Preparing for an IEP
(a few suggestions)

Parents are important members of the IEP team and being prepared for an IEP can help keep parents stress level down, while helping to facilitate a successful meeting. Being prepared also helps us, as parents, feel like we have more control over the meeting and can help guide the direction it takes. Here are suggestions of steps to take as you prepare to be a valued and contributing member of your child’s team.

- Ask to have written evaluation results/reports before the IEP meeting. Typically you will not get them more than a day or two in advance. Even a day or two will allow you to look them over and make a list of areas/questions you might have that you wish to discuss at the meeting.

- Review your child’s current IEP—be familiar with the goals and what success looks like when a goal is achieved.

- Talk to your child regarding his or her feelings about school, what he/she likes best, what he/she likes least, what suggestions he/she thinks might make learning better for them.

- Gather records or information you feel are important and pertinent to your child's program -- evaluations done outside the school, medical records that relate to your child's performance at school.

- Make notes about information you want to contribute at the meeting, including your child's level of functioning at home -- your child's interests, how your child relates to family members, to friends and others in the community. List goals you have for your child and things you would like your child to be working on.

- Find out who will be attending the meeting. If there are school personnel involved with your child's program who are not on the list, and who you feel should be included, ask to have them at the meeting.

- Bring someone along for support -- PIC has staff that are available for this, either in person as available, or by phone. It is not unusual for parents to feel overwhelmed when encountering a roomful of educators and professionals discussing their child.

- Look for opportunities to say thanks or express gratitude to teachers/other staff.

- When asking for something for your child, ask the team how you can support them in helping your child succeed. Working toward a common goal allows everyone to feel like a valued member and resource to remain calm. Look for win-win situations. Expect competency and maintain high expectations. Trust your heart and your instincts!
Accommodations for Students with Dyslexia

Teaching students with dyslexia across settings is challenging. Here are some accommodations that general education and special education teachers can use in a classroom of a variety of diverse learners.

Accommodations Involving Interactive Instruction

The job of getting students attention and engaging them for a period of time requires many teaching and managing skills. Interactive instruction uses lots of discussion and sharing among students to relay meaning. Some accommodations to enhance successful interactive instructional activities are:

Repeat directions. Students who have difficulty following directions are often helped by asking them to repeat the directions in their own words.

Maintain daily routines. Many students with learning problems need the structure of daily routines to know and do what is expected.

Provide students with a graphic organizer. An outline, chart, or blank web can be given to students to fill in during presentations. This helps students listen for key information and see the relationships among concepts and related information.

Use step-by-step instruction. New or difficult information can be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit (clear & obvious) or part-to-whole instruction.

Simultaneously combine verbal and visual information. Verbal information can be provided with visual displays (e.g., on an overhead or handout).

Write key points or words on the chalkboard. Before presenting material, the teacher can write new vocabulary words and key points on the chalkboard or overhead.

Use balanced presentations and activities. An effort should be made to balance oral presentations with visual information and participatory activities. Also, there should be a balance between large group, small group, and individual activities.

Emphasize daily review. Daily review of previous learning or lessons can help students connect new information with prior knowledge.

Accommodations Involving Student Performance

Students vary significantly in their ability to respond in different modes. For example, students vary in their ability to give oral presentations; participate in discussions; write letters and numbers; write paragraphs; draw objects; spell; work in noisy or cluttered settings; and read, write, or speak at a fast pace. Moreover, students vary in their ability to process information presented in visual or auditory formats. The following accommodations can be used to enhance students performance:

Change response mode. For students who have difficulty with fine motor responses, such as handwriting, the response mode (the way they give an answer or reply) can be changed to underlining, selecting from multiple choices, sorting, or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual chalkboards.

Encourage use of graphic organizers. A graphic organizer involves organizing material into a visual format.
Accommodations continued...

Encourage use of assignment books or calendars. Students can use calendars to record assignment due dates, list school related activities, record test dates, and schedule timelines for schoolwork. Students should set aside a special section in an assignment book or calendar for recording homework assignments.

Reduce copying by including information or activities on handouts or worksheets.

Have students turn lined paper vertically for math. Lined paper can be turned vertically to help students keep numbers in appropriate columns while computing math problems.

