



All Special Kids

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PARENTING A SPECIAL CHILD

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GENEVA, SWITZERLAND

ISSUE NO.17

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Dear Parents,

In this issue, an ASK parent and a psychotherapist, who specialized in family counseling, shared their perspective on the major obstacles, they believed, the special family faces.

The short article "Welcome to Holland" written by Emily Perl Kingsley and shared by the parent, really hit home for me. Despite the fact that my daughter, Allegra has achieved far beyond what was originally expected of her, I realized that the worry and the pain I hold inside of me will never, ever, ever go away. Allegra is a happy and well adjusted young woman, who loves to read and worked really hard to get where she is today,

I felt the sting of pain awaken and stir in me this past month, when I took Allegra to her school informal prom. I witnessed Allegra walking through throngs of her peers, stopping to look at each face for some semblance of recognition of her and a chance to stand beside these students and join in their conversation. Sadly, **no** one even glanced her way and I understood her constant feeling of loneliness in a school filled with 1500 students.

The empathy I felt for my daughter was immense and intense as I understand that she will have to encounter similar experiences over and over in her life.

As parents, we learn to wear a brave face as we try to build our children's inner confidence on the path to adulthood helping them to avoid some mistakes along the way.



But parents of special children are almost always blindsided by our lack of readiness, when confronted with delicate personal and social interactions our children with developmental delays have to learn and adapt, despite their slower maturity rate compared to their same aged peers.

Fortunately for our special children, a lot of parents gain strength from their children's experiences, good and bad. As the specialist, who is contributing an article in this issue, stated, we are:

- **Amazing survivors.**
- **Extraordinary survivors.**
- **Inspiring survivors.**

Let's keep our faith that the legacy we leave our children will continue to grow and ignite their inner flame that will sustain them through life.

Happy summer reading!

Joy and ASK newsletter team

"Believe in yourself. You gain strength, courage, and confidence by every experience in which you stop to look fear in the face. You must do that which you think you cannot do."

- Eleanor Roosevelt



Parenting a Child with Special Needs:

You Are Not Alone

When parents learn about any difficulty or problem in their child's development, this information comes as a tremendous blow. The day my child was diagnosed as having a disability, I was devastated - and so confused that I recall little else about those first days other than the heartbreak. Another parent described this event as a "black sack" being pulled down over her head, blocking her ability to hear, see, and think in normal ways. Another parent described the trauma as "having a knife stuck" in her heart. Perhaps these descriptions seem a bit dramatic, yet it has been my experience that they may not sufficiently describe the many emotions that flood parents' minds and hearts when they receive any bad news about their child.

Common Reactions

One of the first reactions many parents experience is denial - "This cannot be happening to me, to my child, to our family." Denial rapidly merges with anger, which may be directed toward the medical personnel who were involved in providing the information about the child's problem. Anger can also colour communication between husband and wife or with grand-parents or significant others in the family. Early on, it seems that the anger is so intense that it touches almost anyone, because it is triggered by the feelings of grief and inexplicable loss that one does not know how to explain or deal with.

Fear is another immediate response

People often fear the unknown more than they fear the known. Having the complete diagnosis and some knowledge of the child's future prospects can be easier than uncertainty. In either case, fear of the future is a common emotion: "What is going to happen to this child when he is five years old, when he is twelve, when he is twenty-one? What is going to happen to this child when I am gone?" Then other questions arise: "Will he ever learn? Will he ever go to college? Will he or she have the capability of loving and living and laughing and doing all the things that we had planned?"

Other unknowns also inspire fear. Parents fear that the child's condition will be the very worst it possibly could be.

Over the years, I have spoken with so many parents who said that their first thoughts were totally bleak. One expects the worst. Memories return of persons with disabilities one has known. Sometimes there is guilt over some slight committed years before toward a person with a disability. There is also fear of society's rejection, fears about how brothers and sisters will be affected, questions as to whether there will be any more brothers or sisters in this family, and concerns about whether the husband or wife will love this child. These fears can almost immobilize some parents.

