



February 07

# ◆ Down Syndrome ◆

C O M M U N I T Y  
N E W S L E T T E R

Building a caring, understanding and supportive community open to all individuals and families whose lives include a person with Down syndrome.

## I Can't Talk With My Mouth Full

### Or... "The Confessions of a Home-Schooling Mom Who Eats Her Words"

By Gigi McLaughlin

I am a home-schooling mom. We are a home-schooling family.

Even now, mid way through year number two of this journey those words still get hitched in my throat when I profess it. "Why?" you ask. As you may know, home-schooling is very common nowadays and especially in the state of Washington, where by some accounts, there are upwards of 20,000 students learning at home. Washington's also one of the first states in the nation to legally support home-schooling (or home-learning as I like to call it), so what's the big deal if we add two more to their numbers? Why?? I'll tell you why. Because up until about 15 minutes ago (figuratively speaking of course), I thought that people who taught their children at home were either geniuses themselves or certifiable. No in-betweens. No grey area. And since the kind folks at MENSA always write the same thing on the back of my applications, "Don't call us, we'll call you", and I've grown fond of the six brain cells that

remain after becoming a parent, I had NO interest WHATSOEVER in teaching my children at home. Ever.

Have I mentioned that our two children have special needs? Who in their right mind would spend ALL day trying to teach one child with sensory integration dysfunction (which for those of you not familiar with the day-to-day life of a child with sensory issues, is on some days, like trying to bathe a cat: it sounds like a good idea at the beginning, especially if the cat is dirty. But in the end, your house is completely destroyed and you just want to drink yourself into oblivion until the memory is distant and your brain is in a blissful fog). But I digress. Our other child, our oldest, is eight and a half years old, has Down syndrome and hearing loss in both ears (which is a VAST improvement after being born profoundly deaf), and has huge cognitive delays as a result of the Infantile Spasms he contracted at the age of six months, (which virtually destroyed all of his previous development and set him back years). They appear to be very different from one another but both require hands-on parenting most of the time. No rest for the wicked, or tired Mommies.

So here I am fifteen minutes later writing about this transformation from dyed-in-the-wool anti-home-schooling parent (especially for kids with special needs) to a happy-and-grateful-we're-doing-it-this-way parent. (The chewing sound you hear is me eating my words.) Who says God doesn't have a sense of humor?

Let me give you a little background. I wasn't just pro-public school for my kids with special needs (especially our son with Down syndrome), I preached the sermon loud and clear for all families of kids with special needs from where we lived in Colorado. From where I sat on our community's early intervention council to the preschool oversight committee, and at the state level where my husband and I organized and facilitated parent conferences for families with children with disabilities, the message was loud and clear: children with special needs need to be in a typical classroom with typical kids learning how to do typical things. My philosophy was we as parents must do our part and then some to make the equation work, but the best scenario is that children be surrounded by other children in school. My husband and I had founded the local Down syndrome association in the weeks after Hayden was born and I happily answered our oft-ringing phone to help other parents with therapy questions, systems issues, and how to have successful and meaningful IEP staffings. We are well versed in the letter and spirit of IDEA and I believe that has served our children well. It is our hope that we've helped other children along the way too. And besides, I had plans to join a ladies' golf league. No really. I passed the local public golf course everyday as I drove my smart and beautiful children to school and I had it all planned out: I would golf on the days I didn't do water aerobics at the local Y, which I did nearly every morning after taking the kids to school. I was set.

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On Oct. 8th, 2006 the Down Syndrome Community celebrated it's 10th anniversary with a festive gathering of over 500 participants. This annual event promotes the awareness and acceptance of individuals with Down Syndrome, and raises funds for year round educational and social activities.

