

PICs -n- Pieces

Parent Information Center & Parent Education Network Wyoming State PIRC
Parents Helping Parents of Wyoming, Inc.



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2010

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back to School

The transition back to school can be tough for kids (and their parents!) Here are some tips from the American Academic of Pediatrics to help make the transition as smooth as possible.

MAKING THE FIRST WEEKS EASIER



- Remind your child that she is not the only student who is a bit uneasy about the first days of school. Teachers know that students are anxious and will make an extra effort to make sure everyone feels as comfortable as possible.
- Point out the positive aspects of starting school: It will be fun. She'll see old friends and meet new ones. Refresh her positive memories about previous years, when she may have returned home after the first day with high spirits because she had a good time.
- Find another child in the neighborhood with whom your youngster can walk to school or ride with on the bus.

BACKPACK SAFETY



- Choose a backpack with wide, padded shoulder straps and a padded back.
- Pack light. Organize the backpack to use all of its compartments. Pack heavier items closest to the center of the back. The backpack should never weigh more than 10 to 20 percent of the your child's body weight.
- Always use both shoulder straps. Slings a backpack over one shoulder can strain muscles.
- Consider a rolling backpack. This type of backpack may be a good choice for students who must tote a heavy load. Remember that rolling backpacks still must be carried up stairs, and they may be difficult to roll in snow.

EATING DURING THE SCHOOL DAY



- Most schools regularly send schedules of cafeteria menus home. With this advance information, you can plan on packing lunch on the days when the main course is one your child prefers not to eat.
- Try to get your child's school to stock healthy choices such as fresh fruit, low-fat dairy products, water and 100 percent fruit juice in the vending machines.
- Each 12-ounce soft drink contains approximately 10 teaspoons of sugar and 150 calories. Drinking just one can of soda a day increases a child's risk of obesity by 60%. Restrict your child's soft drink consumption.



Continued on page 2

Back to School

(Continued from Page 1)

BEFORE AND AFTER SCHOOL CHILD CARE



- During middle childhood, youngsters need supervision. A responsible adult should be available to get them ready and off to school in the morning and watch over them after school until you return home from work.
- Children approaching adolescence (11- and 12-year-olds) should not come home to an empty house in the afternoon unless they show unusual maturity for their age.
- If alternate adult supervision is not available, parents should make special efforts to supervise their children from a distance. Children should have a set time when they are expected to arrive at home and should check in with a neighbor or with a parent by telephone.
- If you choose a commercial after-school program, inquire about the training of the staff. There should be a high staff-to-child ratio, and the rooms and the playground should be safe.

DEVELOPING GOOD HOMEWORK AND STUDY HABITS



- Create an environment that is conducive to doing homework. Youngsters need a permanent work space in their bedroom or another part of the home that offers privacy.
- Set aside ample time for homework.
- Establish a household rule that the TV set stays off during homework time.
- Supervise computer and internet use.
- Be available to answer questions and offer assistance, but never do a child's homework for her.
- Take steps to help alleviate eye fatigue, neck fatigue and brain fatigue while studying. It may be helpful to close the books for a few minutes, stretch, and take a break periodically when it will not be too disruptive.
- If your child is struggling with a particular subject, and you aren't able to help her yourself, a tutor can be a good solution. Talk it over with your child's teacher first.

SCHOOL BUS SAFETY



- If your child's school bus has lap/shoulder seat belts, make sure your child uses one at all times when in the bus. If your child's school bus does not have lap/shoulder belts, encourage the school to buy or lease buses with lap/shoulder belts.
- Wait for the bus to stop before approaching it from the curb.
- Do not move around on the bus.
- Check to see that no other traffic is coming before crossing the street.
- Make sure to always remain in view of the bus driver.
- Children should always board and exit the bus at locations that provide safe access to the bus or to the school building.



Taken from <http://www.aap.org/advocacy/releases/augschool.cfm>

News on Autism Detection

Scientists have recently released research about a new computer program that may assist in the early diagnosis of Autism.

The program focuses on infant babbling—the nonsense syllables that characterize a baby’s first sounds.

The program analyzes these sounds, filtering out sneezes, coughs, and crying. While all babies have a tendency to “mix, match, and blend” syllables while developing pre-speech, children who are diagnosed with Autism reportedly do so far longer than their same-age peers. The computer program has been able to successfully

identify more than 85% of children as Autistic or non-Autistic.

