Lessons from Anna

Anna is an 18-year old junior at Sheridan High School. She recently attended the prom, is a member of the cheerleading squad, and was there when her school played in the State Title game in Laramie last November. Anna happens to have Down Syndrome.

She attended the small Big Horn School through middle school, but when she reached high school age, she and her family decided that she could benefit from opportunities at the much larger Sheridan High. Not only did Anna adjust well to the 900+ student school, she was determined to take advantage of all it had to offer.

In Spring 2010, Anna announced to her parents that she was auditioning for the cheerleading squad—she had seen a poster advertising the tryouts at school. Concerned about Anna’s ability to meet the physical and mental demands of the squad, her parents, though very supportive, tried to prepare her for disappointment. After Anna showed her determination at the tryout clinics, her mother decided to make contact with the cheerleading coach. The coach, like Anna, was unfazed by the fact that Anna had Down Syndrome, and informed Anna’s parents that she was being accepted as an alternate on the cheerleading team.

Anna didn’t last long as an alternate...she cheered at every football and basketball game! Her success as a cheerleader was in part made possible by some simple accommodations suggested by her parents. First of all, knowing that Anna learns through repetition, her mother videotaped some more experienced members of the squad performing the cheers. This enabled Anna to have additional time at home to practice. Anna was also given some additional time to learn the 30 required chants, but as her mother says, now that she knows them, she will never forget them! Her parents have continued to offer support throughout the season, trying to find a balance between “supporting, without hovering, and still being mindful of giving Anna an independent experience.”

Following the example of the coach, Anna’s fellow cheerleaders have been accepting and supportive. Commented Anna one day on the way to practice: “I just LOVE these girls, mom, they are so nice to me!” Anna and her family have also received a great deal of support and positive feedback from members throughout the community.

Of this experience, Anna’s mother writes: “Anna is part of Something - and who'd have dreamed that Something would also be a varsity sport at a 4A high school. And the best part is that it was all initiated and accomplished by her. She plans to try out again for next year's team, so no doubt we'll be there at every game, in the stands, watching both her and the games, mouthing the chants and supplying hand lotion and Gatorade when needed.”

Continued on page 2
Lessons from Anna

The culminating experience for most high school girls is that four letter word—P-R-O-M—and Anna was no different. She was invited to the Buffalo high school prom in April ’10 by Jacob Thompson, a friend she first met when they were about two years old...playing in the sandbox together! Because Jacob’s family lives in Buffalo and Anna’s in Big Horn, they had only seen each other occasionally over the years, most often at Special Olympics events or conferences.

Anna was thrilled to be asked to the prom, and she and her family had a wonderful time with the preparations: the ever-important dress shopping, shoe shopping, hair appointments, and more! While these activities made for great mother-daughter time, Anna’s father was, of course, consulted in the final dress decisions. The morning of the big day, Anna’s best friend came over for the requisite manicure and pedicure, which was followed by a trip to the beauty salon for hair. Then it was off to Buffalo for an elegant dinner for two, provided by Jake’s parents, who spared no detail in making sure that this couple had a real prom experience. Jake’s brother was their chauffeur, and his dad was dressed up as the waiter for their (requested) pizza feast. A good crowd of Anna’s Big Horn friends traveled down to Buffalo for the Grand March, and she and Jake received a huge cheer as they were introduced. Anna’s mother remarked, “[Anna’s father] and I felt quite emotional—after years and years of watching her brothers and friends shine, Anna was center stage!”

Anna’s experiences with cheerleading and at Prom can teach us all a great deal. We can all learn a lot from Anna and everyone who helped make her dreams become a reality. Anna was not afraid to pursue her goals, seeing possibilities instead of limitations. Her parents not only supported her in doing so, but they were key in identifying ways to help her find success while still respecting her independence. Anna’s coach didn’t hesitate to give Anna the opportunities she worked so hard for, seeing her for the talented girl she is and not for her disability. And her teammates welcomed her as one of their own. Together, these individuals, led by Anna, enabled her to have not only “normal” experiences, but extraordinary ones. In turn, Anna has touched and inspired all those who have the great fortune of knowing her.

Indeed, we can all learn a great deal from this extraordinary girl.
As parents, teachers, and providers, we all want our children to succeed. Studies have repeatedly shown that the most successful people are those who first believe that success is possible. How can we instill this belief, known as self-efficacy, in our kids? Here are some tips from the National Association of School Psychologists.