With the on going dedication of the Seattle Center, the Fisher Rooftop Pavilion was buzzing with fun for all. The awe-inspiring Unique Unicycles put on a show that kept us spinning. Kids happily displayed their decorated faces, wore funny balloon hats (or used them for swords), stuffed their goodie bags full of treasures from the brand-new fishing booth, and expressed their creative sides at the craft tables. Grown-ups (today, feeling more like adult kids!) took the opportunity to enjoy and purchase art from our talented Clara Link, Lupita Cano, and Dylan Kuehl. The information

## The 10th Annual Buddy Walk a Huge Success!

and advocacy tables had plenty of information to gather and share. Young and old, abilities of all levels, were playing and learning together.

In order to keep the spirit of advocacy and awareness alive, we were treated to two inspirational speakers, John Olerud, a former Mariner and founder of the Jordan Foundation, and the self advocate speaker, Richard Kershner. We were also very honored to hear words of encouragement and hope, spoken by our state VIPs.

Filled with inspiration, we eagerly set out on foot, lead by our young and famous bag-piper, Phillip Thelin, and the Tacoma Rainier's "Rhubarb", for a short (but, big in spirit) walk around the Seattle Center. Our return was greeted by the best Boeing Clowns, and the upbeat Latino rhythms of "Jalapeno." We had the biggest raffle ever, thanks to our generous sponsors and ticket buyers.

To make such an anticipated event successful we need to thank our sponsors for their huge support and give a heartfelt round of applause to all the volunteers!

We hope to make the 2007 Buddy Walk a winner with your help. Please call Barbara O'Kelly 360-658-1755 to participate.



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### Statement of Policy and Disclaimer

This newsletter reports items of interest relating to Down syndrome and will provide a forum for others. The Down Syndrome Community does not promote or recommend any therapy, product or treatment. The contents of this newsletter are for informational purposes only.

## Volunteers Needed

Volunteers are needed to help with some of the upcoming activities put on by the DSC. Do you enjoy decorating for events? Helping with crafts? Creating postcards or mailers? Or perhaps you are the type that likes to organize, and would like to help us contact meaningful speakers or help create resource materials? There is always something for everyone, and in order for us to put on the wonderful events that you have come to expect, we need your help!

Another way to volunteer is to become a member of the board! Nominations are coming up, and we would love some new faces and fresh ideas from people interested in becoming involved. There are several seats opening up, so invite a friend and do it together! No experience necessary! It really feels good to know you are helping a great cause and helping to change some people's lives. If you know anyone who is interested, please nominate them in writing, and email any board member by March 31<sup>st</sup>, 2007. Also, if anyone would like to attend a board meeting, they are welcome to come to the March 9<sup>th</sup> meeting at Rajeev Lonkar's home in Lake Forest Park. Please call any board member for details. Think about it please!

## Website Review

**Blogging** By Lynne Palmisano

More and more people these days are creating their own websites. It has become a way to share thoughts, memories, opinions, pictures, and awareness to thousands, perhaps millions of people each day. Many keep a regular diary or online journal, which contains insightful, thoughtful, and often humorous passages about life. Blogging, as its often called, is sometimes hard to find among the millions of websites out in cyberspace. I stumbled across a personal site called [mdbeau.blogspot.com](http://mdbeau.blogspot.com). This is a site created by a mom with a daughter with DS, and it has links to over 50 other sites of just moms blogging about their children with DS. It is kind of fun to read about these kids, and how they are similar to my own.

Another great blog site is [davehingsburger.blogspot.com](http://davehingsburger.blogspot.com). He is an international speaker on disabilities, and uses his dry wit in his writing. Some of my favorites pertaining to DS include "Family Matters" from 1/8/07, "The Voyage" from 11/22/06, and "Being" from 11/9/06.

I recently found out that our own DSC member Jodi Reimer has a site at [jodireimer.blogspot.com](http://jodireimer.blogspot.com). You may even know some of the people she mentions (she never uses last names)! She has some great stories, and usually adds insightful additions that really warm your heart.

If you have some extra time, and are in the mood for a little lightheartedness, try searching and reading some blogs. They aren't as technical, medical, or heavy as many of the commercial websites. You just might get hooked!