Experts have commented that this is the first “objective” diagnostic tool available for Autism diagnosis. They are hopeful that the program will aid in early detection, as early intervention has proven extremely important in the treatment of children with Autism.

Source: http://www.syracuse.com/news/index.ssf/2010/07/study_babys_babble_could_be_cl.html



WANT TO LEARN MORE?

The American Academy of Pediatrics (AAP) has launched a new audio series aimed at providing parents of children with autism guidance and support. The series, entitled *Sound Advice on Autism*, includes interviews with medical experts, autism researchers, and parents of children with autism.

Topics covered include:

- Navigating an autism diagnosis and treatment
- Common autism therapies
- Complimentary and alternative therapies for autism
- Autism screening and diagnosis
- Prevalence and causes of autism
- A father’s experience, and
- A discussion with experts.

To access the series, visit the AAP’s website at <http://www.aap.org/audio/autism/>

Developing Early Literacy Skills

Help children develop oral language and early literacy skills by following these recommendations from the National Institute for Literacy’s Cornerstone series.

- ☑ **Read with a small group:** Shared reading is best with a small group of 1-3 students—this allows the caregiver to draw each child into the story through questions and conversation.
- ☑ **Focus on vocabulary:** Choose books that have new ideas and words. Then:
 - Tell the child what the word means.
 - Point to a picture in the book that illustrates the word.
 - Connect the new word to words the child already knows.



- Give examples of the word.
- Encourage the child to use new words in conversations.

- ☑ **Emphasize the use of abstract language:**
 - Ask children to predict what might happen in the story.
 - Ask children to imagine what characters in the story might be thinking or feeling.
 - Ask questions that require the child to use language to analyze the meaning of what is happening in the book.
- ☑ **Ask questions and encourage discussion:**
 - Ask younger children to label pictures.
 - Ask younger children to describe details of the pictures or story.
 - When they have had practice with a story, ask the child to recall something about the story.
 - Ask an older child to predict what’s going to happen in the story.
 - Ask an older child to imagine events beyond the story.
- ☑ **Read stories more than once**—use repeated readings to extend conversations about the story.
- ☑ **Build on themes**—choose books that are about the same theme, such as “under the sea” or “the rain forest.”

Download the complete guide at www.nifl.gov

Wyoming FAMILY  **FAMILY Health Information Center**
 A Project of Parents Helping Parents of WY, Inc.

Reflections from the Director —

Calls in the middle of the night, or very early morning are always scary. When they occur, my first thought is always about my kids- where are they? Are they ok? Are they hurt somewhere?

A couple of weeks ago, my husband and I got such a call in the wee hours of the morning. It was my daughter who was calling to let us know she had gone into labor 6 weeks early. I jumped into the car and drove from Cheyenne to Cody to get to her- not knowing if she and/or the baby would be okay, or if she would be flown to Billings before I even got there.

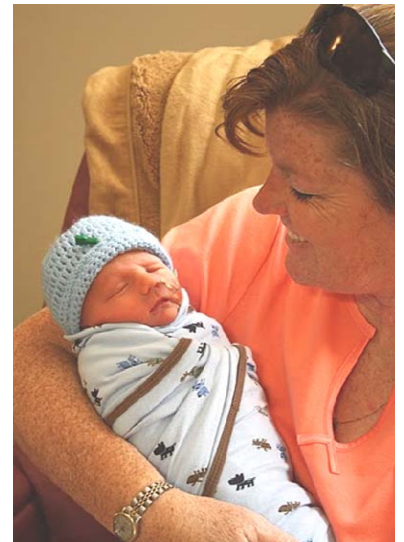
To my relief, I arrived at the hospital in time to support her and her husband during the next 40 hours of labor, and to be present for the birth of my first grandson. He was small at 4 lbs 12 oz, and came out crying, letting us know that his lungs were strong. Over the next couple of weeks, while he was still in the hospital learning how to feed and regain his birth weight, our entire days were made up of waiting for numbers: numbers such as how much milk he had taken, what his bilirubin count was, how many times he had a wet diaper or a dirty diaper, how much that diaper weighed, what his temperature was, how much he weighed. Daily conversations revolved around these vital numbers of body functions, and we were completely and totally absorbed in the discussion about every detail.

Now, back in my own home for a few days, I look back at the past two weeks and am amazed at how quickly my life and focus changed – all around this new, tiny baby and his health. Every other schedule, work project, or day to day activity slipped from importance while I was there- no longer relevant in my new world of numbers.