Use cues to denote important items. Asterisks or bullets can denote questions or activities that count heavily in evaluation. This helps students spend time appropriately during tests or assignments.

Design hierarchical worksheets. The teacher can design worksheets with problems arranged from easiest to hardest. Early success helps students begin to work.

Allow use of instructional aids. Students can be provided with letter and number strips to help them write correctly. Number lines, counters, and calculators help students compute once they understand the mathematical operations.

Display work samples. Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.

Use peer-mediated learning. The teacher can pair peers of different ability levels to review their notes, study for a test, read aloud to each other, write stories, or conduct laboratory experiments. Also, a partner can read math problems for students with reading problems to solve.

Use flexible work times. Students who work slowly can be given additional time to complete written assignments.

Adapted from the International Dyslexia Association fact sheet "Accommodating Students with Dyslexia In All Classroom Settings," which was prepared by Cecil Mercer, EdD, a distinguished professor at the University of Florida.

Comprehensive, Individualized & Cost-Effective Care

In partnership with the Wyoming Department of Health, Wyoming Access delivers a unique program designed to provide comprehensive, individualized and cost-effective care to Medicaid-eligible youth who have complex behavioral health needs. By using the High Fidelity Wraparound model, Wyoming Access delivers intensive care coordination to help youth and families develop self-sufficiency, build natural supports, avert and respond to crises, and participate effectively in treatment.

Youth and families with very complex needs are often involved with multiple providers and systems and may be at risk for hospitalization or out-of-home placements. No single provider or system can respond comprehensively to the variety of needs presented. As a Care Management Entity, Wyoming Access addresses this by enhancing communication and coordination among providers and others, promoting engagement in a medical home, reducing redundant or contradictory efforts, and engaging and empowering the youth and family to leverage strengths, make choices, and access appropriate treatment. Wyoming Access currently provides services in Albany, Carbon, Converse, Laramie, Goshen, Niobrara, and Platte counties. Referrals may be made by any provider, agency, or self-referral (1-855-883-8740).

Wyoming Access (under its parent company, Colorado Access) is a non-profit organization with a strong background in community partnerships and working with underserved populations by providing behavioral health services. Since 1994, they have been a regional leader in care management, community-based recovery models, and physical health-behavioral health integration. Additionally, Wyoming Access has experience engaging consumers, families, providers, and communities to support local innovations to improve care and outcomes for individuals and families.
Helping Your Child Learn to Read: Preschool to Grade School

From National Center on Learning Disabilities

When children become good readers in the early grades, they are more likely to become better learners throughout their school years and beyond. Learning to read is hard work for children. Fortunately, research is now available that suggests how to give each child a good start in reading.

Becoming a Reader Involves the Development of Important Skills

- Use language in conversation;
- Listen and respond to stories read aloud;
- Recognize and name the letters of the alphabet;
- Listen to the sounds of spoken language;
- Connect sounds to letters to figure out the “code” of reading;
- Read often so that recognizing words becomes easy and automatic;
- Learn and use new words;
- Understand what is read.

Preschool and kindergarten teachers set the stage for children to learn to read with some critical early skills. First, second and third grade teachers then take up the task of building the skills that children will use every day for the rest of their lives. Parents can also help their children become readers. Learning to read takes practice—more practice than children get during the school day.

If Your Child Is Just Beginning to Learn to Read

- **Practice the sounds of language**: Read books with rhymes. Teach your child rhymes, short poems and songs.
- **Play simple word games**: How many words can you make up that sound like the word “bat”?
- **Help your child take spoken words apart and put them together**: Help your child separate the sounds in words, listen for beginning and ending sounds and put separate sounds together.
- **Practice the alphabet**: By pointing out letters wherever you see them and by reading alphabet books.

If Your Child Is Just Beginning to Read

- **Point out the letter**: Sound relationships your child is learning on labels, boxes, newspapers, magazines and signs.
- **Listen to your child read words and books from school**: Be patient and listen as your child practices. Let your child know you are proud of his reading.

If Your Child Is Reading

- **Rereading familiar books**: Children need practice in reading comfortably and with expression using books they know.
- **Building reading accuracy**: As your child is
Even in Defeat, Bull Boosts Spirits!