**Challenge negative thoughts.** We can teach children to identify and challenge negative thoughts that undermine their belief in their ability to accomplish a task. Adults can teach children and youth to challenge negative thinking by helping them to first identify the negative thought and then to use evidence to prove why the negative thought is inaccurate. Replace the negative thought with a positive, truthful idea.

**Teach goal setting.** Teaching children how to set realistic goals and strategies for persisting in achieving those goals when they encounter obstacles helps them to experience greater mastery in life. Helping children to increase their pathways thinking (thinking that helps identify or create many paths to a goal) and agency thinking (thinking that helps keep motivation up while pursuing a goal) helps them experience greater hope and more success in achieving the goal.

**Notice, analyze, and celebrate successes.** We can increase self-efficacy by teaching youth to identify successes and to accurately assess their contribution. For example, parents or teachers can work with children to keep a “success journal” in which they record successes and list the skills, talents, and strategies that they used to bring about the positive outcome. This not only helps children build positive self perceptions, but it also creates positive emotion, which in turn leads to more creative thinking and enhanced problem solving.

**Use process praise.** Process praise, in which children are praised for their efforts and the strategies they used to bring about a success (e.g., “You did well because you kept at it and tried different ways to solve the problem.”), can lead to greater mastery, persistence, and achievement than simply praising children for being smart (e.g., “You did well because you’re just so smart!”). Emphasizing effort and strategy helps children focus their attention on things they can control: how hard they try and the strategies they use.

**Provide opportunities for mastery experiences.** Give children opportunities to control their environment. Creating opportunities for children to make decisions, use and practice their skills, and try different paths to achieve their goals will help build self-efficacy. This requires genuinely knowing the child’s strengths and being able to link those to their goals.

**Be honest and realistic.** When a child fails or has a setback, don’t pretend it didn’t happen. It is far better to acknowledge the struggle (“That must have been really hard. I can see why you are disappointed.”) and identify specific strengths he might use next time (“You pass the ball really well. Passing might be more effective than shooting from so far away.”). When we help children to pay attention to their skills and strengths and help them to figure out how to use them more fully, we are teaching them self-efficacy. And, acknowledging the reality of the situation conveys that you genuinely understand what the child has experienced and helps her see herself as someone who can cope with a challenge.

Extended School Year (ESY): A Primer

The arrival of spring means that many school teams are beginning to consider students’ need for Extended School Year. Here is some important information that can help guide the discussions of parents and professionals.

The Individuals with Disabilities Education Act (IDEA) defines Extended School Year (ESY) as special education and related services that:
1. Are available as necessary to provide free appropriate public education (FAPE);
2. Are provided to a child with a disability beyond the normal school year, in accordance with the child’s IEP, and at no cost to the parents of the child; and
3. Meet the standards of the State Education Agency

Extended School Year services must be provided if a child’s IEP team determines, on an individual basis, that the services are necessary to provide Free Appropriate Public Education to the child. The need for ESY should be considered at the annual IEP meeting for each child on an IEP. The Third Circuit Court ruled that a child’s unique needs “are necessarily determined in reference to goals,” and that for some children limiting services to 180 days might prevent them from accomplishing “reasonable educational goals” developed for the child and “be wholly inappropriate to the child’s educational objectives.” This overrides the ruling of a lower court which required that it be shown that a student would regress or fail to recoup (regain) skills if not provided ESY.

The Extended School Year is for more than academic subjects. The IEP team should include any area that is crucial to the child’s progress toward “self-sufficiency.” These “critical life skills” may include, but are not limited to: self-help, social skills, emotional support, mobility, communication, assistive technology, academics, and vocational skills. ESY should help the child work toward the goal of becoming a successful, productive citizen.

Extended School Year vs. Summer School. ESY are services required by the Individuals with Disabilities Education Act ’04 to be provided beyond the traditional school year. They are available only to students with disabilities who meet the eligibility criteria. It is not a “one size fits all” program. Instead, an ESY program is individually designed by the IEP team for each individual student. Summer school, however, is an optional program of the school district that is open to all students for the purpose of teaching new content or enrichment, offering recreational or academic opportunities not available during the regular school year or providing an opportunity for students who have failed classes to re-take those classes. A fee may be charged for summer school.

ESY scheduling, as to duration, amount and extent of services, must be determined by the individual needs of the child and cannot be determined by the district’s summer school schedule.