Then there is guilt - guilt and concern about whether the parents themselves have caused the problem: "Did I do something to cause this? Am I being punished for something I have done? Did I take care of myself when I was pregnant? Did my wife take good enough care of herself when she was pregnant?" For myself, I remember thinking that surely my daughter had slipped from the bed when she was very young and hit her head, or that perhaps one of her brothers or sisters had inadvertently let her drop and didn't tell me. Much self-reproach and remorse can stem from questioning the causes of the disability.

Guilt feelings may also be manifested in spiritual and religious interpretations of blame and punishment. When they cry, "Why me?" or "Why my child?", many parents are also saying, "Why has God done this to me?" How often have we raised our eyes to heaven and asked: "What did I ever do to deserve this?" One young mother said, "I feel so guilty because all my life I had never had a hardship and now God has decided to give me a hardship."

Confusion also marks this traumatic period.

As a result of not fully understanding what is happening and what will happen, confusion reveals itself in sleeplessness, inability to make decisions, and mental overload. In the midst of such trauma, information can seem garbled and distorted. You hear new words that you never heard before, terms that describe something that you cannot understand. You want to find out what it is all about, yet it seems that you cannot make sense of all the information you are

"Powerlessness to change what is happening is very difficult to accept. You cannot change the fact that your child has a disability"



Parenting a Child with Special Needs:

receiving. Often parents are just not on the same wavelength as the person who is trying to communicate with them about their child's disability.

Powerlessness to change what is happening is very difficult to accept. You cannot change the fact that your child has a disability, yet parents want to feel competent and capable of handling their own life situations. It is extremely hard to be forced to rely on the judgements, opinions, and recommendations of others, especially when these people are often strangers with whom no bond of trust has yet been established.

Disappointment that a child is not perfect poses a threat to many parents' egos and a challenge to their value system. This jolt to previous expectations can create reluctance to accept one's child as a valuable, developing person.

Rejection is another reaction that parents experience. Rejection can be directed toward the child or toward the medical personnel or toward other family members. One of the more serious forms of rejection, and not that uncommon, is a "death wish" for the child - a feeling that many parents report at their deepest points of depression.

During this period of time when so many different feelings can flood the mind and heart, there is no way to measure how intensely a parent may experience this constellation of emotions. Not all parents go through these stages, but it is important for parents to identify with all of the potentially troublesome feelings that can arise, so that they will know that they are not alone. There are many constructive actions that you can take immediately, and there are many sources of help, communication, and reassurance.

Seek the Assistance of Another Parent

If you're feeling alone, try to find another parent of a child with a disability, preferably one who has chosen to be a parent helper, and seek his or her assistance. There was a parent who helped me. Twenty-two hours after my own child's diagnosis, he made a statement that I have never forgotten: "You may not realize it today, but there may come a

time in your life when you will find that having a daughter with a disability is a blessing." I can remember being puzzled by these words, which were nonetheless an invaluable gift that lit the first light of hope for me. This parent spoke of hope for the future. He assured me that there would be programs, there would be progress, and there would be help of many kinds and from many sources. And he was the father of a boy with mental retardation.

Talk with Your Mate, Family, and Significant Others

Over the years, I have discovered that many parents don't communicate their feelings regarding the problems their children have. One spouse is often concerned about not being a source of strength for the other mate. The more couples can communicate at difficult times like these, the greater their collective strength. Understand that you each approach your roles as parents differently. How you will feel and respond to this new challenge may not be the same. Try to explain to each other how you feel; try to understand when you don't see things the same way.

If there are other children, talk with them, too.

Be aware of their needs. If you are not emotionally capable of talking with your children or seeing to their emotional needs at this time, identify others within your family structure who can establish a special communicative bond with them. Talk with significant others in your life - your best friend, your own parents. For many people, the temptation to close up emotionally is great at this point, but it can be so beneficial to have reliable friends and relatives who can help to carry the emotional burden.