By now, all the cowboys and cowgirls from the National Finals Rodeo, held in Dec 2013 in Las Vegas, are back at home or school or out on the ranch. According to Las Vegas Review-Journal sports columnist Ron Kantowski, there are other rewards, other than winning, at these events.

A small percentage are headed home with gold buckles, a higher percentage with a check from the $6.25 million purse. You ride something for eight seconds at the NFR, you rope something in less time, you ride real fast around these barrels that look like giant cans of Coors beer, they give you a nice check.

One family, the Meads from Thermopolis, Wyo., or just outside of Thermopolis, is leaving Las Vegas with something way more valuable.

The Mead family consists of Luke Mead, who drives one of those big water trucks in the oil fields outside of Thermopolis; his wife, Valerie, who comes from a ranching family back there; and their daughter, Jayci, part-owner of this bull with a white face and brown ears that was entered in the Bucking Bull Games World Finals.

Now, the Bucking Bull Games, part of which were held at the Cowboy Marketplace at Mandalay Bay, aren’t directly related to the NFR. But the Bucking Bull Games pay $1.3 million in prize money, and they also smell like the NFR. So perhaps they are first cousins.

The white-faced, brown-eared bull who Jayci Mead partly owns is called JJ’s Dream. The bull is 2 years old; Jayci is 21, which is young for a bull owner but not unheard of.

She also has autism, which is pretty much unheard of among the bull owners at the Bucking Bull Games.

Jayci Mead’s bull had to post a minimum score of 85 to make the final go-round and qualify for a shot at the first-place prize of $500,000. JJ’s Dream was scored 81.8 by the judges.

When the chute clanged open, the white-faced bull reading aloud, point out words he missed and help him read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure he understands the meaning.

- Building reading comprehension: Talk with your child about what she is reading. Ask about new words. Talk about what happened in a story. Ask about the characters, places and events that took place. Ask what new information she has learned from the book. Encourage her to read on her own.

- Building reading comprehension: Talk with your child about what she is reading. Ask about new words. Talk about what happened in a story. Ask about the characters, places and events that took place. Ask what new information she has learned from the book. Encourage her to read on her own.

- Read together every day: Spend time talking about stories, pictures and words.

- Be your child's best advocate: Keep informed about your child’s progress in reading and ask the teacher about ways you can help.

- Be a reader and a writer: Children learn habits from the people around them.

- Visit the library often: Story times, computers, homework help and other exciting activities await the entire family.

Make Reading a Part of Every Day

- Share conversations with your child over meal times and other times you are together: Children learn words more easily when they hear them spoken often. Introduce new and interesting words at every opportunity.

Adapted from ‘Put Reading First: Helping Your Child Learn to Read’, originally published by The Partnership for Reading, a collaborative effort of the National Institute for Literacy (NIFL), the National Institute of Child Health and Human Development (NICHD), and the U.S. Department of Education.
with the brown ears kicked up his hind legs and briefly bucked like the dickens. But he landed too close to the gate. That seemed to throw off his pattern.

At least that’s what Billy Jaynes, CEO of a Texas-based company called Exclusive Genetics, which raises and transports the bucking bulls to these lucrative events so people like Jayci Mead can become intimately involved for a relatively small investment (of about $15,000), said on the microphone.

(Valerie Mead turned to her daughter in the temporary bleachers and started to frown, even before Billy Jaynes, (the announcer and owner of the company that raises and transports the bulls) began talking about spin patterns on the microphone. She knew the score wouldn’t be good enough.

Big Luke Mead, who had been standing, plopped down in resignation. Jayci Mead, who had been smiling, wrote down JJ’s Dream’s score in her official program and kept smiling.

You might have heard how animal therapy can bring people with disabilities out of their shells, how rubbing a dog or a cat between the ears, or maybe caring for a horse, can brighten one’s day.

Well, you can’t rub a 2,000-pound bucking bull between the ears, unless you’ve got a real long arm that you won’t be needing. But since Jayci Mead became part owner of JJ’s Dream, it was as if she moved to Alaska in summertime. The sun in her world never sets.

Jayci’s partners are L.J. Jenkins, a star bull rider on the Professional Bull Riders circuit, and a young woman named Madison Doherty. They have become Jayci’s surrogate brother and sister (which we know, as parents, is about as good as it gets!)

