Disability Solutions

Volume 4, Issue 2 March/April 2000

Introducing...

The Idea Exchange

Home-to-School Communication

Communication between home and school can make or break your day. How many times have you assumed the school understood something that is a basic need for your child with Down syndrome only to learn later they did not? How did you find out there was a miscommunication? Chances are it went something like one of these two scenarios:

Jon comes home from school, tosses his pack in the closet, and runs to play Nintendo. When you come in the room, ou ask him if he has any homework. He smiles happily and says, "Nope!" continuing his game. It seems as though he's had little homework for quite some time. At the end of the week, Jon's classroom teacher calls to discuss his project that is not completed. His teacher is surprised that you do not know about the project that Jon has been told to work on for the last month. She explains the modifications made in vocabulary, construction, and length of the assignment. Jon said he understood what was expected when she asked him about it. When you ask Jon about it, he seems confused and sad because he is now in trouble at home and at school.

You arrive to pick up Rachel from her full-day Kindergarten class to go to her weekly play group. When you arrive, everything and everyone seem fine. But when you get in the car, five-year-old Rachel dissolves into a puddle of hysterical tears, cannot explain what she's feeling, and is inconsolable. All you can think is, "What happened today?" Instead of going to play group, you head for home. It is hours before Rachel seems calm again. By then, you are exhausted from the emotional turmoil and still unclear about what happened. Will you ever find out?

Continued on page 3

in this issue

Home-to-School Communication 1
Letter from the Editor 2
Ideas for Home-to-School Communication 5
"How Was Your Day?" Designing Home-to-School Communication for Your Child 9
Resources 15
Share Your Thoughts 16

from the editor

The Idea Exchange

...What Is It?

One of my favorite things to do is get together with a group of people who are full of ideas. There is a charge to the room as people share what they're doing and others toss out suggestions to refine it or problem solve. Even if the ideas are not something I will use for my son, it might be helpful to someone else I know. The process is exhilarating. I often leave with more ideas than I can get onto paper before I forget them.

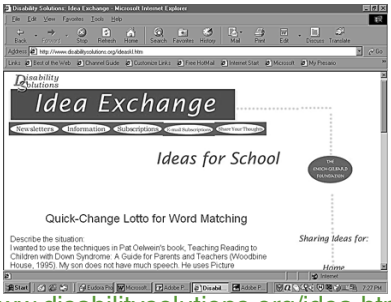
We wanted to capture that feeling—the energy of brainstorming by people who are invested in the outcome—to share with readers through *Disability Solutions*. Therefore, we created *The Idea Exchange:* a place for parents and professionals to share ideas that work.

This first installment of *The Idea Exchange* gathers ideas for home-to-school communication systems parents have designed with their IEP teams across the country. Each one designed due to lessons learned—some through tough situations. Those lessons are reflected in the lead story, "Home-to-School Communication."

In her article, "'How Was Your Day?' Designing Home-to-School Communication for Your Child," Kim Voss shares methods to design home-to-school communication systems for your child to complete on her own. Kim is one of those people whose ideas and energy are infectious, seemingly endless, and effective. As she wrote the article, she kept thinking of "just one more way" something could be done, but we had to confine her to these few. While you read Kim's article, be open to other ways to use these techniques to enhance your child's participation throughout the school day.

These ideas and others will be posted on our website in *The Idea Exchange* section. In addition, the journal will periodically feature ideas sent from our readers. If you have access to the Internet, stop by *The Idea Exchange* and take a peek. If you or someone you know has a great idea, send it in. This is an easy way to share with others across the country and around the world. Remember, if it was something you had to work through with your child, there are at least ten other families facing a similar situation. It's much easier to adapt an idea to fit your situation than it is to start from scratch.

Joan E. Guthrie Medlen, R.D.



www.disabilitysolutions.org/idea.htm

Home-to-School Communication

Continued from page 1

All parents understand the importance of knowing what is happening at school. Whether or not your child has a disability, parents need to know what is expected for school the next day. For younger students, this is often done through a weekly newsletter sent home from the classroom teacher. As students get older, they are asked to assume some of that responsibility by keeping assignment sheets that track projects and the date they are due for different subjects that are initialed by parents. By the time students are in high school, parents are left out of the loop requiring students to be responsible for their own work.

It is no different for parents of children with Down syndrome. However, you may need more frequent and detailed information than parents of students without disabilities. This includes notes from consultants or therapists, directions for adapting homework assignments, or information about school activities given verbally to the classroom. Teachers also benefit when parents have a way to share special occasions, medical information that may affect behavior at school, or ask questions about homework or other school activities.

Just as every child needs different levels of support to be successful, every classroom teacher, parent, and student need to know different information to be supportive. Some teachers enjoy writing a daily narrative to parents. Others find it cumbersome and time-consuming. Some parents want to know what each therapist is doing with their child while others want information about their child's behavior during the day. How do you find the right balance?

Home-to-School communication systems are only effective if they meet the needs of everyone on the team. They are used more often when they are quick, understandable, and easy to use. To accomplish this, it is a good idea to discuss what to include and the frequency of use at a team meeting. Some questions to ask include:

- Should we use a checklist or narrative system?
- Should the student participate in the activity?
- Who do we want to contribute information (Teacher, Speech Therapist, Occupational Therapist, and so on)? Remember the bulk of daily communication should come from the classroom teacher rather than the Educational Assistant (see "Paraprofessionals in the Classroom: What Role Do They Play?" by Patti McVay. *Disability Solutions,* 3:1).
- How often should each person write in the notebook?
- What do we want to know (Information on behavior, activities with friends, food, homework assignments, and so on)?

Once your team has discussed these topics, you can design how you want your home-to-school system to look. Each one will look a little different. The examples in this issue of *Disability Solutions* are provided for you to adapt and create systems that will work best for your team and your child.

There are times when the relationship between families and school personnel is strained. During these times, everyone is reluctant to share narratives regarding the days' events, successes, or challenges. Whenever possible, stress the importance of laying aside the problems between the adults involved in your child's education and supporting your child. Unless a home-to-school communication system is clearly listed in

Continued on page 4

Home-to-School Communication

Continued from page 3

your child's IEP (under accommodations or modifications), there is no way to insist on anyone's participation. Try to find a balance that everyone can agree to that reduces the number of questions you have about your child's mood, homework, or information needed for her success in the classroom.