Learn to rely on positive sources in your life.

Whenever your feelings are painful, you must reach out and contact someone. Pain divided is not nearly so hard to bear as is pain in isolation. Sometimes professional counselling is warranted; if you feel that this might help you, do not be reluctant to seek this avenue of assistance.

Seek Information

Some parents seek virtually "tons" of information; others are not so persistent. *(Continued on page 4 & 5)*



"If you're feeling alone, try to find another parent of a child with a disability, preferably one who has chosen to be a parent helper, and seek his or her assistance"





Parenting a Child with Special Needs:

Continued from Page 2 & 3

The important thing is that you request accurate information. When you are introduced to new terminology, you should not be hesitant to ask what it means. Whenever someone uses a word that you don't understand, stop the conversation for a minute and ask the person to explain the word.

Don't be afraid to ask questions, because asking questions will be your first step in beginning to understand more about your child. Get written copies of all documentation from physicians, teachers, and therapists regarding your child.

Many parents **feel inadequate** in the presence of people from the medical or educational professions because of their credentials and, sometimes, because of their professional manner. Do not be intimidated by the educational backgrounds of these and other personnel who may be involved in treating or helping your child. You do not have to apologize for wanting to know what is occurring. Do not be concerned that you are being a bother or are asking too many questions. Remember, this is your child, and the situation has a profound effect on your life and on your child's future.

Do Not Be Afraid to Show Emotion

So many parents, especially dads, repress their emotions because they believe it to be a sign of weakness to let people know how they are feeling. The strongest fathers of children with disabilities whom I know are not afraid to show their emotions. They understand that revealing feelings does not diminish one's strength.

Feelings of bitterness and anger are inevitable, to some but not all parents, when you realize that you must revise the hopes and dreams you originally had for your child. It is very valuable to recognize your anger and to learn to let go of it. You may need outside help to do this. It may not feel like it, but life will get better and the day will come when you will feel positive again. By acknowledging and working through your negative feelings, you will be better equipped to meet new challenges, and bitterness and anger will no longer drain your energies and initiative.



“Focusing on the positives diminishes the negatives and makes life easier to deal with.”

Keep in Touch with Reality

To stay in touch with reality is to accept life the way it is, and to recognize that there are some things that we can change and other things that we cannot change. The task for all of us is learning which things we can change and then set about doing that.

Remember that time heals many wounds. This does not mean that living with and raising a child who has problems will be easy, but it is fair to say that, as time passes, a great deal can be done to alleviate the problem. Therefore, time does help!

Decide How to Deal With Others

During this period, you may feel saddened by or angry about the way people are reacting to you or your child. Many people's reactions to serious problems are caused by a lack of understanding, simply not knowing what to say, or fear of the unknown. Understand that many people don't know how to behave when they see a child with differences, and they may react inappropriately. Think about and decide how you want to deal with stares or questions. Try not to use too much energy being concerned about people who are not able to respond in ways you might prefer.

Above all, try to avoid pity! Self-pity, the experience of pity from others, or pity for your child is actually disabling. Pity is not what is needed. Empathy, which is the ability to feel with another person, is the attitude to be encouraged.

Maintain a Positive Outlook

A positive attitude will be one of your genuinely valuable tools for dealing with problems. There is, truly, always a positive side to whatever is occurring. For example, when my child was found to have a disability, one of the other things pointed out to me was that she was a very healthy child. She still is. The fact that she has had no physical impairments has been a great blessing over the years; she has been the healthiest child I have ever raised. Focusing on the positives diminishes the negatives and makes life easier to deal with.