Determining if a child needs ESY services. All students who received services on an IEP should be considered for ESY services at least annually. The issue that determines if the child needs ESY is whether the progress made by the child during the regular school year will be significantly jeopardized if he or she does not receive continued educational programming during the summer months. The team must determine if the child needs the services to continue to move toward accomplishment of the goals and objectives listed on the IEP.

What about “related services” and ESY? Related services that the IEP requires must be considered for ESY. If the child receives speech therapy services and communication skills may be lost over an extended time without those services, then speech therapy should be a service provided in ESY. The same with physical and occupational therapy, transportation, mobility training for a child who is blind, vocational and life skills training, etc.

If the IEP team determines that a child needs ESY services, can the district say they do not provide ESY services, or they don’t have room for the student, or they don’t have enough staff? NO, NO, NO!! Ask the district to either provide the services as determined by the IEP team or to put in writing why they cannot provide the services that are written in the IEP. Many times a district will provide the ESY services through a contractor, if they feel that is the only way to meet the student’s needs. Either way – the services must be provided. If the district and the parents cannot reach agreement about this, then the parents may exercise the procedural safeguards.

For more information about Extended School Year, or to request assistance, contact the Parent Information Center at 1-800-660-9742. This information is available in a PIC brochure. To view the full brochure, visit www.wpic.org.
At Parents Helping Parents of Wyoming, we believe in the power of families. Over the years, as families have struggled with various issues related to their children’s disabilities or special health care needs, we have made efforts to connect them with other families who have “been there” and can offer advice, encouragement, and reassurance.

Support, from whatever source, is a valuable thing. However, we all know that when that support comes from someone who truly understands what we are going through, someone who can truly relate, its value increases exponentially. Yet, this component is often missing in traditional medical models.

Recently, however, a study was able to demonstrate the power of patient-to-patient support in scientific terms. In the study, researchers monitored the blood pressure of nearly 300 patients with hypertension. They showed half of the patients videos of similar patients telling stories about their own experiences. They showed the other half more impersonal videos on generic health topics, like dealing with stress. In the group that watched the storytelling videos, the blood pressure of patients who started out with uncontrolled hypertension dropped as significantly as it had for patients taking medication in previous studies.

“There’s only so much the doctor can do, so providers are looking for innovative ways to help their patients,” Dr. Houston said. Indeed, researchers are looking into a variety of ways that storytelling can be incorporated into regular treatment. In one possibility, much like popular dating sites, doctors and patients would be able to access Web sites that would match patients to videos of similar patients sharing their own experiences with the same disease.

There are several other studies in progress that will look at the use of storytelling in patient care and identify ways it can be incorporated into treatment. “Storytelling is human,” Dr. Houston says. “We learn through stories, and we use them to make sense of our lives. It’s a natural extension to think that we could use stories to improve our health.”

As families of children with special health care needs, we know there is great value in these types of networks. We have learned a great deal over the years by sharing our stories, and we want to hear yours! Whether you are a family who needs support, wants to lend support, or just share your story, your experiences are a powerful tool…we have the research to prove it!

Governor Signs Seclusion/Restraints Bill

On February 24, 2011 Governor Matt Mead signed into law a bill for schools that will greatly affect the safety of Wyoming’s students. Called Senate File 36, this bill will require State Superintendent of Public Instruction, Cindy Hill, to adopt rules and regulations about the use of seclusion and restraints in public schools. It will also require local school boards to adopt policies for the use of seclusion and restraints in their districts. This must happen no later than December 31, 2011.

The effort to push through this legislation was done by many caring people in Wyoming who understand how seclusion and restraint has been misused in schools. The Governors’ Council on Developmental Disabilities advocated strongly for this bill, and the Wyoming Advisory Panel for Students with Disabilities gave recommendations and input regarding this issue to allow it to be an “emergency only” procedure. State parent organizations and many parents of students with disabilities who have been directly affected by the misuse of seclusion and restraint also influenced this change in Wyoming Law.

While we know that the use of seclusion and restraint is often a reality when working with children with significant disabilities, there should be guidance policies and best practice training in place to protect both students and staff. That’s what this bill is about! Some key points that must be included in the district policy are:

- The parent or legal guardian of the student shall be notified each time that seclusion or restraint is used for the student.
- Locked seclusion should be prohibited.
- The policy shall not be limited to any specified group of students, and
- The policy shall be followed any time that seclusion or restraint is used for any student.

A special thank you to Senator Case (R-Fremont) and Representative Barbuto (D-SW Fremont & Sweetwater) for sponsoring this bill and being open to discussion about necessary changes to make this effort a positive law for Wyoming students. To read the full bill, visit our website at www.wpic.org.