In addition to facilitating communication between home and school, these systems can be an effective teaching tool. Sharing what happened at school each day, providing the day, date, and month and keeping track of homework assignments are all skills that children with or without disabilities must master. Involving students in the process of sending information between home and school encourages responsibility and can be designed for each child's ability (Samples 4, 5, and 7).The samples that follow this article illustrate different types of communication systems. Each one is designed for a specific student and therefore has a slightly different focus. Some are designed for student participation while others are for parents and team members only.

Whether it is a spiral bound notebook or an individually designed form, communication systems between home and school are necessary and common. Even so, there is little information or examples available in professional literature for parents and team members to consider. With so many families and professionals using them, there are abundant examples available from those who use them. A few months ago, we asked parents and professionals to share the home-to-school communication systems they are using. Home-to-school communication systems were also sent to us for "The Idea Exchange," a new feature in forthcoming issues of *Disability Solutions.* The following samples and suggestions in this article are what we learned from our readers.

Most of the systems we received are best used if they are copied and then bound together as a book. If you don't have a home-to-school system that is working well, consider taking these examples to your next team meeting and discussing how you can create a tool that is helpful to everyone. We hope you will find these ideas and examples helpful as you create a communication system that meets your child's needs.

Thank you to our readers who sent samples and stories to create this article: Janice Daley, Grafton, WI; Patti MacPhee, N. Attleboro, MA; Kay Cook, Batavia, NY; Cheryl Ward, Virginia Beach, VA; Lauren Weinstock, Raleigh, NC; Peggy Doyle, LaConner, WA; Mindy James, St Louis, MO; and Patti McVay and Heidi Wilson from the Outreach Center for Inclusive Education, Portland, OR.

- Picture Communciation Symbols (PCS) copyright © 1981-2000 Mayer-Johnson Co. Used with permission. Mayer-Johnson, P.O. Box 1579, Solana Beach, CA 92075-1579. 800/588-4548. e-mail: mayerj@mayer-johnson.com. http://www.mayer-johnson.com.
- Samples 1, 2, 3, 5, 6, and 8 copyright © 1999 Patti McVay. Permission to use for education purposes. Outreach Center for Inclusive Education, MESD, 11611 N.E. Ainsworth Circle, Portland, OR 97220

Ideas for Home-to-School Communication Systems

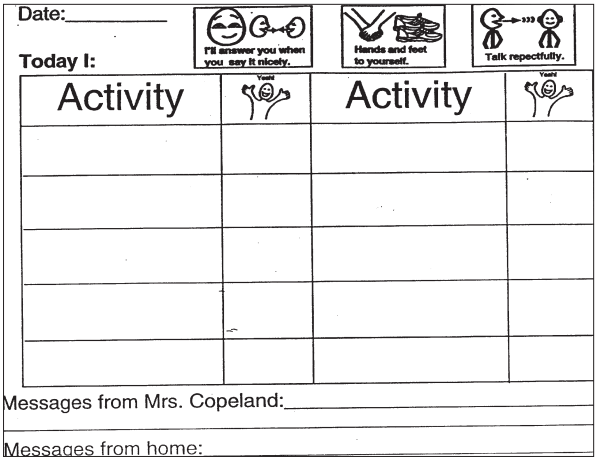
The following are examples of home-to-school communication systems used by IEP teams, including parents, for specific students. Each one has a slightly different focus and method of communication reflecting what the student's family and educational team felt was most important to share on a regular basis. They will be posted along with other topics in *The Idea Exchange* on the *Disability Solutions* website.

Sample 1:
A checklist to track three specific areas in activities throughout the day that may or may not be on the IEP. The activities are filled in for greater flexibility.

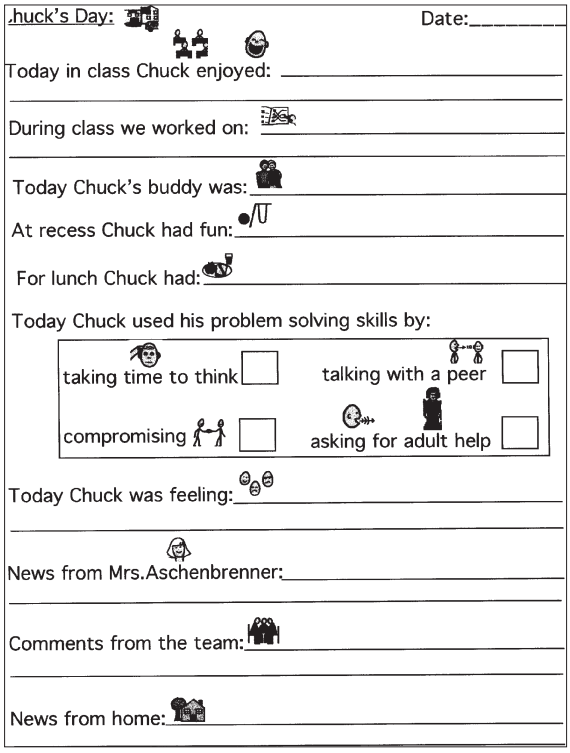
Sample 2:
This communication sheet combines fill-in-the-blank opportunities with a checklist. The topics covered are both IEP related (problem-solving skills) and general information about the day.

Sample 3:
A combination of fill-in-the-blank and simple yes/no questions to track IEP objectives in a variety of areas: educational activities, social activities, and specific therapy activities