## Book Review

**"The Memory Keeper's Daughter"** Reviewed by Linda Glas

**T**he *Memory Keeper's Daughter* is the debut novel of author Kim Edwards. It begins in 1964 with a doctor delivering his wife's twins, Paul and Phoebe. The doctor cannot fathom the fact that his baby girl has Down syndrome and tells his wife that their daughter has died. He secretly asks the nurse who assisted with the delivery to take Phoebe away to an institution, but instead the nurse decides to raise Phoebe as her own daughter. The book details the lives of the twins and their families.

*The Memory Keeper's Daughter* reached the coveted #1 spot on the New York Times Best Sellers List, which is an amazing feat for a debut novel. It was one of those "hard to put down" quick read books where you get hooked and want to find out what happens next. Although the premise of the book may be disturbing to parents of a child with Down syndrome, one must remember that institutions were common in the 1960s. Although parts of *The Memory Keeper's Daughter* were slow, I still highly recommend this book.

# I Can't Talk With My Mouth Full

(continued from page 1)

And now here we are: our now seven year old daughter with sensory integration dysfunction is learning at home, and by all accounts is thriving. She built a radio with my dad this morning (she really wants to build a robot to clean the bathroom because she hates that chore, but we've managed to convince her to start small), she can tell you more about diamond mining than any seven year old has a right to know (she wants to own a diamond mine when she grows up so she can get the diamonds herself so she's checked out books from the library on diamonds and has done internet searches on diamond mining), and can tell you why Pluto is no longer considered a planet. She still has sensory integration dysfunction but learning at home has taught her how to manage her environment in a much more positive way (translation: she doesn't have nearly as many tantrums as before and now sometimes when she has one, it doesn't even measure on the Richter scale, a HUGE improvement in our family's overall mental health). She still startles easily, sleeps very lightly and gets over-stimulated quickly but overall she is a much calmer child and is able to attend to things like writing, reading and math for much longer periods of time. She may not think the activity is the greatest thing since sliced bread but she is able to do it for longer stretches. She is also able to have a sensory diet at home which we believe supports her ability to learn. She sits at the table with her feet planted on a stool of some kind, often with a bean bag in her lap. Sometimes when she's more fidgety and restless than normal, she reads aloud while standing in a bucket of rice or beans. She's able to take breaks to burn energy and do stretching. I try to incorporate some sort of proprioceptive work into her days. These are but a few of the strategies that we use with her and we are constantly trying new and different "tools" to find better fits. So far her sensory issues don't appear to have affected her cognitively. On the contrary, her brain seems to work in overdrive and it's I who feel like I'm hanging on to the tail of the tiger.

Our son is also doing well, and I suppose at the end of the day, that's the real miracle to me. I'm a self-proclaimed rabid inclusion-ist who has always said that ALL children with disabilities (and DS especially) should be in public schools surrounded by their typical peers. (Isn't that nice of me to not even know your child but already know what's best for him/her?) Hayden had been in the public school system for four years before we dared to open our eyes as to finding a different solution for their learning needs. I had always approached the whole education process from

the goal that each child with a disability have all the supports and services he/she needs in the typical classroom and that the general education teacher believes that ALL children can learn and that she/he in turn have ALL the supports and resources afforded her, then there's NO reason why a child with a disability should ever be in a self-contained classroom. I think a big part of me still believes that. I also believed that parents who kept their children with disabilities at home (especially those with DS) were by de facto institutionalizing them. (See, I'm an equal-opportunity-know-it-all. I've never let lack of personal experience or knowledge stop me from opining and bloviating about the choices of others. I'm also a romantic-utopian-vegetarian-right-wing-tree-hugging-Christian-just so you know where I'm coming from).

