most to succeed in a language-dominated society and are often an inspiration to others.

2. Welcome!

None of us work to our best if we are being harassed or feel people don't like or appreciate us. Provide a genuine welcome and try to ensure inclusion in social gatherings.

3. Ask what helps

Ask individuals what learning technique, memory strategy and form of expression works best for them. Find appropriate times to encourage and help the young person to briefly share the main implications of their communication difficulties with peers/colleagues/staff, along with tips they find particularly helpful.

4. Make it visual

Always provide visual back-up to support verbal instructions and reduce memory load. Use diagrams, charts and bullet-points, rather than paragraphs of text. Keep pages uncluttered. Use colour coding and icons to highlight or categorise information.

5. Be explicit

None of us are mind-readers, lest of all people with communication difficulties who tend to react on the information that's immediately in front of them. In addition, people with language difficulties often process only what's said, rather than drawing inferences from the words, body-language, social manner or situation which make up the complete context.

6. Allow more time

Needing more time to process and present information does not mean lack of intelligence. Allow more time to absorb information, answer questions, respond when spoken to and to contribute.

7. The rain in Spain.....

Speaking clearly so that you get your message across is not about speaking s-l-o-w-l-y or over-enunciating, and it's DEFINITELY not about shouting! All these make it more difficult for student to understand you. Simply avoid running all your words together. Take a breath more often! Make phrases stand out by pausing before and after them. Repeat keywords and pieces of information.

8. Check understanding

Don't wait for students to seek clarification, always check understanding and ask if they'd like repetition. Encourage questioning as a positive move and build in specific opportunities to deal with any queries that arise.

9. Support Systems

Provide a combination of peer support (buddy/mentor), written guidelines and formal supervision with time to prepare questions before each test.

10. Be honest

Don't pretend you have understood an individual's speech or intention when you haven't. Work out a strategy together for what to do when you don't understand - writing/drawing/gesture/clues are all valid forms of communication.



ASK PROGRAMS

MONTHLY KIDS' SOCIAL

This past fall term the Social group have been Ice skating, visited the RAPP factory to taste some very nice chocolates and Geneva Vivarium to stroke snakes and lizards! But a number of events have had to be cancelled due to lack of support this year. For summer program, we would need to consult with parents and gauge the interest before booking these events to avoid any cancellation fees.

SPRING TERM OUTINGS

March 7th: Family Ski day at Monts Jura - CANCELLED due to lack of support. Instead, we will be Ice skating at the Centre Sportif, Meyrin from 2.30pm to 4pm as many of you missed it in January.

March 21st: CERN - Fun with physics demonstration. Watch as a physicist makes fog, a balloon disappear into a jar and instant ice cream (with yoghurt) - which you can eat later on! Followed by a chance to look round the exhibition and try out some of the exhibits. Please note that milk products are used and liquid nitrogen is easily accessible so care is needed.

TBA - Visit to Geneva Servette Hockey Club is being rescheduled to the end of the season. However, minimum 10 children required to make it worthwhile for the team. Children are welcome to bring a friend with them.

April TBA - Laser Quest (by popular demand) or cookery (for those that don't want to run around shooting 'm' up!

The proposed itinerary: May TBA - Interactive nature program, June TBA - VTT (biking)

If you are interested in any of the above or have some ideas of your own then please do contact me.

Kids' Social program coordinator: karen.wilkins@allspecialkids.org, 079 630 5270

WEEKLY SOCIAL INTEGRATION GROUP

ASK social drama program has been a success with a solid group of children attending each week, all get together to engage in a range of activities that promote a variety of social skills.

Activities include fun role plays and skits, such as getting to pretend to be very naughty and do everything that they shouldn't do (it's great to watch them blow off a little steam) and then they get to try behaving very properly (so they get a chance to practice). This was followed by a brief discussion of which way worked out better for the participants and what they could try in the future. We also made up several stories with each child contributing to the story with a sentence or two when it was their turn to improve their attention, memory and listening skills. The children were fantastic at listening to what the others had said and following on by adding their own personal touch, making up great stories by using their imagination skills.