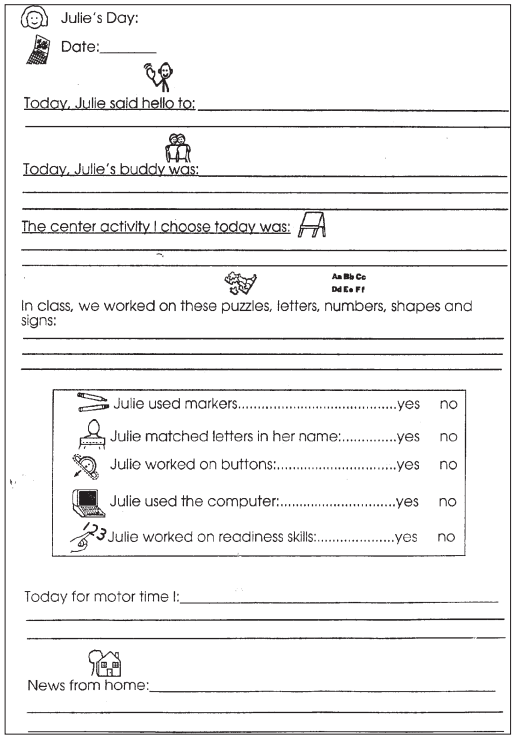
1



2



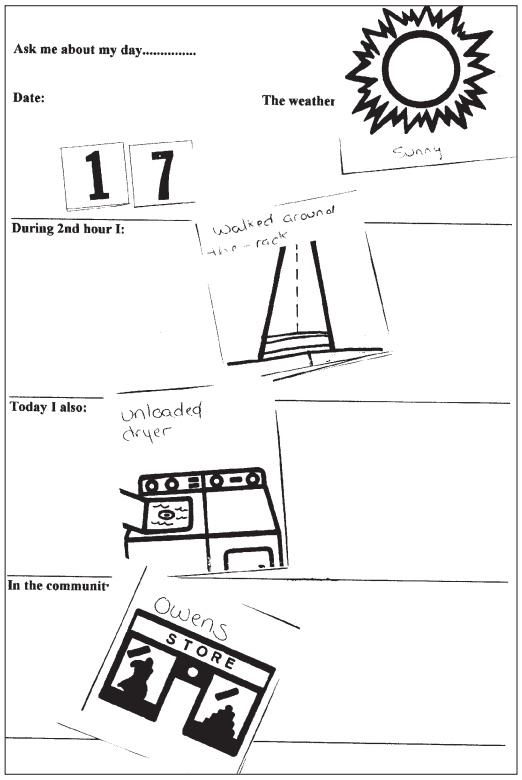
3



ideas ideas ideas

Continued on page 6

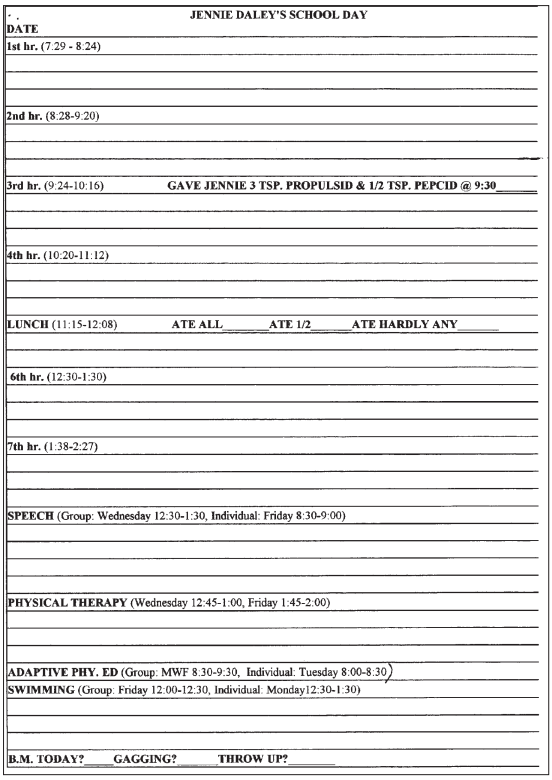
Continued from page 5



4a

4b

Samples 4a & 4b:
This communication system combines adult input and student participation.The student sheet focuses on tracking activities and learning calendar skills. The sheet for sta members serves as a medication and therapy log.



JENNIE DALEY'S SCHOOL DAY

DATE

1st hr. (7:29 - 8:24)

2nd hr. (8:28-9:20)

3rd hr. (9:24-10:16) GAVE JENNIE 3 TSP. PROPULSID & 1/2 TSP. PEPCID @ 9:30

4th hr. (10:20-11:12)

LUNCH (11:15-12:08) ATE ALL ATE 1/2 ATE HARDLY ANY

6th hr. (12:30-1:30)

7th hr. (1:38-2:27)

SPEECH (Group: Wednesday 12:30-1:30, Individual: Friday 8:30-9:00)

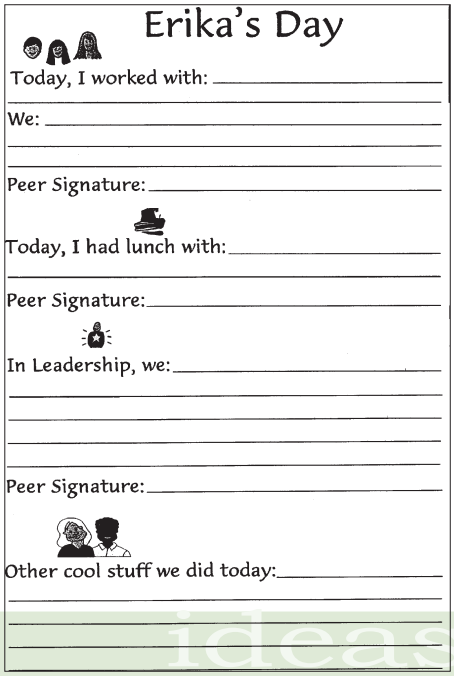
PHYSICAL THERAPY (Wednesday 12:45-1:00, Friday 1:45-2:00)

ADAPTIVE PHY. ED (Group: MWF 8:30-9:30, Individual: Tuesday 8:00-8:30)

SWIMMING (Group: Friday 12:00-12:30, Individual: Monday12:30-1:30)

B.M. TODAY? GAGGING? THROW UP?

Sample 5:
The focus of this communication sheet is Erika working with other students. Together, Erika and her peer mentor fill out the paragraph describing their activities. Her peer mentor signs the section of the sheet they participated in. The reverse side of this sheet is for notes from home.



Erika's Day

Today, I worked with: _____

We: _____

Peer Signature: _____

Today, I had lunch with: _____

Peer Signature: _____

In Leadership, we: _____

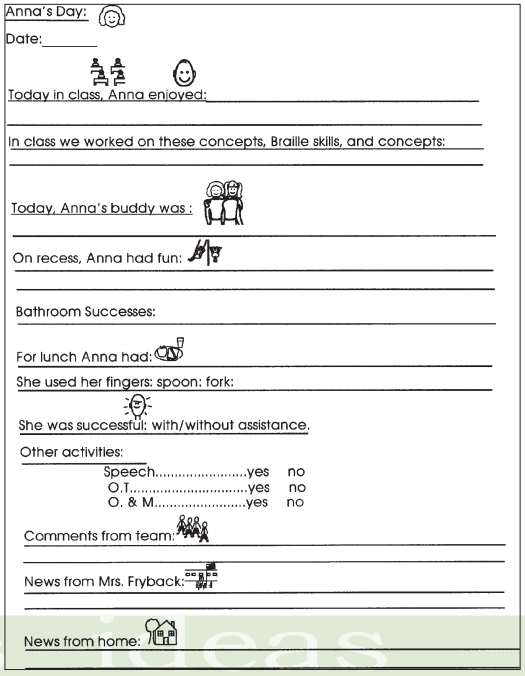
Peer Signature: _____

Other cool stuff we did today: _____

5

6

Sample 6:
This communication sheet combines fill-in-the blank with a yes/no form to track activities and goals that highlight increasing independence. The phrasing used in the sentences encourages positive feedback focused on increasing independence.