So we're half way through year number two of learning at home and we're doing amazingly well, considering I'm the one who's home with them all day long. I take no credit for this, so please don't mistake my boasting with self-aggrandizing. Hayden is a wonder. He is



a daily walking miracle. Here's a child born profoundly deaf who's had so many reconstructive ear surgeries that I almost have to take off my shoes to count. Yet he is wired from the inside out for music: he has perfect pitch, learns a song after hearing it once, plays his guitar EVERYDAY and the violin almost everyday, and has incredibly clear speech when he's singing (which is most of the time). In Colorado he was in music therapy with arguably the best music therapist in the state and by the time we left he was playing songs on the piano with the help of a finger guide only. Now we have to settle for mom making up songs for EVERY activity of the day. He helps set the table and clear the dishes after every meal and can dress himself (not that he wants to show off that skill too often. I think he worries that I would be bored stiff if I didn't attend to his every whim every minute of the day). His self confidence is staggering. He thinks he's the funniest person in THE WORLD and is an extremely good judge of character (in other words he can tell if a total stranger is worth a hoot or not). He is learning his colors, can say his ABC's as clear as a bell, and can clearly communicate his needs with sign



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language and words. Granted his needs and wants are fairly simple at this point: to play with water in the bathroom sink and to play the violin. So those signs (water and music) get A LOT of use throughout the day. As does my response: "Not now, maybe later". And maybe the BIGGEST benefit we've realized so far on this journey is Hayden's health. In that he has a reasonably good level of it!! I had come to think of his runny nose as a part of him like his beautiful chocolate-brown eyes. Wow, a kid who's come through SO MUCH medically (including MERSA, a central line to battle relentless inner ear infections, and multiple surgeries) without a constant cold or facial drainage. That ALONE is worth the price of admission for us!

The decision-making process of bringing Hayden home for school began when I started thinking in the late Spring/early Summer of 2005, about Hayden's academic future. By all accounts we had had a brilliant staffing earlier in the spring and everyone at the table had decided that, despite Hayden's psychologically graded "age" and development of about 18months-2years old, he would be in the first grade class for at least 60% of the school day and he would be "pulled out" for activities/academics where it was appropriate for the remainder of his school day. He was attending a very progressive school in our district that operated on a year round schedule and a majority of the classrooms had children with disabilities in them. A few weeks after that staffing when we were up here on a three week vacation I began thinking to myself, "And then what will happen when Hayden is in this first grade class? Will he actually be learning? Will he be authentically included in all the class activities?" Not only did a peaceful answer for those questions not come, the only realistic outcome that I could envision was that Hayden would be on a path of social and emotional isolation without any meaningful scholastic experience. So then I started wondering to myself, "What would be the best possible learning situation for Hayden?" My answer to that was that he somehow have a constant one-on-one para-professional with him...kind of like a private tutor to challenge him and motivate him but not do his work for him (as had been the case during his entire year in kindergarten). It would have to be someone who really knew Hayden and knew when he was manipulating her or when he was genuinely tired/bored/over-stimulated/discouraged, etc....I knew that public schools just weren't set up to provide a fully inclusive environment on one hand and yet provide constant one-on-one teaching on the other. But I knew through my work with him at home and through our home-based OT's and ST's that in that scenario is exactly where Hayden thrived and shined. He really

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## Special Event!!!!!!!



STATE OF WASHINGTON

### DEPARTMENT OF SOCIAL AND HEALTH SERVICES

*Training Announcement- presented Free of Charge by Regions 3 & 4 Division of Developmental Disabilities and The Arc of King County*

**Dennis McGuire, Ph.D.**

Dr. Dennis McGuire is the Director of Psychosocial Services for the Adult Down Syndrome Center of Lutheran General Hospital outside of Chicago, IL. This was the first and remains the premier program of its type in the U.S. With co-director, Brian Chicoine, M.D., he has authored a book of the same title and is a frequent speaker at conferences in the U.S. and abroad. They are authors of a popular article about challenging behaviors called "The Groove."