2-1-1 Launches in Southeast Wyoming

On February 15th, a new service became available to residents of southeastern Wyoming. 2-1-1 is an easy to remember phone number that connects people, free of charge, to a full range of non-emergency community, social, health, disaster and government services in Albany, Carbon, Converse, Goshen, Laramie, Niobrara and Platte Counties.

With just one call, users can speak with a caring, trained specialist who will listen and respect confidentiality, assess their needs, offer emotional support, provide referrals, conduct follow-up, and advocate on their behalf.

2-1-1 is available from 8 am to 8 pm, Monday through Friday. Cell phone and PBX phone users can access 2-1-1 by dialing 1-888-425-7138 (Union Wireless customers may dial 2-1-1).
Q & A: School-Parent Compacts

Q: What is a School-Parent Compact?
A: The compact is a written agreement between parents and Title 1 schools that defines the responsibilities they share together to help our children reach high academic standards. It should help define what the link to learning at school and at home should look like and what everyone's role is.

Q: How does the compact do that?
A: Compacts should help outline goals and what schools expect of families and what families can expect of schools—and how they can work together with students to improve student progress. Compacts should translate the policies and the goals into “action” statements to clearly state what administrators, teachers, parents and students will do to make the goals really happen. Compacts can also serve as a boost for collaborating and as a guide for ongoing, better communication and interactions and exchanges between school staff and families.

Q: Why should we have a compact?
A: Compacts help build strong partnerships that connect families and schools—as well as communities as a whole. These partnerships not only improve school programs, they improve the schools climate—how welcome families and students feel in the school. Compacts increase the skills of parents by helping parents become more confident in supporting their child’s learning at home, and to how to communicate regularly with their children’s teachers. They should also ensure that families receive supports and services to increase their involvement in schools.

Q: Why are these partnerships so important?
A: Research shows that when schools and families work together to support learning, everyone benefits! It shows that students do better in school and in life; parents become more empowered; teacher morale improves; and communities grow stronger.

Q: Who should be involved in developing a compact?
A: If the school has a school wide Title 1 program, the school–parent compact should be developed with all parents of the students in the school, every year, with teachers and school administrators who hold the responsibility for carrying out the compact.

For a school who is using Title 1 through targeted assistance, the parents of the students who are receiving supports through Title 1 should have an active part of developing the compact. For both targeted and school wide, involving students in the compact development will vary by grade level. Other participants may include local businesses, school board members, and other school staff.

Q: What is the overall purpose of a school-parent compact?
A: By getting all families at the table to have lively discussions about how to support student learning, and making a commitment to do it better together gives everyone ownership to the whole process. Families who feel more welcome and honored when their voice is heard in positive, meaningful ways, carry that confidence and eagerness to learn to their children. Bringing schools and families together that reflect the culture and beliefs of the community specifically to focus on teaching and learning makes for a stronger community and future for all our children.

Sources: Title 1 of ESEA; Public Education Network: Action Guide for Parents and Community Leaders

TOGETHER We Make a Difference
Building Blocks of Home Safety

It doesn’t take long for babies to go from helpless newborns to curious, active explorers. The following safety tips can help protect not only your small child, but your entire family.

Install smoke detectors throughout your home, at least one on every level and outside bedrooms. Check them monthly to be sure they are working. It is best to use smoke detectors with long-life batteries, but if these are not available, change the batteries annually on a date you will remember. Develop a fire escape plan and practice it so you’ll be prepared if an emergency does occur.

Put safety plugs that are not a choking hazard in all unused electrical outlets so your child can’t stick her finger or a toy into the holes. If your child won’t stay away from outlets, block access to them with furniture. Keep electrical cords out of reach and sight.

To prevent slipping, carpet your stairs where possible. Be sure the carpet is firmly tacked down at the edges. When your child is just learning to crawl and walk, install safety gates at both top and bottom of stairs. Avoid accordion style gates, which can trap an arm or a neck.

Certain houseplants may be harmful. Your regional Poison Help Line will have a list or description of plants to avoid. You may want to forego house plants for a while or, at the very least, keep all house plants out of reach.

Check your floors constantly for small objects that a child might swallow, such as coins, buttons, beads, pins, and screws. This is particularly important if someone in the household has a hobby that involves small items, or if there are older children who have small items.