Valerie hooked her thumb toward where Jayci and Madison Doherty were carrying on like sisters. Jayci expresses herself so much better when she’s around JJ’s Dream and the other bulls, Valerie says. Jayci even has a job now, at a grocery store.

“Put things away,” Jayci says about what she does.

“You know how people send their kids to college?” her mom says out back by the bullpens. “Well, this is her college.”

Jayci now has a Facebook page, which she updates herself. She offers L.J. Jenkins encouraging words when he gets bucked off, or when those Brazilians beat him. She also offers him perspective, which goes unstated, until you speak to L.J. Jenkins.

“I mean, look at her,” L.J. said as JJ’s Dream continued to paw at the dirt and occasionally butt horns against the bullpen. “The bull didn’t have his best outing, but she’s as happy as ever. That right there lifts me and Madison up.”

Billy Jaynes came by and said Exclusive Genetics is exploring the possibility of raising awareness in autism in an official capacity. If it happens, that’s going to lift additional people up.

Finally, Luke Mead came over. Luke Mead is a big fellow who sports a bushy goatee and once played nose tackle at Eastern Arizona junior college. He’s a tough man who does tough work, driving those big rigs out in the oil fields near Thermopolis. He could be on front of the Brawny paper towels package; he even wears a red flannel shirt.

He said Jayci was in the fourth grade when she was diagnosed with autism. “Heartbreaking,” he said. One word response. No words to elaborate. But there is a gentleness to this man that one can see in his eyes.

After all the rodeo people had come by — L.J. and Madison and Billy Jaynes and all the rest, to say hello to his daughter; to wish her better luck next time; to make her feel that she is part of something special, which she is — there also was a redness in Luke Mead’s eyes. It appeared he had been crying.

Adapted from article in Las Vegas Review Journal Dec 14, 2013 by Ron Kantowski. Ron can be reached at rkantowski@reviewjournal.com or 702-383-0352. Follow him on Twitter: @ronkantowski.
What’s Happening in Wyoming

Annual Statewide Special Education Conference
hosted by WY School Psychology Association & WY Council for Exceptional Children

April 3 - 4, 2014 8am - 4pm
Ramada Plaza Hotel in Casper

Smart but Scattered: Improving Executive Skills to Promote School Success with Dr. Peg Dawson

WHO? Peg Dawson, Ed.D., received her doctorate in school/child clinical psychology from the University of Virginia. She worked as a school psychologist for 16 years in ME and NH and, for the past 20 years has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders. Dr. Dawson is a past president of both the National Association of School Psychologists and the International School Psychology Association. She is also the 2006 recipient of NASP’s Lifetime Achievement Award and a 2010 recipient of the International School Psychology Association Distinguished Services Award.

WHAT? Youngsters with poor executive skills are disorganized or forgetful, have trouble getting started on tasks, get distracted easily, lose papers or assignments, forget to bring home the materials to complete homework or forget to hand homework in. They may rush through work or dawdle, they make careless mistakes that they fail to catch. They don’t know where to begin on long-term assignments, and they put the assignment off until the last minute, in part because they have trouble judging the magnitude of the task and how long it will take to complete it. Their workspaces are disorganized, and teachers may refer to their desks, backpacks, and notebooks as “black holes.” Students with executive skill deficits present tremendous challenges to both parents and teachers who often find themselves frustrated by children whose problems in school seem to have little to do with how smart they are or how easily they learn.

WHY? As a result of this workshop, participants will:

- Understand executive skills within the context of brain development.
- Be able to identify how executive skills impact school performance and daily living.
- Have access to a repertoire of strategies to improve executive skills in students. These will include strategies to modify the environment to reduce the impact of weak executive skills and procedures such as coaching that can be used to teach children how to improve specific executive skill deficits in the context of home or school performance expectations.

QUESTIONS or REGISTRATION:
Georgia Rutschke, WY CEC President (406) 672-8488 grutschke@park16.k12.wy.us; or Dr. Bob Bayuk (307) 388-2120 bbayuk@tribcsp.com

___ $200.00 per WSPA or CEC member
(Must be a member at the time of registration)

___ $225.00 per All others

PTSB recertification credit available

Rooms $77 at Ramada Plaza. Please make room arrangements with the hotel directly at (307) 235-2531.