Anna's Day:

Date: _____

Today in class, Anna enjoyed: _____

In class we worked on these concepts, Braille skills, and concepts: _____

Today, Anna's buddy was : _____

On recess, Anna had fun: _____

Bathroom Successes: _____

For lunch Anna had: _____

She used her fingers: spoon: fork: _____

She was successful: with/without assistance.

Other activities:

Speech.....yes no
O.T.....yes no
O. & M.....yes no

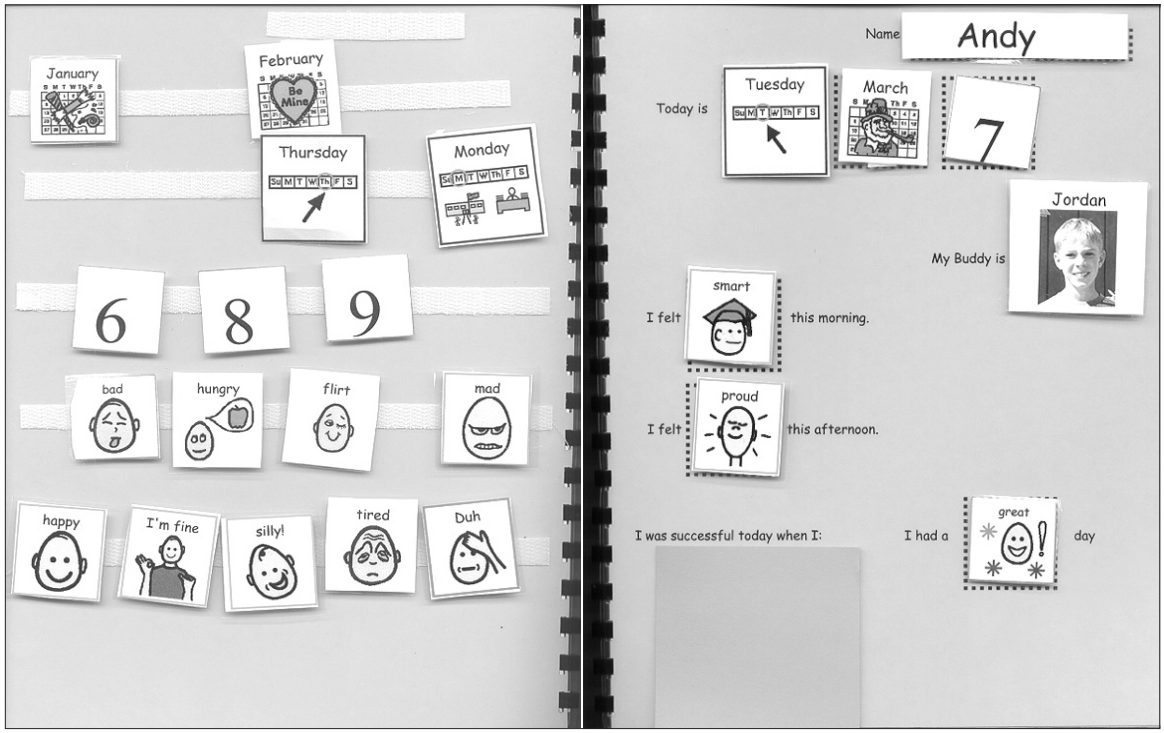
Comments from team: _____

News from Mrs. Fryback: _____

News from home: _____

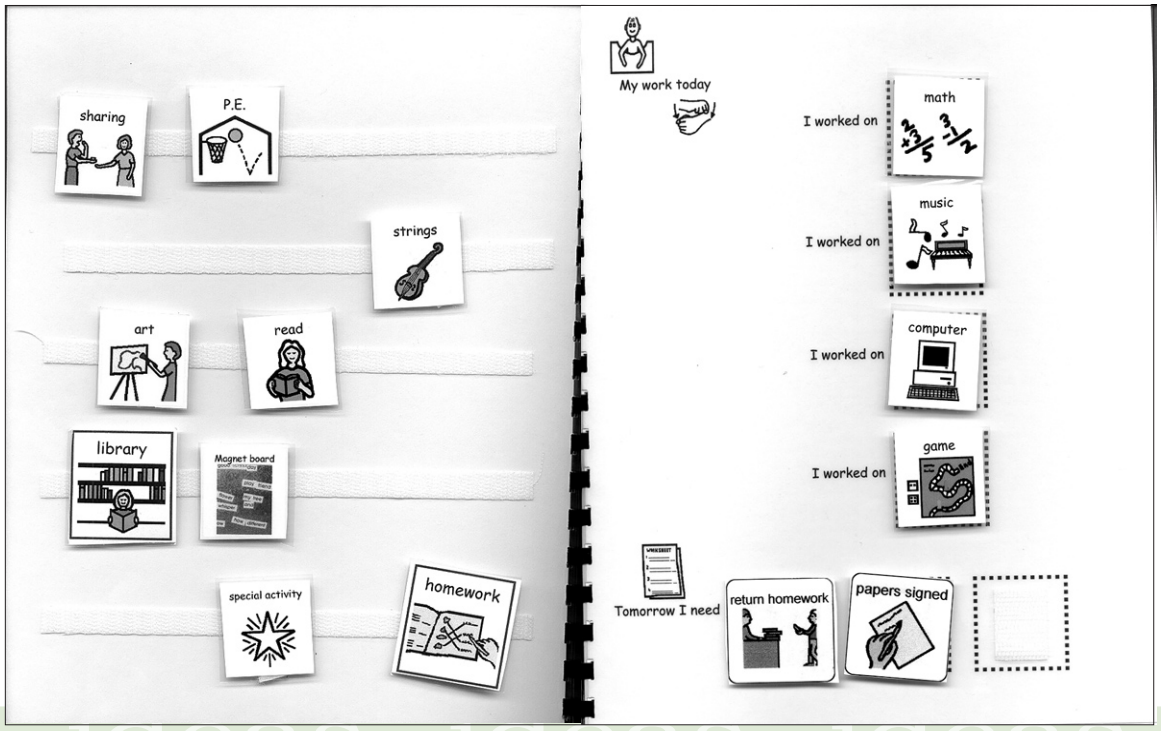
ideas ideas ideas

7a



Samples 7a & 7b:
The purpose of this communication notebook is to involve the student in reporting about the day by completing sentences. Choices are provided on the left page to complete the sentence on the right. In addition to these sheets, there are pages for narratives from team members and messages from home.