Articles from page 2, 3, 4 & 5 are researched and contributed by Jenny Jeffreys

Parenting a Child with Special Needs:

Take One Day at a Time

Fears of the future can immobilize one. Living with the reality of the day which is at hand is made more manageable if we throw out the "what if's" and "what then's" of the future. Even though it may not seem possible, good things will continue to happen each day. Worrying about the future will only deplete your limited resources. You have enough to focus on; get through each day, one step at a time.

Try to keep daily routines as normal as possible. My mother once told me, "When a problem arises and you don't know what to do, then you do whatever it was that you were going to do anyway." Practising this habit seems to produce some normality and consistency when life becomes hectic. Remember to get sufficient rest during the day, eat as well as you can and take time for yourself.

Remember That This is Your Child

This person is your child, first and foremost. Granted, your child's development may be different from that of other children, but this does not make your child less valuable, less human, less important, or in less need of your love and parenting. Love and enjoy your child. The child comes first; the disability comes second. If you can relax and take the positive steps just outlined, one at a time, you will do the best you can, your child will benefit, and you can look forward to the future with hope.

Adapted from an article written by Patricia McGill Smith for the National Information Center for Children and Youth with Disabilities News Digest 20 (3rd Edition) and which appears on the website <http://www.athealth.com/Consumer/disorders/specialneeds.html>.



“And the pain of that will never, ever, ever, ever go away... because the loss of that dream is a very very significant loss.”

WELCOME TO HOLLAND by Emily Perl Kingsley

I am often asked to describe the experience of raising a child with a disability - to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this.....

When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland." "Holland!?" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy." But there's been a change in the flight plan. They've landed in Holland and there you must stay. The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met. It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... and you begin to notice that Holland has windmills....and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever, ever go away... because the loss of that dream is a very very significant loss. But... if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things ... about Holland.

c1987 by Emily Perl Kingsley. All rights reserved Source: <http://www.our-kids.org/Archives/Holland.html>

Emily Perl Kingsley is one of the writers for the popular television show Sesame Street. Her son Jason Kingsley was born with Down Syndrome in 1974. At the time of his birth, it was commonly believed that children with Down Syndrome could never learn to walk or talk. Kingsley's work as a writer and activist for children with special needs helped change this perception. Her experiences with Jason inspired her to include people with disabilities into the Sesame Street cast, including even Jason himself.





Special Parents are Inspiring Survivors

When Joy first asked me to write an article on a psychotherapist's perspective on the special needs issues that families have to face, my first reaction was to greedily dive into extensive research on my favorite professional websites. As I dutifully started writing, I quickly found myself listing "Dos" and "Don'ts" and an uneasy feeling started creeping in. What could the parents at ASK get from this? What I was doing was writing a recipe. Another one. Useless. Worse yet: not fair. Parents of a child with special needs have already, hundreds of recipes, have read hundreds of books, checked so many useful websites to find answers, to ask questions ... They know more about grief, guilt, anger, depression, fatigue, stress, not to mention pathologies and diagnosis than any other parent on earth. They could teach a course. Hold workshops. Write books. If they had the time.

So, what could I offer? How about a view from above, like what can be seen from a hot-air balloon? Something guilt-free, anger-free, stress-free, lighter?

One thing that my years as a psychotherapist have taught me is that when seen globally from a humankind perspective and not an individual-only perspective, troubles tend to lose some of their tragic hue and acquire a particular uniqueness which makes them interesting, fascinating at times, friendlier most often... Strange combination of words? Not really.

Let's take a look at human development. Any human development. Are you, as parents of Special Kids missing anything here? I doubt it.

Theories about human development are many which do not mean that they are exclusive of each others. In fact human development can be assessed in many different manners. For example we can consider it according to the theory of the three basic domains.

The first one is the **biosocial domain**, in other words the part of human development that includes physical growth and development as well as the family, community and cultural factors that affect our growth and development.

Then we find the **cognitive domain** which regroups all the mental processes through which the individual thinks, learns and communicates—and this can as well include institutions involved in learning and communicating.