This term, we have enough children to run two groups: intermediate / advanced group from 16:30 to 17:15 and basic skills group from 17:15 to 18:00, every Monday at Crossroads Church, Ferney Voltaire

For RSVP contact Karen.wilkins@allspecialkids.org Mobile: 079 630 5270

For Program information: Petal.jaffrey@allspecialkids.org Mobile: 078 800 1249

C.A.R.E. A Family Approach

COMMUNITY ASSISTANCE RESOURCE ENRICHMENT

Bi-monthly lectures addressing

PARENTING ISSUES AND COPING SKILLS

By Guest Speaker -Rachel Melville Thomas, Psychotherapist ,
World Radio Switzerland, Kid's in Mind

Being Different, Coping with Bullying

When: 17th March, 2009

Letting Them Grow, Letting Them Go, Adolescence and Beyond

When: 12th May 2009

Where: Webster University, Jura Bldg. Rm A13/15, Time: 19h - 21h

Fees: ASK members: CHF40, Non-members: CHF75

Pay at door: CHF100

RSVP: info@allspecialkids.org

Workshops for Siblings

(Ages 7-13)

Fun ~ Dynamic ~ Peer Support

Saturday, April 25th

In a continuing effort to provide support for all members of the family we are introducing workshops for siblings! These workshops are best described as opportunities for brothers and sisters of children with special needs to obtain peer support through education within a recreational context that emphasized the kids' eye-view. The sessions will take place Saturday mornings from 10 until 2pm (lunch included) every couple of months starting this new year.

We believe that brothers and sisters have a lot to offer one another – if they are given a chance. The model used will intersperse information and discussion activities with games (designed to be unique, offbeat and appealing to a wide ability range), art activities and sharing a meal together. Above all, these events will provide siblings with opportunities for peer support.

We would like to emphasize that these workshops are not therapy (group or otherwise), although their effect may be therapeutic for some children. Therefore, while facilitators will be keeping an eye out for children who may need additional services, these events will take in a wellness approach.

For Program information:

Petal.jaffrey@allspecialkids.org Mobile: 078 800 1249

Weekly Chats for Adolescents

(Ages 14-19)

These days Adolescents are daily confronted with peer pressure (dating, sex, drugs, alcohol to name a few), bullying, exam pressure, conflict with parents, feeling misunderstood etc. These are issues that most adolescents do not feel comfortable talking with their parents about and this makes it all the more important that they do find a place to explore these issues free of judgment. Therefore we have developed Weekly Chats for Adolescents. We have collaborated with the Masters of Counseling Program at Webster so as to find facilitators who are young enough to be accepted by the adolescents and who have education and experience in working with adolescents to offer opportunity for peer support as well as advice from the facilitator.

For program information:

petal.jaffrey@allspecialkids.org,

Mobile: 078.800.1249



2009 ASK SUMMER CAMP

Collège du Léman

74 route de Sauverny, 1290 Versoix

TUTORING

SUMMER FUN ACTIVITIES

LEARNING SOCIAL SKILLS, LIFE SKILLS

First week: July 20th - 24th, 2009

Second week: July 27th - 31st, 2009

Third week: Aug 3rd - 7th, 2009

Fourth week: Aug 10th - 14th, 2009

FEE\$: Tutoring Morning Program - CHF550

Full day: Social Skills activities - CHF775

Full day: Tutoring Morning & Social Skills Afternoon - CHF975

Early registration discount: CHF100 before 31st March 2009,
CHF50 additional discounts for siblings

Contact: Petal Jaffrey, Camp Coordinator

petal.jaffrey@allspecialkids.org (mobile: 078.800.1249)



2008-2009 SEMINAR & LECTURES SERIES

Saturday, 28th March 2009

Lost for Words

**Helping pupils overcome & compensate for poor
Vocabulary Development & Understanding**

One-Day Seminar with MAGGIE JOHNSON

Webster University Geneva, 15 Route de Collex, CH-1293 Bellevue

Fees: ASK mem CHF180, Non-mem CHF300, Pay at door CHF350

Language is the principle teaching tool in the classroom - and the major barrier for pupils struggling with literacy and communication skills. Successful teaching depends on making the learning experience more meaningful and rewarding, developing self-help skills so that pupils can compensate for when they are struggling to understand, and good communication between home and school to support and reinforce learning.