7b

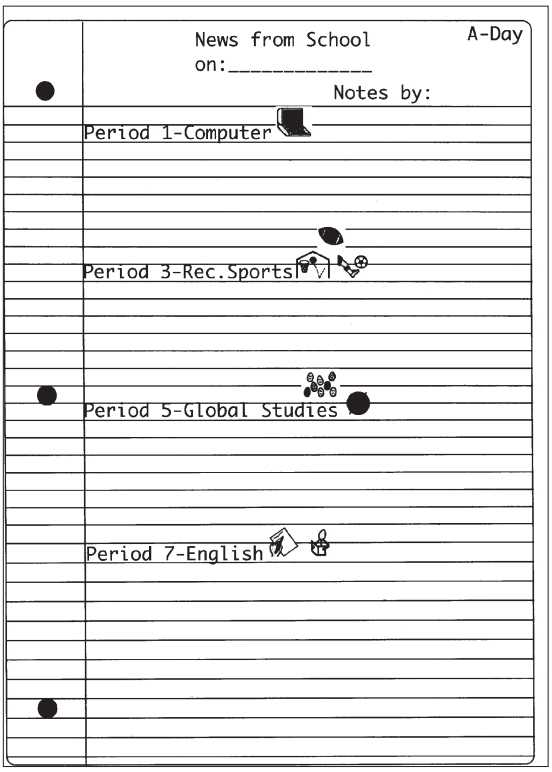


ideas ideas ideas

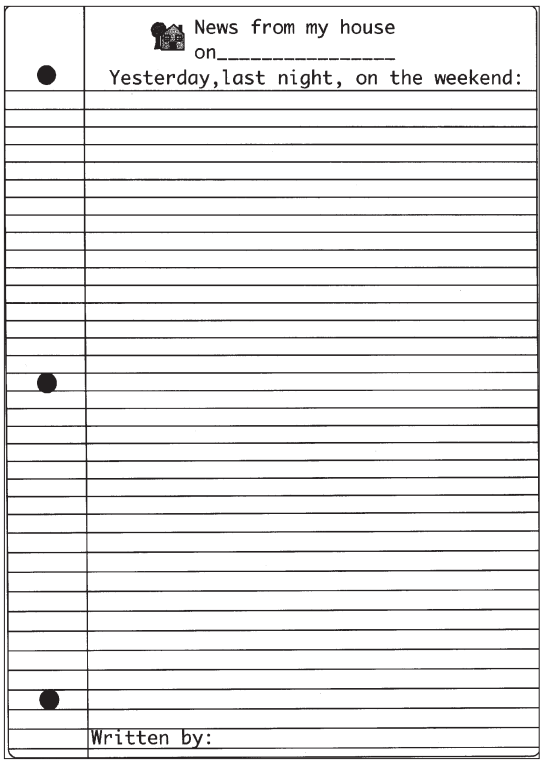
Continued on page 8

Continued from page 7

8a

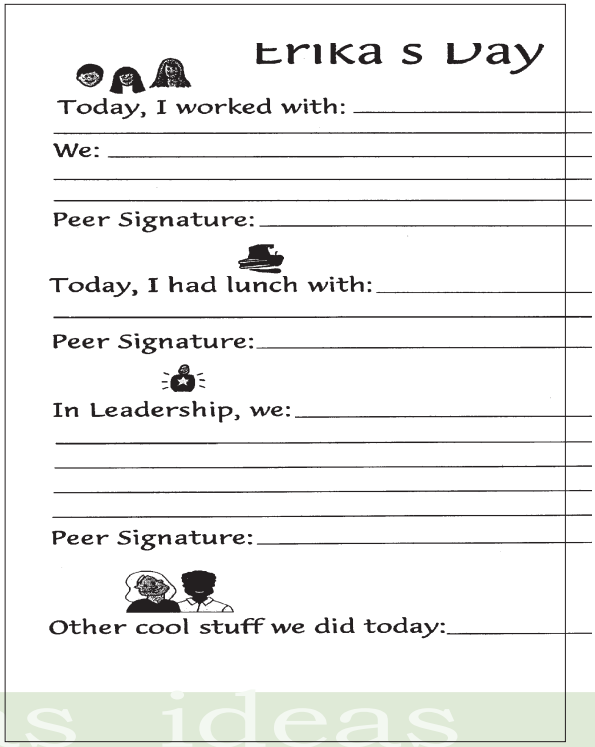


8b



Samples 8a &8 b:
This system could be used by only parents and teachers or by the student. Designed for middle and high school students, there is room for listing homework assignments or providing other information if needed. A page for information from home is also available for either parents or the student to complete.

9



Sample 9:
This communication sheet is a checklist that tracks behaviors and goals. Some specific information about the day is added that is used for conversations at home (song choice).

"How Was Your Day?" Designing Home-to-School Communication for Your Child

by Kimberly S. Voss

It seems like a late afternoon ritual, somewhere between the after school snack and the newest episode of *Arthur*. It always starts off with the same question posed to the kids: "How was your day?" The kids have the routine down and know that they have my attention as they begin to rattle off various memorable moments: which classmate had to move their clip for misbehaving, what guest speaker was at school, or who sat with them at lunch. Now that we have hit the teenage years, this afternoon ritual feels a bit more like an interrogation. After asking three times, "How was your day?" I might hear a pleasant, "Fine!" Even that gives me some sense of satisfaction that I have heard something about her day as we move on to competing with the incoming phone calls from friends while my child escapes to a back room to talk.

But the afternoon ritual is much different for the parent of a child with disabilities. At the earliest opportunity, you grab her backpack and begin to dig, and dig, and dig. Is there anything that could give you a clue about her day? Some scrap of paper, a note from the classroom teacher, a completed project, or a piece of artwork? Anything? The questions begin to arise in your mind: did she have someone other than the paraprofessional to sit with at lunch? Did she feel a part of the classroom that day? Did she learn anything new?

As a parent of child with expressive aphasia and apraxia, learning about Ashley's day is often puzzling because verbal communication is limited and very difficult for her. Communication from school is essential. It is not always forthcoming, but it is essential. For years, if school did not tell me, I typically did not know. Now that Ashley is older, her friends in the regular education environment are a wonderful source of information. They remind me of upcoming projects or field trips, let me know what she loves or hates in her lunch bag, and share stories about Ashley's school experiences.