Dr. Ade mental health probleA mental wellness, and how behavior and mental well-being are affected by environmental conditions, social opportunities, and physical health.

**Target Audience:** Parents and other caregivers of adolescents and adults with Down syndrome. Teachers and other professionals welcome.

**No Charge for this Training -- Coffee, tea provided— Lunch is on your own**

#### TRAINING WILL BE HELD AT:

**Lynnwood Convention Center 3711 196<sup>th</sup> St. SW/ Lynnwood, WA 98036**

From the North take I-5 Exit 181, go W. on 196<sup>th</sup> SW 1 block; From South, take I-5 Exit 181b, turn left onto Poplar Way, then left again onto 196<sup>th</sup> SW go W. across I-5. LCC is on the NW corner of 36<sup>th</sup> W & 196<sup>th</sup> SW; Directions at:

[http://www.lynnwoodcc.com/lcc/about\\_location.html](http://www.lynnwoodcc.com/lcc/about_location.html)

**REGISTRATION: All Participants must register; To Register, Contact Jodi Reimer by email at: [jreimer@arcokingcounty.org](mailto:jreimer@arcokingcounty.org); Phone: (206) 364-4645 x7042; or Fax: (206) 364-8140. Leave your name and phone number. Assume that you are registered unless you hear back that the training is already at capacity. In case of inclement weather, etc., Call 206- 568-5718 the morning of scheduled workshop to check if cancelled.**

**\*\*Need sign or language interpreters? Must request at least two weeks prior to event\*\***

## Mental Wellness in Adults with Down Syndrome: A Guide to Emotional and Behavioral Strengths and Challenges

Saturday March 17, 2007  
9:00 am to 4:30 pm

## Call for products created by people with disabilities

Students in the Venture Program at Bellevue Community College, a program that offers an Associates Degree for persons with Developmental or Learning Disabilities, are planning on having a booth at the Fremont Flea Market this summer as a class project. The class is looking for calendars, art work, quilts, stationary, pet treats, arts and crafts; essentially anything made by or with persons with disabilities.

Their goal is to partner with these artists on a percentage basis, teach the students customer service skills, earn some money and put part of the money into a scholarship fund for incoming students.

Please contact Martin Bucher, 425-778-2156, [martin@workopportunities.org](mailto:martin@workopportunities.org) if you are interested in participating in this project.

## I Can't Talk With My Mouth Full

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could understand, learn and show what he knew but it hadn't happened during his hours at school to that point.

So now what to do? I barely gave myself permission to even think of the "H-word". And when I did, even for a microsecond, my whole body would shudder and I'd start hyperventilating. Back then those nasty episodes were brief but the longer our vacation lasted (that's another epic story in itself) those pesky "H" thoughts popped into my mind like those obnoxious pop-up ads on the internet. "It's something I ate", I kept telling myself, willing myself back into my reality that I couldn't POSSIBLY teach my son at home and hope to accomplish anything close to an IEP goal. And there was the "little" sister to think about too. By this time she was due to be enrolled in kindergarten in the Fall but both my husband and I had already wondered how she could possibly handle a typical day in a typical kindergarten classroom, where even under the best of conditions and classroom management, it would be a very stimulating and very busy day for her. How would she be able to cope after school when she couldn't even handle the two day a week preschool she had attended for two years?