PIC Newsletters

Keep up-to-date on “What’s Happening in Wyoming” and continue to read great and relevant articles by subscribing to our online E-News at www.wpic.org or by subscribing to PICs-N-Pieces newsletter (free to parents of children with disabilities/ $20 professionals, any donations is appreciated)
How to File a State Complaint

As the parent of a student with a disability, filing a state complaint can be a difficult decision. There are many factors to consider before you file. Following these steps will assist you in understanding all your options as you attempt to find a resolution with your child’s school/school district. You may also chose to speak with an advocate or other supports that are knowledgeable about special education in WY. The Parent Information Center staff can help you problem-solve next steps or clarify a concern to draft your letter.

Steps to Resolve My Concern Regarding My Child’s Education...
The best practice is always to contact the person with whom you have a concern, and then follow the chain of command. It is best not to miss a step, and is critical to let the school know exactly what the issue is, and how you would like to see it resolved. Then give them a chance to resolve it.

The steps are:
1. **Discuss** concern with the teacher/case manager by phone or in person.
2. **Put your concerns in writing to them** (either e-mail or letter).
3. **If unresolved**: Discuss with the principal.
4. **If still unresolved**: Discuss with the special education director or his/her designee.
5. **Put your concerns in writing to them.**
6. **If still unresolved**: Discuss with the superintendent.
7. **If still unresolved**: Consider the dispute resolution process.

Filing a Complaint with the Wyoming Department of Education (WDE)
If you are not able to resolve your concerns at the local level, you may choose to file a complaint with the WDE. If you have not first talked to the school staff at the local level, you will usually be referred back to them. Once you have done that, then filing a complaint is a fairly easy process. You may access the forms on the WDE website at: [http://edu.wyoming.gov/Programs/special_education/dispute_resolution.aspx](http://edu.wyoming.gov/Programs/special_education/dispute_resolution.aspx).

You may also call the WDE at (307) 857-9285 and ask that the appropriate forms be mailed to you directly. PIC also has a disability brochure that shows the information needed and a sample letter in filing a state complaint at [www.wpic.org/PDF/Disability_Brochures/26FilingAComplaint0112.pdf](http://www.wpic.org/PDF/Disability_Brochures/26FilingAComplaint0112.pdf).

At any time, parents can request mediation. There is a process to do so, and that process can be found on the WDE website.

The chart below lists the three components/options to Wyoming’s Dispute Resolution Process for Special Education, and shows the differences between them.

<table>
<thead>
<tr>
<th>Options</th>
<th>Mediation</th>
<th>State Complaint</th>
<th>Due Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the Issues?</td>
<td>Parents and school disagree about one of the following: identification, evaluation, placement, services or anything related to the IEP</td>
<td>The district is not following the law or state regulation in regard in Special Education Services</td>
<td>Disagreement regarding identification, evaluation, placement or services</td>
</tr>
<tr>
<td>Who is Involved</td>
<td>Mediator, District Staff, Parents, and support people that families invite</td>
<td>WDE staff, parent, district staff. A copy of the complaint must be sent to both the district and the state</td>
<td>Hearing officer, school district attorney, witnesses, parents and parent’s attorney</td>
</tr>
<tr>
<td>Decision maker and Timeline</td>
<td>Parents and District reconcile in a timely manner</td>
<td>WDE Decision within 60 calendar days. Date of the last known offense must be listed on the Complaint Form. This is to show that it occurred within the last 12 months</td>
<td>Hearing Officer- You may file within two years of allegation-decision within 45 days of filing</td>
</tr>
<tr>
<td>Cost to Parent</td>
<td>None</td>
<td>None</td>
<td>Parent pays for own attorney fees which may be recovered if parents win</td>
</tr>
</tbody>
</table>
Good Etiquette Tips for Interacting with People with Disabilities

1. Speak directly to the person who has a disability, and not to his or her interpreter, aid, spouse, parents, friend, etc. Place yourself on the same level when speaking to people.

2. When speaking with a person who has a disability, talk about topics you would talk with a person without a disability. (i.e. the weather, a football game, topics of common interest). Don’t limit your conversation to things related to the person’s disability.