As much as I appreciate hearing about Ashley's school experience from everyone else, I crave to hear it from Ashley. Rather than someone else interpreting segments of her day, it would be wonderful to devise a method for Ashley to share information herself.

Using a computer, I can create a number of different solutions for doing just that. They range from simple methods to more complex ones. Technology allows me to design methods for Ashley, to share information about her day while sidestepping tasks that are difficult for her, such as the need to talk, write, or keyboard. Maybe one of these methods will give you a new idea for a way to provide your child the opportunity to succeed at sharing something they have not been able to share before.

Continued on page 10

"How Was Your Day?" Designing Home-to-School Communication for Your Child

Continued from page 9

Simple Communication Sheet

Equipment and Supplies:

- Icons (such as Boardmaker from Mayer-Johnson),
- Word processing program with a paint/draw feature,
- Dashed text fonts (*School Fonts for Beginning Writing* from Mayer-Johnson),
- A bingo dabber or marker,
- Computer, and
- Printer.

Design Instructions:

- Design a communication sheet using icons to convey simple messages. (Figure 1)
- Choose icons to select that communicate meaningful messages about school activities.
- Use dashed text at the top of the page for your child's name. This gives her an opportunity to trace her name in a functional activity.

Instructions for Teaching:

- When you begin to use this communication sheet, limit the number of choices for answers to reduce confusion. For instance, cover the symbols for "Tuesday," "Wednesday," and "Thursday" to offer only two choices for the day of the week: "Monday" or "Friday." As her confidence grows, increase the number of choices shown on the page.
- Read the sentence to complete aloud with your child and the choices available. For instance, "Today is, Monday (point to Monday), Tuesday (point to Tuesday)," and so forth.
- Your child can choose her answer by marking it with an "X," circling the symbol, touching with the bingo dabber, or pointing.

Variations

- If using a pencil or felt pen is a problem, use the sheet like a bingo board. Have your child make her icon selection by placing a marker (a chip, coin, or game piece) on top of her choice. This takes little effort and requires no handwriting expertise.

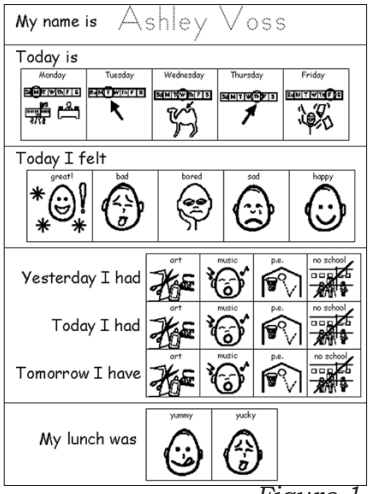


Figure 1

- If she is unable to trace letters, use a name stamp or sticker to place her first and last name in the proper order at the top of the page.
- Always use symbols that make sense to your child. If using a sign language symbol is more familiar than a picture symbol, use them.
- As your child begins to recognize words (sight reading), reduce the size of the icon while increasing the size of the text (number of points). This helps her focus on the word rather than the icon.

Fill-in-the-Blank Using Magnets

Description:

Filling-in-the-blank is a great method for responding to simple questions. Answering questions about a school day is a motivating topic to begin to learn this skill. Using magnets is a fun and easy way to fill-in-the-blank and is a great alternative to conventional pencil and paper tasks.

Learning to fill-in-the-blank is easy to teach and reinforce using a communica-

"How Was Your Day?" Designing Home-to-School Communication for Your Child

tion sheet designed with this in mind. This method is a wonderful alternative to many tabletop designs since the materials are front and center on a magnetic board. This is especially important for kids with visual impairments or limited attention who are more successful with materials presented in an upright fashion.

Equipment and Supplies:

- Icons,
- Word processing program with a paint/draw feature,
- Photocopying machine,
- Magnetic board with stand or the front of the refrigerator at home,
- Magnetic sheet with adhesive,
- Computer, and
- Printer.

Design Instructions:

- Design the communication sheet to share information about your child's day. Draw a box in the area of the sentence your child will fill in. Make the box slightly larger than the card that will be placed in it. Print the sheet. Laminate it for durability. (See Figure 2)
- Make magnetic choice cards to fill-in-the-blank boxes. Lay out a page of the various responses using a software application with a draw feature (one which allows you to make boxes which can be filled with text). Ideas for choices include: months of the year, dates (1-31), the year, and so on.
- Print the page of choice cards and attach it to the adhesive side of the magnet sheet. Cut out the individual magnetized cards. (Figure 3)
- Place the fill-in-the-blank communication sheet on an upright magnetic board. Use a clip, tape, or magnets on the corners to hold it in place.
- In the beginning, provide only the appropriate choice (such as the correct month, day, and year) for each blank box to teach the sentence and process of filling in the sheet. Gradually increase the number of choices, allowing your child to make her own selections from the set provided. (Figure 4)

Instructions for Teaching:

- Your child chooses the words to complete the sentence from the choices on one side of the board. She then places them in the boxes on the communication sheet.
- When she is done, have her photocopy the completed communication sheet while on

Continued on page 12

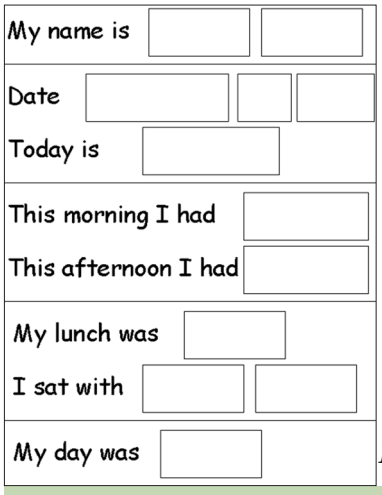


Figure 2

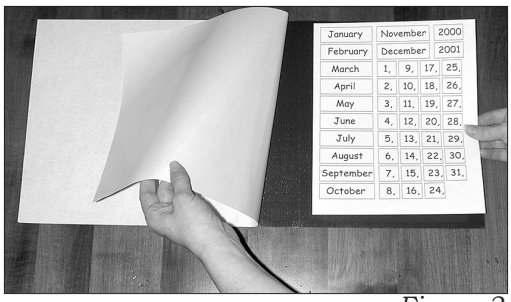


Figure 3

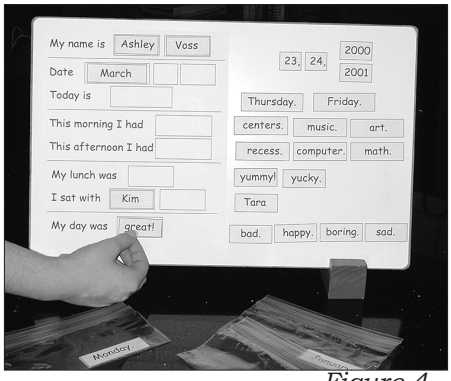


Figure 4

"How Was Your Day?" Designing Home-to-School Communication for Your Child

Continued from page 11

the magnet board. She now has a completed copy to take home.