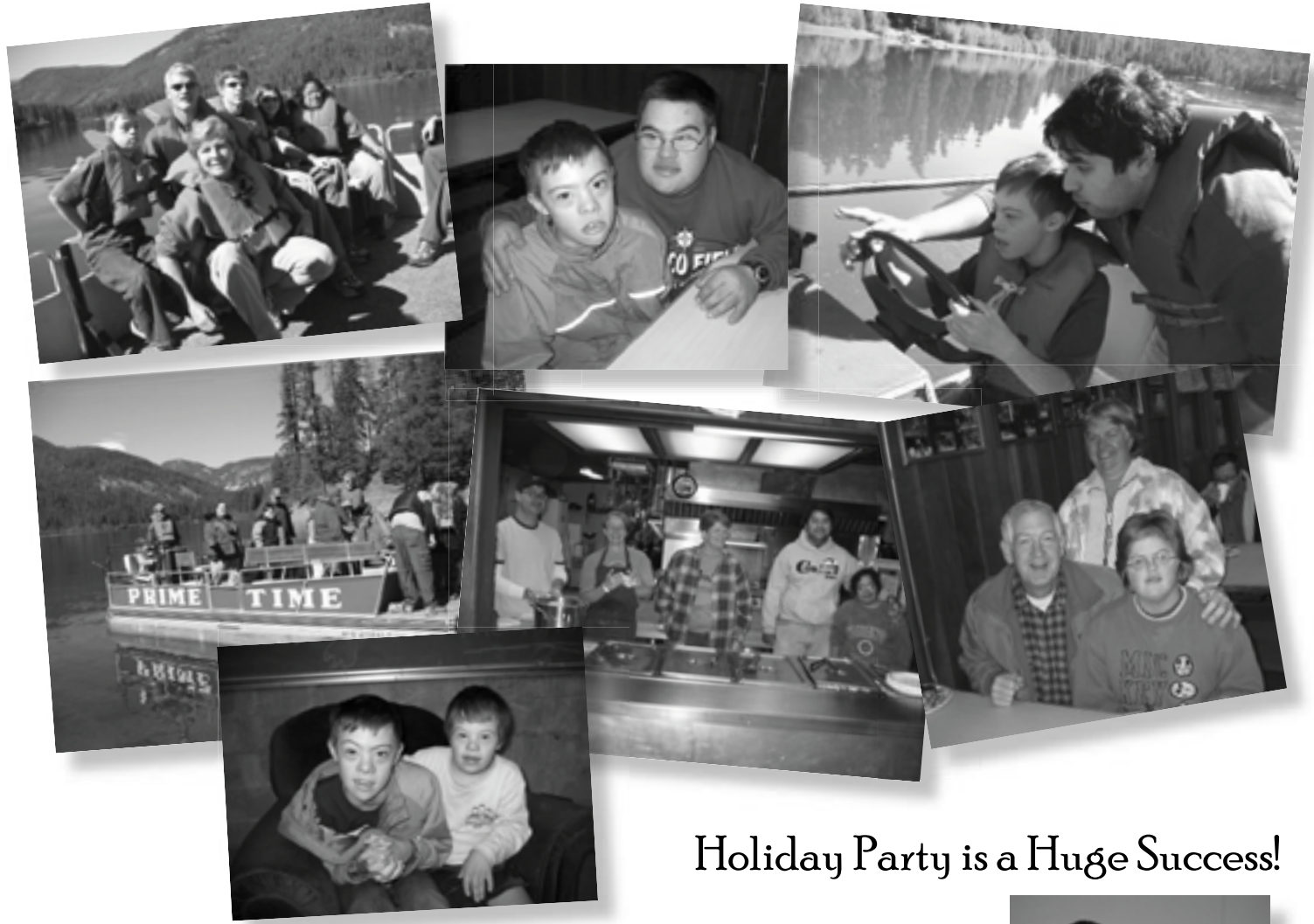
I gave myself permission to think about the BIG "what if". "What if we taught Hayden at home?" My knee jerk reaction was that the sky would fall in and Hayden wouldn't have a snowball's chance in you-know-where to learn anything functional, like how to read, write, dress himself, how to really learn how to communicate by sign or speech or how to stand in line, sit with his hands in his lap and not bother his neighbor. After all, that's what school's for right? But I didn't want to be ruled by knee-jerks and my heart palpitations so my husband and I really started talking about what it could look like if we kept the kids and taught them at home, and we came to the conclusion that 1) We really do know Hayden better than anyone and he loves us and trusts us more than anyone (that seemed like pretty good motivation) and 2) Chances were we couldn't do any worse than what had already been done with and for him in the previous four years in public school. (I know, I know, not exactly the biggest internal vote of confidence. Where's the USC Marching Band when you need it?) We could always try it for a semester and if it proved to be too overwhelming, too frustrating, or if we saw that the children were just miserable, we would rethink our strategy. Or if I ran out of serotonin-enhancing pharmaceuticals-that was really the key to my way of thinking.