Finally there is the **psychosocial domain** which will consider the part of human development that includes emotions, personality characteristics and relationships with people—family, friends, lovers, and strangers. This domain also includes the larger community and the culture.

If we are to peep from the hot-air balloon basket at humankind in the grips of these three domains, what strikes us immediately are not the differences but the similarities because our brain naturally tends to classify, to group according to very basic schemes that we could call subjectivity.

How about going back to the three domains and take a step back, while looking at your own personal development?

How do you fit into your own community? What are your emotional strengths and weaknesses? Can you see the similarities with the members of your family, friends, characters in stories, in movies? Could this help you view your family unit with a Special Kid with a different eye?

Present in the first domain, the very term bio is interesting because it places us among other bio organisms, i.e. all living organisms on earth from the basic cell to us sophisticated humans. One thing bio-organisms share it is the drive for survival. From plants to animals to us, to survive means to adapt, to adjust, to struggle, wrestle, fight; it also means to crush, to conquer, to defeat. But more often than not it means to trick, to deceive, to ruse. A butterfly will have big "eyes" on his back to fool his predator; a grouse will trick a fox into believing she is wounded so to lure him away from her nest; smart plants will grow in the protection of "meaner" plants; and we, splendid bio organisms with the most circumvallated brain of all, will use our extraordinary creativity, inventiveness, imagination, vision.

"Yes. Special parents can be exhausted, overwhelmed, even angry at times, experiencing severe parenting stressors ranging from role restriction, health and isolation to communication and social interaction difficulties"



Special Parents are Inspiring Survivors

In an inclusive response to the “classical” model of human development cited above, several psychologists and psychotherapists of all creeds have developed another approach that embraces subjectivity still giving importance to the bio of the former model and all the while granting ample space to the multicontextual and the multicultural.

According to this theory, human beings are born with three basic needs that have to be fulfilled for the development of the individual from birth to the last breath. 1) is the need for contact: yes from the first day of our life we need to be held, to be touched, caressed; we need skin contact, eye contact, emotional contact, intellectual contact; 2) is the need for a structured “time space” and “relational space”. A structured time space provides security because when time becomes predictable, anxiety subsides. A structured relational space is where ties, links to others, as well as limits, are clearly defined and understood by all. This is also a space where emotions are acknowledged and respected; 3) is the need for recognition. Because human beings are gregarious animals and highly dependant on each others our sense of identity depends on being seen and recognized in both senses of the word. “I know who you are” says the child to his parents holding their hands. And “we see you” answer the parents to the child that has just mastered a tiny new skill. Without recognition, human beings just wither away. They can be fed, taken to school, dressed, given a roof, toys, a sport car... if they are not recognized for themselves, if they cannot feel they have a place in a specific environment –family, school, work, home - they feel non existent, ghosts spending their entire life engaging in crazy or risky behaviors or on the opposite, folded onto themselves, unreachable, isolated. Does it happen? Unfortunately yes.

Now, embracing the view of the three needs from afar and still hanging on our hot-air balloon, we understand better that what ever is the approach or angle to human development we have to admit that it is laden with personal implications and applications and that the objective rules of evidence so dear to social scientists are constantly challenged by subjectivity. When it comes to families –and therefore to multiple and concomitant human

developments - subjectivity blossoms and here comes the reign of the unpredictable, the erratic, the capricious, the fascinating and for ever changing dynamics! Thank God! We are unique! As individuals! As families!

A family is a complex, intricate and fascinating mix of history, heredity and generational influences. In addition, each individual member will view the present situation according to his/her own “law of movement” , i.e. the patterns of thoughts and behavior developed early in life in order to fit in various environments and grow into a functioning adult. In other words, we are now considering the three domains and the three basic needs mentioned before. Understandably, it is the very uniqueness of each parent’s history and therefore attitudes toward life that will impact on the overall family dynamics, which will in turn determine the impact of the birth and development of a special needs child on the family as a unit. Isn’t it wonderful?