If you have hardwood floors, don’t let your child run around in stocking feet. Socks make slippery floors even more dangerous.

Attach cords for window blinds and drapes to floor mounts that hold them taut, or wrap these cords around wall brackets to keep them out of reach. Use safety stop devices on the cords. Cords with loops should be cut and equipped with safety tassels. Children can strangle on them if they are left loose.

Pay attention to the doors between rooms. Glass doors are particularly dangerous, because a child may run into them, so fasten them open if you can. Swinging doors can knock a small child down, and folding doors can pinch little fingers, so if you have either, consider removing them until your child is old enough to understand how they work.

Check your home for furniture pieces with hard edges and sharp corners that could injure your child if she fell against them. (Coffee tables are a particular hazard.) If possible, move this furniture out of traffic areas, particularly when your child is learning to walk. You also can buy cushioned corner- and edge-protectors that stick onto the furniture.

Test the stability of large pieces of furniture, such as floor lamps, bookshelves, and television stands. Put floor lamps behind other furniture and anchor bookcases and TV stands to the wall. Deaths and injuries can occur when children climb onto, fall against, or pull themselves up on large pieces of furniture.

Keep computers out of reach so that your child cannot pull them over on herself. All cords should be out of sight and reach.

Open windows from the top if possible. If you must open them from the bottom, install operable window guards that only an adult or older child can open from the inside. Never put chairs, sofas, low tables, or anything else a child might climb on in front of a window. Doing so gives her access to the window and creates an opportunity for a serious fall.

Never leave plastic bags lying around the house, and don’t store children’s clothes or toys in them. Dry-cleaning bags are particularly dangerous. Knot them before you throw them away so that it’s impossible for your child to crawl into them or pull them over her head.

Think about the potential hazard of anything you put into the trash. Any trash container into which dangerous items will go—for example, spoiled food, discarded razor blades, or batteries—should have a child-resistant cover or be kept away and out of a child’s reach. Think about the potential hazard of anything you put into the trash. Any trash container into which dangerous
items will go—for example, spoiled food, discarded razor blades, or batteries—should have a child-resistant cover or be kept away and out of a child’s reach. To prevent burns, check your heat sources. Fireplaces, woodstoves, and kerosene heaters should be screened so that your child can’t get near them. Check electric baseboard heaters, radiators, and even vents from hot-air furnaces to see how hot they get when the heat is on. They, too, may need to be screened.

A firearm should not be kept in the home or environment of a child. If you must keep a firearm in the house, keep it unloaded and locked up. Lock ammunition in a separate location. If your child plays in other homes, ask if guns are present there, and if so, how they are stored.

Alcohol can be very toxic to a young child. Keep all alcoholic beverages in a locked cabinet and remember to empty any unfinished drinks immediately.


**New App for Bookshare**

Bookshare, a service that provides accessible books and periodicals for individuals with print disabilities, has announced a new app for use on the Apple iPad, iPhone, and iPod Touch. The App, called Read2Go, is a new “accessible” e-book reader that allows individuals to read Bookshare books on these popular mobile devices.

With Read2Go, readers can find, download, and read Bookshare books quickly and easily. In addition, Read2Go reads Bookshare’s DAISY format books, which provide accessibility features that can help children with print disabilities to read, like listening with high quality Acapela voices, seeing and hearing words read as they are highlighted, adjusting font size, coloring, and more.

For more information about Read2Go App, visit www.bookshare.org.

**Rtl Cannot Delay Evaluations**

In recent years, Response to Intervention (RtI) has become increasingly popular as a school-wide approach for identifying student needs. This approach requires teachers to track instruction and interventions and monitor their success. Students who are unable to make adequate progress despite well-planned and consistently implemented interventions may be referred for an evaluation to assess eligibility for special education.

The RtI approach has been shown to decrease the number of special education referrals, as it enables teachers to recognize students who may have additional needs without waiting for them to “fail.” Seeing how a student responds to targeted strategies and interventions can be valuable in helping parents and school teams determine the best course of action for a student.

However, in a recent memo to the state directors of special education, Office of Special Education Programs Director Melody Musgrove cautioned that an RtI approach cannot be used to deny or delay evaluations for special education eligibility. According to the Individuals with Disabilities Education Act (IDEA), parents have the right to request an evaluation at any time. If the school agrees to the evaluation, then they must obtain parental consent for the evaluation within a reasonable period of time, and in Wyoming, the evaluation must be completed within 45 calendar days. However, if the school refuses to complete the evaluation, they must provide the parent with written notice of the reasons for the refusal and the information that was considered. The parent may then contest the refusal in a due process hearing.