I had forgotten that, as is true of many of our children with disabilities and special health care needs, this is a way of life. For these families, living under this kind of stress and anxiety is the norm. Parents with multiple children lose sight of their healthy children’s homework, back to school events, athletic activities and returning paperwork and registration forms to schools. Paying bills on time, responding to and returning phone calls and cleaning the house simply is no longer first on the “to-do” list when they are in the midst of a medical crisis and watching the “numbers” of their children.

The wonderful, but scary, event of my grandson’s birth has rekindled the realities of anxiety and worry that we face; especially in families where good health is always teetering high on the priority ladder of life. My family’s tiny addition has reminded me how fragile life is, and how easily we forget the feeling of angst when it is not smacking us in the face.

I am reminded that circumstances can change in a minute for anyone, and even though supporting families of children with disabilities and special health care needs has been my life’s work for the past 20 years, it is easy to be complacent until an event occurs to put us right back in the middle of every minute revolving around those dang numbers- the numbers of good health.



PHP Director Terri Dawson & grandson Kade Shideman



In memory of Janet Andrews

Janet Andrews RN, MPH, 61 of Cheyenne died August 4 in Cheyenne at Davis Hospice Center. She had served Wyoming for 28 years, as the director of Lincoln County Public Health, and later as the Maternal-Child Health Nursing Consultant and the

Supervisor of Public Health County Managers. She served as a Charter member and officer of Healthy Mothers/Healthy Babies Coalition of WY. From 1991 to 2003 she was appointed by the Governor to the Wyoming Early Intervention Council. Jan achieved her vision to improve the welfare of mothers and babies by promoting the importance of caring particularly for those who had limited resources and were underserved. She will be greatly missed.

Teaching our Teens: 5 Tried and True Strategies

As another school year gets underway, parents and teachers may be wondering how to get through to those notoriously difficult teens. Luckily, the National Secondary Transition Technical Assistance Center (NSTTAC) recently released reports highlighting 5 evidence-based practices proven to be effective for teaching secondary students. The five strategies are:

1 Mnemonics

Mnemonics are strategies that help students to remember information. Some examples are:

- **Memory-Associative Techniques**—Using known information to help learn new information
- **Keyword Mnemonic Strategies**—Combining visual and auditory cues to provide direct links to responses (example: Picturing a “doe” to help remember the definition of docile”)
- **Keyword-Pegword**—Numbering or ordering in combination with rhyming (example: drawing George Washington eating a hamburger bun since he was President number one)
- **Reconstructive Elaborations**—Using keywords that provide acoustic reconstructions of unfamiliar information (example: denominator-demon)

2 Peer Assistance

This method could have a variety of applications, including:

- **Peer Tutoring**—Another student delivers academic instruction
- **Cooperative Learning**—Students from different groups work together to achieve a goal



- **Peer Instruction**—Students are given specific roles to help other students during an activity or lesson

3 Self Management

Also called Self-Monitoring, Self-Management involves teaching students to monitor, keep track of, and evaluate their own learning or behavior.

- **Example:** A student tallies the number of times she speaks out vs. raises her hand and give herself feedback accordingly.

4 Technology Based

These strategies involve the use of computers to or other technologies in order to:

- Provide,
- Assist,
- Enrich, or
- Manage instruction.



5 Visual Displays

These are tools used to represent complex tasks and ideas. Examples include:

- **Graphic organizers** (storyboards, webs, flow charts, Venn diagrams, etc.)
- **Tree diagrams**
- **Concept maps**
- **Structured overviews**

To learn more about these practices, including examples and research, visit the web address listed below.

Source: National Secondary Transition Technical Center, available at <http://www.nsttac.org/ebp/AcademicEBPD/Default.aspx>

TOGETHER We Make a Difference

Wyoming Adopts Common Core Standards

Wyoming State Board of Education Chairman Sandra Barton has announced that Wyoming has adopted the Math and Language Arts Common Core Standards.

The decision was approved by the State Board of Education at its June 16 meeting in Riverton. The new standards will be included in the next revision of the Wyoming Content and Performance Standards.

“The board believes that this is the right step for Wyoming,” Barton said. “We have listened to what people had to say, weighed the options and moved forward with what I believe is a good decision for our schools, students and education system.”

Before the adoption of the standards, the board considered recommendations and comments from several sources including a public survey, the Mathematics Standards Review Committee and the English Language Arts Standards Review Committee.