If there is one thing parents of special needs children are good at it is creativity, inventiveness, imagination, vision. Remember the biosocial domain? Special parents adapt, adjust, struggle, wrestle, fight; crush, conquer, defeat. Sometimes they loose yes, but they bounce back as well. They know like no one else to trick, to deceive, to ruse around the diagnosis, to visualize another way of life, to embrace the differences with fierce imagination, to answer with uncanny ability to the basic needs of their loved ones in all three domains.

The only thing they are usually not too good at is asking for their own needs to be fulfilled more to this in another article.

Yes. Special parents can be exhausted, overwhelmed, even angry at times, experiencing severe parenting stressors ranging from role restriction, health and isolation to communication and social interaction difficulties .

But what we therapists see are amazing survivors. Extraordinary survivors. Inspiring survivors. And when we can’t immediately see the survival sparkle, we dig for it and believe me, we ALWAYS find the flame that keeps the show going.

Article written by Dominique Le Bouteiller, M.A. counselor and psychotherapist.



References:

1. See <http://www.specialchild.com> and in particular the /archives/fi.html
2. Heirs of Freud, Melanie Klein, Karen Horney, John Bowlby but also some active members of the well known Palo Alto school of thought.
3. An Adlerian concept best explained with Adler’s own words “Experiences are interpreted before they are accepted, and the interpretation always accords with the original meaning given to life”.
4. Gupta Vidza Bhushan , Comparison of Parenting Stress in Different Developmental Disabilities, Journal of Development and Physical Disabilities (2007) 19:417-425. See also: bhushan07627@yahoo.com





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

Introducing Fast ForWord: Reading and Learning Intervention Program

Full day: Social Skills activities - CHF775

Full day: Tutoring Morning & Social Skills Afternoon - CHF975

Contact: Petal Jaffrey, Camp Coordinator

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



ASK - C.A.R.E. CENTER
Community Assistance Resource Enrichment

Open its door August 2009

New Address

All Special Kids

ASK - C.A.R.E. CENTER

The Ecumenical Centre
150, Route de Ferney, Room 425a,
1200 - Geneva 2

Telephone: 022 788 21 02

Office hours: 9h to 16h, Monday, Wednesday and Thursday

Website: <http://www.allspecialkids.org>

Geneva English: info@allspecial.com

Geneva French: Info.francais@allspecialkids.org

Bern: Info.be@allspecialkids.org

Vaud: Info.vd@allspecialkids.org

PARENTING BOOKS AND WEBSITES

- The Continuum One Hundreds series offers 100+ practice ideas on how to support children with special needs.
- 100 Ideas for Supporting Pupils With Adhd, by Geoff Kewley and Pauline Latham
- 100 Ideas for Supporting Pupils with Social, Emotional and Behavioural Difficulties, by Roy Howarth
- 100 Ideas for Supporting Pupils with Dyslexia, by Gavin Reid
- 100 Ideas for Supporting Pupils with Dyspraxia and DCD, by Amanda Kirby
- 100 Ideas for Supporting Pupils On The Autistic Spectrum by Francine Brower

- Shut-Down Learner: Healing Your Academically Discouraged Child, by Richard Selznick.
- When Your Child is Bullied: An Essential Guide for Parents, by Jenny Alexander
- Social Skills for Teenagers and Adults with Asperger's Syndrome: A Practical Guide to Day-to-day Life, by Nancy Patrick
- Choosing a School for a Child with Special Needs, by Ruth Birnbaum
- Out-of-Sync-Child by Carol Stock Ktranowitz, M.A (<http://www.out-of-sync-child.com>)

WEBSITES:

- <http://www.idonline.org/parents> -The site is considered one of the "world's leading website on learning disabilities and adhd"
- <http://www.dystalk.com>
Here you can watch talks from inspiring professionals (such as Amanda Kirby on Dyspraxia) as well as interact with other parents on the forums and discovers useful websites, books and other resources to help your child learn.
- <http://www.parentmagic.com>
Developed by Dr. Thomas Phelan, a registered clinical psychologist and an internationally renowned expert on child discipline and Attention Deficit Disorder.
- <http://www.dyslexia-parent.com>
Supporting a child with dyslexia : tips from other parents, finding the right school, training courses, diet, bullying, teenagers, links to other resources, etc.