Indeed, information gathered through the RtI process can be valuable, and schools may choose to use data gathered through this approach as an important part of a child’s evaluation. Regardless, the memo clarifies that a full evaluation cannot be delayed in the process.
ABOUT US:

Parent Information Center, PIC:
Outreach Parent Liaisons (OPL) provide local information and support to families of children with disabilities, on their rights under special education law, IDEA. PIC also provides workshops on IDEA, IEPs, and specific disabilities such as attention disorders, autism and down syndrome. If interested in a workshop in your community or making contact with an OPL, call PIC at 1-800-660-9742 or (307) 684-2277:

Terri Dawson, Director, tdawson@wpic.org
Julie Heil, Outreach Coordinator-Buffalo, 684-2277, jheil@wpic.org Serves Buffalo & Sheridan
Betty Carmon, Powell, 754-3430, bcarmon@wpic.org Serves Cody, Powell, Greybull, Worland, Lovell & Thermopolis area
Janet Kinstetter, Moorcroft, 756-9605, jkinstetter@wpic.org Serves Moorcroft, Gillette, Sundance & Newcastle area
Jan Jones jjones@wpic.org; Cheyenne, 635-3536, Serve Cheyenne, Laramie, Wheatland & Torrington
Jennifer Petri, jpetri@wpic.org Green River, (307) 875-1929 or
Tammy Wilson, twilson@wpic.org Green River, (307) 217-2244 Serves Green River, Rock Springs Kemmerer and Evanston area

Wyoming Family To Family Health Information Center (WY F2F HIC) provides support and information for families of children and youth with special health care needs (CYSHCN) on services and resources in Wyoming. Call 1-800-660-9742 or 307-635-3536 or e-mail: wyf2f@wpic.org.

Parent Education Network, PEN:
As the Wyoming State PIRC, PEN provides technical assistance to schools about family friendly practices in education. PEN works with schools to help families be more actively engaged in their children’s learning and education. For more information:

Terri Dawson, Director (307) 684-7441, tdawson@wpic.org
Natalie Pique, Family-School Partnership Liaison, Casper (307) 247-0075 npique@wpen.net

Parents as Teachers, PAT:
Pat also provides home-based services for children, prenatal through age five, and their families with the Parents as Teachers (PAT) program. For more information, call Dara Johnston, PAT Coordinator at (307) 684-7441 or e-mail PATInfo@wpen.net. Certified PAT parent educators are:

Erin Swilling, Cheyenne, (307) 635-3536, eswilling@wpen.net
Ethelyn Sharpe, Cheyenne, (307) 635-3536, esharpe@wpen.net
Blanca Moye, Jackson, (307) 690-8149, bmoye@wpen.net
Tammy Dexter, Riverton, (307) 857-1337, tdexter@wpen.net

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“The future belongs to those who believe in the beauty of their dreams.”

—Eleanor Roosevelt

Parents Helping Parents of WY, Inc. (PHP), because of rising production costs, we must charge a $20/year subscription fee to professionals and other interested individuals.

The newsletter remains free to parents, however any donation is appreciated.

Please complete and return the form below so that we may update our mailing list:

____ I am a parent of a child with a disability and a Wyoming resident. Please keep me on/add me to the list.

____ If your child has a disability, please list disability: __________________________ Child’s age ________

____ I am a parent leader in my child’s school________________________________________ (name of school).

____ I am a professional, teacher or other interested person. Enclosed is $20 for a one year subscription.

My organization/school name is________________________________________ My role/ position is________________________

____ I am the parent of a child with disabilities, but do not live in Wyoming. Enclosed is $20 for 1 year subscription.

Name: __________________________________________ Phone: (H) _______________ (W)____________________

Address: ____________________________________________________________________ Zip: ________________

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This is my: ___ Home address ___ Work address (Please check one) E-mail address: __________________________

____ I would like to subscribe to PHP’s new electronic news brief to be distributed 4-6 times/year
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Buffalo, WY 82834

For more information:
Contact PHP at 1-800-660-9742
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UPCOMING EVENTS

WE’RE CELEBRATING OUR 20TH ANNIVERSARY

2011 MARKS THE 20TH ANNIVERSARY OF PARENTS HELPING PARENTS OF WYOMING. JOIN US IN THE CELEBRATION BY DONATING TODAY AT WWW.WPIC.ORG