This course will enable participants to:

- Understand the processes underlying successful vocabulary learning and recall
- Use a consistent framework for introducing new vocabulary
- Improve children's word-recall, retention and use
- Prune and prioritise topic lists to maximise vocabulary acquisition
- Understand the processes involved in active listening
- Use whole class & individual strategies to promote active listening skills
- Discourage dependency on adults by introducing an information seeking policy

**For further details please visit <http://www.allspecialkids.org>
Contact: info@allspecialkids.org**

CALENDAR OF EVENTS

<http://www.allspeicalkids.org> - contact: info@allspecialkids.org

ASK-Geneva Upcoming Events

MARCH 2009

WEEKLY SOCIAL DRAMA GROUP - Mondays

Mar 2nd, 9th, 16th, 23rd, 30th, 16h30 - 17h15

(intermediate), 17h15 - 18h00 (beginner)

RSVP: karen.wilkins@allspecialkids.org

MONTHLY PARENTS GET TOGETHER

Coffee Morning, Thurs, 5th March 10h - 12h

RSVP: gehlC@allspecialkids.org

MONTHLY KIDS SOCIAL - Saturdays

7th March 2008, 14h30- 16h,

Ice Skating at Centre Sportif, Meyrin

21st March: CERN Interactive Exhibition TBA

RSVP: karen.wilkins@allspecialkids.org

ADOLESCENT SUPPORT GROUP

Thursday, 12th, 19th & 26th March,

17h - 18h15, Webster University,

RSVP: petal.jaffrey@allspecialkids.org

CARE LECTURE by Rachel Melville Thomas

BEING DIFFERENT - COPING WITH BULLYING

Tuesday, 17th March, 2009

Webster University, 19h - 21h

APRIL 2009

WEEKLY SOCIAL DRAMA GROUP - Mondays

20th 27th, 16h30 - 17h15 (intermediate),

17h15 - 18h00 (beginner)

RSVP: karen.wilkins@allspecialkids.org

MONTHLY PARENTS GET-TOGETHER

Easter Holiday. No Event

MONTHLY KIDS SOCIAL - Saturdays

LASER Quest , Vernier—TBA

Visit to Geneva Servette Hockey Club - TBA

ADOLESCENT SUPPORT GROUP

Thursday, 23rd, 30th, April

17h-18h15, Webster Uni,versity

RSVP: petal.jaffrey@allspecialkids.org

SIBLING SUPPORT WORKSHOP

Saturday, 23rd April, Webster Uni

RSVP: petal.jaffrey@allspecialkids.org

ASK - Bern Chapter Upcoming Events

Saturday, 7th March 2009

MONTHLY PARENTS GET TOGETHER

Coffee at the Book Sale at St. Ursula Church

RSVP: hockley@bluewin.ch

APRIL 2009

MONTHLY PARENTS GET TOGETHER

Easter Holiday. No Event.



ASK-Vaud Chapter Upcoming Events

Thursday 26th March 2009, 10h -11h30

MONTHLY PARENTS GET TOGETHER

Chalet de Brie, Chemin de Bendes, 1806 St Legier

La Chiesaz, Tel: 021 6525783

RSVP: Lynda.haffernan@allspecialkids.org

Thursday 30th April 2009, 10h -11h30

MONTHLY PARENTS GET TOGETHER

Chalet de Brie, Chemin de Bendes, 1806 St Legier

La Chiesaz, Tel: 021 6525783

RSVP: Lynda.haffernan@allspecialkids.org