(Information researched and contributed by Zöe Caloghiris)

CALENDAR OF EVENTS

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

ASK-Geneva Upcoming Events

2009 ASK SUMMER CAMP

Collège du Léman
74 route de Sauvigny, 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

Parents' Orientation Day

Date: Sunday, 19th July,
Time: 10h - 12h
Place: Collège du Léman
74 route de Sauvigny, 1290 Versoix
Rsvp: info@allspecialkids.org

ASK-Bern Chapter ASK-Vaud Chapter

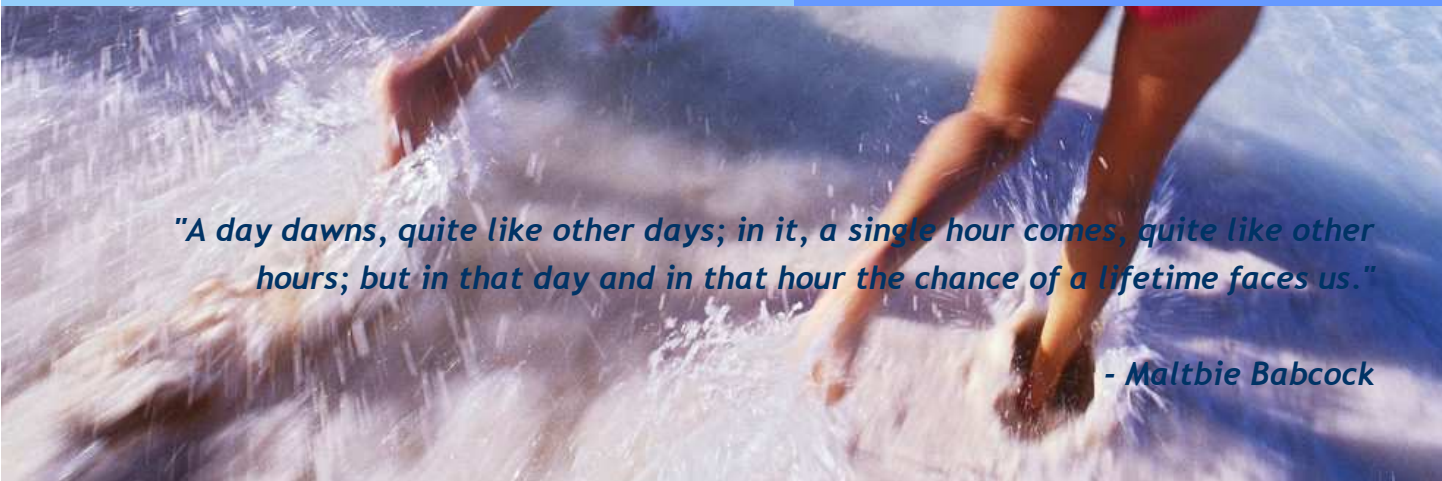
HAPPY SUMMER!!!

info.bern@allspecialkids.org
info.vaud@allspecialkids.org



NEW ADDRESS

All Special Kids
ASK - C.A.R.E. CENTER
The Ecumenical Centre
150, Route de Ferney, Room 425a,
1200 - Geneva 2
Telephone: 022 788 21 02
Office hours: 9h to 16h, Mon, Wed,Thurs



"A day dawns, quite like other days; in it, a single hour comes, quite like other hours; but in that day and in that hour the chance of a lifetime faces us."

- Maltbie Babcock