Under the action taken by the board, the Common Core Standards will be included in their entirety in the Wyoming Content and Performance Standards, but additional can and may be added. The standards review committees will continue their work to review and recommend revisions to the common core state standards through December 11, 2011.

After that process is complete, the Wyoming State Board of Education will be asked to adopt the revised Wyoming content standards. Until the completion of the revision process, the current 2008 Wyoming Content and Performance Standards will remain the basis of curriculum and assessment.

“By adopting these standards, the board has raised the bar and I believe that is a good decision,” Wyoming Superintendent of Public Instruction Dr. Jim McBride said. “These new standards, along with the other revisions that take place, will better position Wyoming students to compete in the global classroom.”

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare students for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

Taken from Wyoming Department of Education Press Release, July 6, 2010.

PAWS Test: Back to Basics

The Wyoming Department of Education has announced that the state will be going back to a pencil and paper format for this year’s Proficiency Assessments for Wyoming Students (PAWS). The decision was made after a survey of school districts indicated that 2 out of 3 respondents preferred the pencil and paper method over the computer-based format. Various assessment experts were also consulted.

Changing to the pencil and paper format is not expected to increase the amount of time it takes for students and teachers to receive test results. In addition, the WY Department of Education believes that the

testing window will be able to be reduced from five to three weeks. Since lab scheduling and disruption of classroom schedules will no longer be factors, the pencil and paper format may also be less stressful for students.



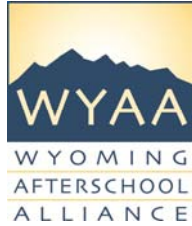
Superintendent of Public Instruction Jim McBride commented, “By making this change, we can still maintain the integrity of the test without the stress of technology falling on a student.”

Source: Wyoming Department of Education Press Release, May 17, 2010.

WHAT'S HAPPENING IN WYOMING

The 2nd annual Wyoming Afterschool Alliance (WYAA) State Conference on Afterschool Programs

will be held on October 17-19, 2010 at the Hilton Garden Inn and University of Wyoming Conference Center in Laramie WY.



The conference will include post conferences sponsored by *Serve Wyoming* and the Wyoming Department of Education. For more information, contact WYAA at (307) 335-9922 or visit www.wyaa.org.



Save the Date! Speech Recognition Options

– Plan to join UW Wyoming Accessibility Center on Monday, November 15th from 8 am to 3 pm at the Hilton Garden Inn & University Conference Center in Laramie or Thursday, November 18th from 8 am to 3 pm at the UW/Outreach Center, Casper. Presentations will be held on MacSpeech Dictate and MacSpeech Scribe, SpeakQ and WordQ, and Dragon Naturally Speaking. Seating is limited, so please register by emailing watr@uwyo.edu, calling (307) 766-6187, or faxing your completed registration form to (307) 766-2763. To view the brochure and registration form visit: http://www.uwyo.edu/wind/documents/speech_recognition_options.pdf.

2010 MEGA Conference - October 20-22 at the Hilton Garden Inn, Laramie. Contact Sam Janney, Public Information Officer, Governor's Planning Council on Developmental Disabilities at (307) 777-7358 or sjanne@state.wy.us.

For more information visit: <http://ddcouncil.state.wy.us/>.

To view the registration form: <http://ddcouncil.state.wy.us/MEGA10Registration.pdf>.

SOUTH HIGH SCHOOL OPENS IN CHEYENNE

For the first time in nearly 50 years, a new high school is opening in Cheyenne. South High will boast all of the latest technology, including natural light in classrooms, wireless internet, SmartBoards, and microphones.



Students will be phased into the school gradually, beginning this year with 9th and 10th graders who attended Johnson Junior High.

Good Luck Bison!

INAUGURAL CLASS OF PARENT LEADERSHIP TRAINING INSTITUTE GRADUATES



The first graduates from Wyoming's inaugural class of the Parent Leadership Training Institute (PLTI) were honored during a ceremony at the Capitol rotunda on July 8, 2010.

During 20 weeks of intensive classes on child development, leadership, and democracy skills, the 16 graduates each completed a project aimed at improving outcomes for children in their communities.

Graduate Ken Burke stated, "A lot of times, I think people want to do something, but don't know how to do it," he said. "PLTI teaches people how to get it done."