Variations

- If your child is learning the concepts of calendar, color-code the background color of the response boxes and choice cards. This gives her an extra clue of what to use to fill-in-the-blank. For example, color the blank box for the month on the communication sheet with a light yellow background. Print all corresponding magnetic choice cards ("January" through "December") with the same light yellow background. Use a different color for each box.
- Allow your child to do the photocopying. She learns how to use a copy machine as well as number concepts such as "just one for Mom" or "two copies: one for me and one for you."
- Print the magnetic choice cards with dashed text. Once the completed communication sheet has been photocopied, she can trace over the text of all her choices.

IntelliTools: Powerful Technology

Description:

The computer is a wonderful tool for teaching Ashley various instructional objectives since it can be multi-sensory, providing both graphics and sound. This example takes advantage of these features.

IntelliKeys is an alternate input device, like a keyboard, for a computer. Selections are made when your child touches the surface of the *IntelliKeys*. Custom overlays are designed for the *IntelliKeys* using *Overlay Maker*. When used along with *IntelliTalk* (a text-to-speech program), the computer becomes a powerful high-tech communication device, speaking her selections while typing them onto the computer screen. This strategy requires no talking, no writing, or keyboarding, and requires only the touch of a finger.

Equipment and Supplies:

- Icons,
- *IntelliTalk* and *Overlay Maker* software from *IntelliTools*,
- Dashed text font,
- *IntelliKeys* by *IntelliTools*,
- Computer, and
- Printer.

Design Instructions:

- Design an overlay to relay information about her school day. (Figure 5)
- Your child makes selections and hears them spoken by the computer. This allows her to build sentences, pair thoughts, and construct more complex messages and paragraphs.

Instructions for Teaching:

- Encourage your child to explore all the various choices provided on the Custom Overlay by encouraging her to touch them, then seeing them spoken and typed by the computer.
- Your child then constructs sentences by touching them on the *IntelliKeys* overlay and sees them typed on the computer screen.

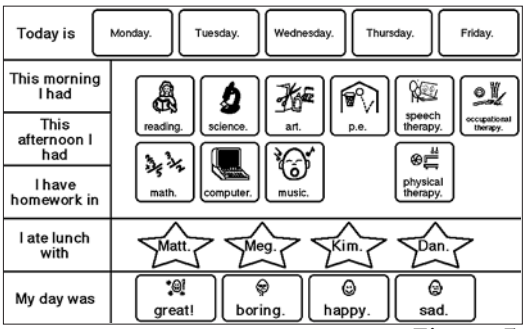


Figure 5

"How Was Your Day?" Designing Home-to-School Communication for Your Child

- Once sentences are constructed and spoken by the computer, these sentences and paragraphs can then be printed like any other word processing program. (Figure 6)

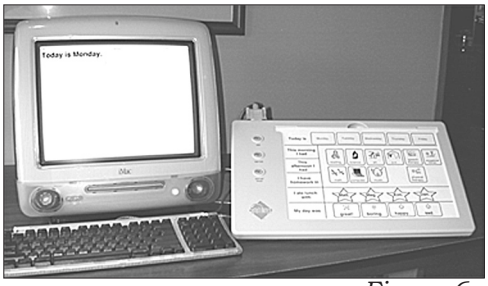


Figure 6

Variations

- Use dashed text by selecting it as the font for *IntelliTalk*. When the selection appears on the computer screen in the *IntelliTalk* word processor, the text will be dashed.
- Once your child has completed and listened to her selections, print out her completed sheet. Have her trace over the text for a functional handwriting activity.
- As writing skills improve, include punctuation selections on the overlay so that your child can properly punctuate her own sentences.

Configuring Pop-Up Menus in a Software Application

Description:

The power to make choices becomes that much easier with pop-up menus. Providing a larger list of choices, Ashley can use pop-up menus to share a great deal of information while creating a wonderful document that requires no keyboarding.

Relational database software, such as *FileMaker Pro*, can create pop-up menus filled with a list of text options. When a pop-up menu is placed within a sentence, it becomes a method to answer fill-in-the-blank questions or complete fill-in-the-blank sentences. Although this method requires more reading than earlier examples (because text is not paired with icons or photographs), sentences and corresponding responses can be individualized for your child's reading ability. If it is not necessary for the text size to be exceptionally large, this is a wonderful method for your child to independently share a great deal of information about her day.

Equipment and Supplies:

- *FileMaker Pro* relational database software,
- Computer, and
- Printer.

Design Instructions:

- Create a fill-in-the-blank communication sheet.
- Use pop-up menus to fill in blank sections of sentences. For instance, use a pop-up menu to provide the months (from January through December) for your child to choose from to complete the date. Insert a pop-up menu for the days of the month (1-31) and so on.

Instructions for Teaching:

- First, teach the skill of using pop-up menus by providing only one choice in each pop-up menu. Provide hand over hand instruction with the computer mouse as your child learns their ability to fill-in-the-blank by making a selection from the pop-up menu.
- Read the sentence aloud with your child.
- When she reaches the choice box, have her click on the box to see the pop-up menu.

Continued on page 14

"How Was Your Day?" Designing Home-to-School Communication for Your Child

Continued from page 13

Have her scroll down the menu while you read the various choices. (Figure 7)

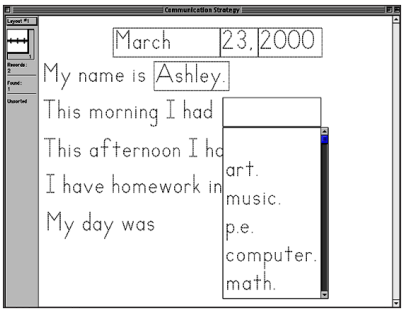


Figure 7

- Once she has made her selections to fill in the sentences, print the completed sheet to take home.
- Use a dashed font for writing practice after printing the completed document. Your child has created a meaningful, functional worksheet for practicing handwriting skills.