3. Some people who use wheelchairs are able to do limited walking, but for major mobility must rely on a wheelchair. Do not stare or be disconcerted if you see a wheelchair user stand up and start walking.

4. People who use wheelchairs are individuals, not equipment. Don’t hang or lean on someone’s wheelchair. Respect his/her personal space.

5. Don’t push/touch a person’s wheelchair. If you help someone down a curb without waiting for instructions, you may dump her out of the chair. You may detach the chair’s parts if you lift it by the handles or the footrest. If it looks like they need support– ask first if you can help them.

6. If you find yourself saying words such as “see” to a person who is blind, or “hear” to a person who is deaf, do not worry as these are acceptable ordinary words that will not cause offense.

7. If you are with a person who uses an adaptive aid such as a cane, crutch or walker, do not let a child move or play with it. Such aids are very costly, and if broken, may take a long time to repair. In addition, the person who needs them needs to be able to reach them quickly.

8. When conversing with a person who has a hearing-impairment, look directly at that person rather than his or her interpreter. Try to have your face in the light. Do not shout, don’t chew gum or talk with a cigarette. If the person does not have an interpreter, and does not lip-read, and if you neither sign nor fingerspell, do not hesitate to write.

9. Don’t Make Assumptions! People with disabilities are the best judge of what they can or cannot do. Don’t make decisions for them about participating in any activity. Depending on the situation, it could be a violation of the ADA to exclude people because of a presumption about their limitations.

Adapted from Disability Etiquette, a publication of United Spinal Association.
www.unitedspinal.org

March is Disability Awareness Month

Contact PIC for a free stack of postcards urging you to “Think about your words, Don’t use words that hurt,” contact PIC at 307-684-2277

Use People First Language

Use: Person who uses a wheelchair
Not: Confined to a wheelchair

Use: boy with Down Syndrome,
Not: a “Down’s kid”

Use: a child with Autism,
Not: an “Autistic kid”

Use: he has a learning disability
Not: he’s Learning disabled

Use: Accessible parking, hotel room
Not: Handicapped parking, hotel room

Use: Customer
Not: Client, recipient

Avoid words such as: “victim,” “stricken with,” “crippled,” “mute,” “deaf and dumb,” “afflicted,” “retarded,” etc.

THINK COMPETENCE FIRST!
ABOUT US:

Parent Information Center (PIC):

Outreach Parent Liaisons (OPL) provide information and support to families of children with disabilities, on their rights under special education law, IDEA. PIC can attend IEPs with families to help empower them to partner with schools effectively and/or provide workshops on IDEA, IEPs, and specific disabilities such as attention disorders and autism.

For more info check out our website at www.wpic.org or call PIC at (307) 684-2277:

Terri Dawson, Director, tdawson@wpic.org (307) 217-1321
Serves the entire state

Juanita Bybee, jbybee@wpic.com (307) 684-2277
Serves Buffalo & Sheridan

Janet Kinstetter, jkinstetter@wpic.org (307) 756-9605
Serves Moorcroft, Gillette, Sundance & Newcastle for phone support only. Janet no longer attends IEPs or provides workshops

Tammy Wilson, twilson@wpic.org (307) 217-2244
Serves Green River & Rock Springs

Check out our website at www.wpic.org to download a copy of our Parent’s Rights Handbook on IDEA called “Keys…”

TOGETHER We Make a Difference!
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 for our hard copy newsletter.

*The (hard copy) PIC’s –n-Pieces newsletter remains free to parents of children with disabilities, 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 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: ________________
   Street    City    State

This is my: ___ Home address ___ Work address (Please check one)

_______ I would like to subscribe (at no cost) to PHP’s new electronic news brief to be distributed monthly
   (Please note; this e-news does not have the same content as the PIC’s n Pieces newsletter).

   E-mail address: ______________________________________________________________________

   Additional Donation amount________________. Thank you!

Please Send PHP a Change of Address if You Move. The Post Office Does Not Forward or Return Bulk Mail.

Mail to: Parents Helping Parents of WY, Inc.
        500 W. Lott St, Suite A
        Buffalo, WY  82834

For more information:
Contact PHP at (307) 684-2277
or e-mail tdawson@wpic.org

Charles Kettering

The world hates change, yet it is the only thing that has brought progress.”