Congratulations to each of this year's graduates: Ken Burke, Mary Brown, Shaunda Burns, Connie Daniels, Amelia DiSenso, Anne Dramko, Mary Fichtner, April Hill, Christopher Hill, Leslie Kedelty, Susan Lyday, Cathy Naatz, Shimon Nyman, Annette Williams, Judith Whiteface, and PHP's Kellie Johnson. We know we will see great things from each of you!

Community organizations, including PHP, are in the process of making arrangements for next year's PLTI course in Laramie County and possibly other communities throughout the state. If you are interested in being a participant, contact Stephanie Harris at sharris@wpic.org.

TOGETHER We Make a Difference!

IEP's: A Primer for Parents

For many parents, back to school means that, some time in the coming months, they will attend an IEP (Individualized Education Program) meeting for their child. IEP's are the programs that govern the education of students who receive special education services.

These meetings can be intimidating or overwhelming for some parents. Here are some tips for parents to make IEP time as painless and as productive as possible.

- ⇒ Make a list of ways you think the school can support your child, or anything you think is important to add to the discussion. Bring the list with you so you won't forget your ideas during the meeting.
- ⇒ Remember— you are a full and equal member of the IEP team.
- ⇒ Be an active listener.
- ⇒ Call the school/case manager and request that all reports and evaluations be given to you a few days ahead of the meeting. Offer a time to go pick them up ahead to give yourself time to read and be prepared.
- ⇒ If the school was not able to provide the reports and evaluations in enough time to for you to read them and come up with suggestions, consider rescheduling the meeting (with the upmost tact and class).
- ⇒ Make sure your child's goals are SMART: Specific, Measurable, use Action words, are Realistic, and Time specific.

- ⇒ Be sure you understand the “prior written notice” provision in IDEA (Individuals with Disabilities Education Act).
- ⇒ If you don't understand what is being said or proposed, ask the team to clarify.
- ⇒ Do not permit a discussion of your child's placement until the present levels of academic achievement and functional performance, and the IEP goals and objectives have been discussed.
- ⇒ Bring your child to the IEP meeting, and possibly any siblings that might have valuable input at the IEP in supporting their educational opportunity.
- ⇒ If you are not feeling confident an comfortable – take a friend, family member or advocate to your IEP meeting. PIC Outreach Parent Liaisons can attend IEP with you!
- ⇒ If your district allows it, record your IEP meetings.
- ⇒ Debrief with your advocate, spouse, and any other person who accompanied you immediately after the meeting.

For additional tips, help, and support, contact the PIC Outreach Parent Liaison in your area (see page 5). Adapted from Chapter 2, “Tips for What to do During the IEP Meeting,” from the book *IEP and Inclusion Tips for Parents and Teachers* by special education attorney Anne Eason and Dr. Kathy Whitbread, available at <http://wrightslaw.com/info/iep.tips.eason1.htm>



MEET YOUR CANDIDATES

for Superintendent of Public Instruction

Cindy Hill—Republican

The youngest daughter of four girls, Cindy Hill spent her early years in Newcastle. Her family moved to Rawlins her sixth grade year and then to Wheatland her seventh grade year where she completed her secondary education. Cindy’s mother continues to live in Wheatland, but, sadly, Cindy’s father passed away about four years ago.



Cindy met her husband, Drake, in college. Shortly following their graduation from the University of Wyoming, they were married. Drake began law school immediately after they were married. They regarded law school as a joint enterprise—as they were in it together. Within their family, law school is described as “when we were in law school.” These were lean times, but they were also some of the best years of their lives. At this time, Cindy began her teaching career. Their son, Drew, was born in Laramie during their third year of law school. (Like his parents, Drew became a UW graduate this spring.) After law school, the Hill family moved to Ann Arbor, Michigan, where Cindy took her Master’s Degree from the University of Michigan in educational policy and administration.

To learn more about Cindy Hill, please visit her website at <http://hill4education.com/>.

Mike Massie—Democrat

Mike and his wife, Ruth, have been married for 32 years and first moved to Laramie in 1979. They have two grown children.



During this time, he has worked as an educator and administrator, presently serving as the director of a non-profit organization of development preschools. He has a bachelor’s degree in secondary education and a master’s degree in history from UW.

Mike has served in the Wyoming state legislature for the past 16 years, gaining bi-partisan respect for his work. He played key roles in the passage of the Hathaway Scholarship Program, Success Curriculum, full-day kindergarten, special education funding, competitive salaries for educators and career education programs.

To learn more about Mike Massie, please visit his website at <http://massieforexcellence.com>.