Variations

- Increase the number of choices in the menu as your child becomes comfortable with the process.
- Add background color to the pop-up menu fields. This allows the pop-up menu to stand out from the white background of the rest of the document.
- Using pop-up menus is also a good method for creating and administering tests or quizzes. Your child can read the question and select the appropriate answer from a pop-up menu.
- The ability to use pop-up menus is a valuable skill for school and vocational settings. Many computer software menus also require this skill.

These are just a few ways of individualizing the method of sending a note home about school activities. The best part of all is that these are all methods that allow your child to do this independently. Isn't that what education is all about: independence? In addition, your child is being taught new skills she can use throughout her education. While on the surface it appears the only issue addressed is delivering a series of messages about her school experience, many other educational objectives are addressed at the same time.

The examples above meet many different instructional objectives such as:

Name Recognition and Word Order

Common objectives for these goals include recognizing her name, placing her first and last name in order, and placing it in the correct position at the top of the page. A communication sheet can be designed to teach and reinforce these skills. Some children can write their name on their paper independently. But for many children, this task is not so simple.

Concepts of Time and Order

The concept of time is an abstract and challenging skill to teach. Use concrete and motivating experiences that occur throughout the school day to teach concepts of "yesterday," "today," and "tomorrow," "this morning" and "this afternoon." Completing communication sheets as an ongoing activity throughout the day is one way to teach these concepts.

Handwriting

One of the most obvious ways to fill in any worksheet is sometimes the most challenging: handwriting. Using a dashed text font in a computer or rubber stamps that print a dashed text for your child to trace over provides an opportunity to practice handwriting in a meaningful context.

"How Was Your Day?" Designing Home-to-School Communication for Your Child

Calendar

What elementary classroom doesn't have calendar time? The concepts of the calendar are also abstract and challenging to teach any child. They may be even more challenging for a child with special needs. It is helpful to tie calendar concepts to concrete activities such as the communication sheet. Using the calendar to identify a particular day of the month to fill in on the communication sheet, rather than passively looking at it on a wall, may improve your child's interest and ability to learn and understand its use.

Reading

Motivating sight words, such as classmate's names and classroom activities, may inspire your child to use the words they are learning to read. Design communication sheets with a mixture of icons and photographs to represent various words. The text of the words can be used with or without the icons or photographs they represent. This encourages your child to rely more on the configuration of the letters within the word than the icon or photograph it represents.

There are countless ways to use these ideas to design communication sheets that are meaningful to your child, parents, and staff, and meet educational goals at the same time. These are just a few ideas Ashley has used to tell me about her school day. I hope they will inspire you and your team at school to create similar strategies that are motivating, meaningful, and challenging to your child. They are certainly more effective than digging through backpacks searching for scraps of information.

Kimberly S. Voss is the mother of three daughters, one of whom has Down syndrome and additional disabilities. She designs software and instructional materials and is the owner of Ashley's Mom, Inc. *Kim resides with her husband and daughters in Tulsa, Oklahoma.*

Resources

Teaching Resource Center
P.O. Box 82777
San Diego, CA 92138-2777
800-833-3389
800-972-7722 (Fax)
www.trcabc.com

- Magnetic Board

Intellitools, Inc.
55 Leveroni Court
Suite 9
Novato, CA 94949
800/899-6687
www.intellitools.com

- IntelliKeys
- IntelliTalk
- Overlay Maker

Ashley's Mom, Inc.
P.O. Box 702313
Tulsa, OK 74170-2313
www.ashleysmom.com

- Adhesive Magnet Sheets: 1'x2' magnet sheets, 3 mil thick, with adhesive front.

Avery Office Products
Consumer Service Center
P.O. Box 129
Brea, CA 92829-0129
www.avery.com

- White Printable Magnet Sheets for InkJet Printers: 8 1/2" x 11" paper thin magnet sheet for inkjet printers.

Mayer-Johnson
P.O. Box 1579
Solana Beach, CA 92075-1579
800/588-4548
www.mayer-johnson.com

- Boardmaker
- School Fonts for Beginning Writing
- Boardmaker Sign Language Libraries Vol. I and II
- Picture Communication Symbols

Picture Communication Symbols (PCS) copyright © 1981-2000 Mayer-Johnson Co. Used with permission.

The San Francisco Foundation
Community Initiative Funds
Creating Solutions
14535 Westlake Drive
Suite A–2
Lake Oswego, OR 97035

Disability Solutions

A Resource for Families and Others Interested in Down Syndrome and Developmental Disabilities

Editor, Joan Guthrie Medlen, R.D., L.D.

Disability Solutions is published four times a year by Creating Solutions.
Creating Solutions is a project of The San Francisco Foundation Community Initiative Funds (TSFFCIF), a 501(c)3 public charity, our fiscal sponsor.

Subscriptions

No donation or fee is required to receive *Disability Solutions*, available in print in the United States and to FPO addresses. To request a subscription, send your mailing address. If you would like to help with the cost, you may send a tax deductible gift to Creating Solutions (see donations).

Writing Guidelines

We welcome your articles, reviews, letters to the editor, photographs, commentary, and ideas for *Disability Solutions*. For information about writing for us, please contact us for guidelines by mail, fax, or visiting our website.

Copyright © 2005
TSFFCIF, Creating Solutions

ISSN: 1087-0520

14535 Westlake Drive
Suite A-2
Lake Oswego, OR 97035
www.disabilitysolutions.org
subscriptions@disabilitysolutions.org
503.244.7662 (msg)
503.443.4211 (fax)

Back Issues & Multiple Copies

The first printed copy of *Disability Solutions* is free. Additional printed copies are available for $5.00 each as long as supplies last. You can download every issue of *Disability Solutions* on our website as an adobe reader file (pdf) from our website. For multiple copies for exhibits or parent groups, please contact us by fax or email copies@disabilitysolutions.org.

Reprint Policy

Creating Solutions supports sharing information in the public domain, especially for families. For information about reprinting articles please contact us or visit our website.

Donations

We are deeply grateful for your support. You are the heart of the work of Creating Solutions and its projects, including *Disability Solutions*. We cannot fulfill our mission to improve the quality of life for people with developmental disabilities and their families without your support. If you want to help with the cost of *Disability Solutions* and the projects of Creating Solutions make your donation to: TSFFCIF for Creating Solutions and send it in the envelope provided or to the publication address.

Opinions and information published in *Disability Solutions* are not necessarily those of Creating Solutions or The San Francisco Foundation Community Initiative Funds.