PHP WELCOMES NEW OUTREACH COORDINATOR



Julie Heil, a Wyoming native, and has spent the last 15 years working in the Education field. She has been both an Elementary and Special Education classroom teacher, Diagnostician, Mental Health Advocate, Counselor and a Special Education Director of a residential facility. Julie has been an active member of the

Wyoming Advisory Panel for Students with Disabilities for the past four years, serving this year as Chairperson. She has been an advisory board member for Sheridan KARES and a Child Protection Team participant in both Wyoming and New York. Julie has two children, one of which has a 504 plan for learning and behavior related issues. She lives in Buffalo with her children and husband Steve, who is a High School Art teacher.

ABOUT US:



Information & Referral for Parents
of Children with Disabilities

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 and trainings on IDEA, IEPs, and specific disabilities such as attention disorders, autism and down syndrome. If you are interested in a workshop in your community or making contact with an OPL, call PIC at 1-800-660-9742 or (307) 684-2277, or call:

For more information call **Julie Heil**, Outreach Coordinator at (307) 684-7441 or e-mail jheil@wpic.org or contact the Outreach Parent Liaison closest to you:

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

Stephanie Harris, sharris@wpic.org or **Jan Jones** jjones@wpic.org
Cheyenne, 635-3536, Serves Cheyenne, Laramie, Wheatland & Torrington area

Michele Pena, mpena@wpic.org, 247-0075 or 265-6884 or toll free 1-877-265-6884, Serves Casper, Douglas, Glenrock & Lusk area

Jennifer Petri, jpetri@wpic.org or **Tammy Wilson**, twilson@wpic.org Serves Green River, Rock Springs Kemmerer and Evanston area



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 understand the changes in education and how to be more actively engaged in their children's learning and education. PEN provides contracts for schools to increase family engagement in meaningful ways.

Terri Dawson, Director, (307) 684-7441, tdawson@wpic.org

Megan Mitchell, Riverton, 857-1337, mmitchell@wpen.net
Serves Lander, Riverton, Dubois, Shoshoni and Wind River Reservation

Kellie Johnson, Cheyenne, 635-3536, kjohnson@wpen.net
Serves Cheyenne, Laramie, Wheatland and Torrington



PEN also provides home-based services for children, prenatal through age five, and their families with the *Parents as Teachers (PAT)* program. 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

LiEnisa Martinez, Powell, (307) 754-3430, lmartinez@wpen.net

Tammy Dexter, Riverton, (307) 857-1337, tdexter@wpen.net

For more information about *PAT*, call **Dara Johnston**, *PAT* Coordinator and Parents as Teacher State Leader at or (307) 684-7441 or e-mail PATinfo@wpen.net.

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Parent Education Network

Wyoming State PIRC

www.wpen.net

(307) 684-7441

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This newsletter reports items of interest about education, parenting, and disability issues. PHP does not promote or recommend any therapy, treatments, etc. PHP will not endorse any particular political or religious view. Individuals or organizations referred to are not necessarily sanctioned by this publication or its editor.

The editor reserves the right to make corrections as are appropriate and in accord with established editorial practice in materials submitted for publication. Views expressed in PICS –N– PIECES do not necessarily reflect those of the Department of Education.

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Materials from this newsletter may be re-printed. We ask only that Parents Helping Parents of WY, Inc. and PICS –N– PIECES be credited.

“Diversity is not about how we differ.
Diversity is about embracing one
another’s uniqueness.”

--Ola Joseph

Parents Helping Parents of WY, Inc. (PHP), because of rising mailing and production costs, and our increased distribution number to more than 5,200 parents and professionals, 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 yr subscription.

Name: _____ Phone: (H) _____ (W) _____

Address: _____ Zip: _____
Street City State

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

_____ I would like to subscribe to PHP’s new electronic newsletter of events and issues in Wyoming to be distributed 4-6 times/year. (The e-news is different content than the hard copy newsletter *PICs-n-Pieces*.)

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 PIC at 1-800-660-9742
(307) 684-2277 tdawson@wpic.org

UPCOMING EVENTS

WY Afterschool Alliance (WYAA) State Conference on Afterschool Programs
October 17-19, 2010
Hilton Garden Inn & UW Conference Center
Laramie, WY.
For more info: call WYAA at (307) 335-9922.



Parent Information Center

Information & Referral for
Parents of Children
with Disabilities

500 W. Lott St. Suite A Buffalo, WY 82834
1- 800-660-9742 or (307) 684-2277

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