So here we are: Hayden is more responsive and connected to his environment and the people around him than ever before. He is

able to follow directions and respond appropriately when spoken to (whether he chooses to or not is a different matter entirely). He's eating better than ever (that's another story for another time: "Food-Based Sensory Issues vs. The Sanity Of The Parental Units), and he and his sister Delaney are so close now: their relationship is rock-solid, tight, tight, tight brother and sister; and he is actually learning new things (colors, shapes, words) and building his skills (fine motor, balance, physical stamina) everyday. Baby steps. Good daily routines that serve the children. I try not to "Build Rome In A Day". Translation: I tell myself a hundred times a day that every little thing I do with each child is a building block for the next day, the next skill level, the next practical application. On my good days I readily give myself permission to just enjoy the process of creating a learning environment. On my not-so-good-days I call another home-schooling mom of a child with special needs and she tells me to sit down, put my head between my knees, and breathe into a paper bag and stop flogging myself with the wet noodle. And who has time to flog anyway? By the time I put the wet noodle down, Hayden's walking into the bathroom with the violin.....

Gigi McLaughlin lives in Tacoma with her husband, their two children and two dogs and her father, who often wonders when she's going to take another vacation.

# Having Fun with the DSC



## Camp Primetime 2006

By Rajeev Lonkar and Lynne Palmisano

**H**ave you ever been to Camp Primetime? It is a wonderful private little camp nestled in the woods near Paradise, (Mt. Rainier) which is what it nearly is! For a whole weekend, special needs groups get to enjoy real camping in rustic cabins, boating, fishing, hiking, and just plain relaxing. Volunteers take care of the food, and families can enjoy a truly special time together.

The Down Syndrome Community enjoyed one of these weekends last September. Our group had a record turnout with over 90 campers at Camp Prime Time, where the highlights were the boat rides, a wonderful sing along by the camp fire with s'mores, and the yummy food cooked by the volunteers of Camp Prime Time. As you can see from the photos, everyone had a great time!

We would like to thank the Camp Prime Time organization for inviting us again. We'd especially like to thank the Lonkar family for volunteering in the kitchen during our stay, to help Primetime keep their expenses low. They have done this for several years so that other families can enjoy a relaxing weekend away from it all. The whole weekend was a memorable experience for our group!

## Holiday Party is a Huge Success!



**T**he Down Syndrome Community Holiday Party was held at the Crossroads Community Center this year, and boy, was the place packed! Nearly 100 people attended the event, including Santa and Mrs. Clause! Everyone had a great time eating the potluck style dinner, visiting, doing some foam crafts, and burning off energy in the "mirror" room! Santa was wonderful, as usual, and brought gifts for everyone. Special thanks go out to Nick Kappes for arranging the space and tree, Linda Michael for the mailing and potluck organization, Lynne Palmisano for the decorations and crafts, Kirk Gillett for setup and clean up, Brian Michael for registration, and to all those others who helped to make the evening a success!

NATIONAL DOWN SYNDROME SOCIETY

Our 10th Year!

# BUDDY WALK™

## of Seattle

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**Starbucks - Marysville/Ken Drew Manager**  
**King County Sheriff's Union**  
**Mostafavinassab Family**

# A Review of the World Down Syndrome Congress in Aug. 2006

By Wendy Hawley

How does one squeeze 3 days of information filled seminars and fascinating speakers into just a few paragraphs for a newsletter? Just start writing, provide lots of 'links' and hopefully I don't bore anyone.

My name is Wendy Hawley and I (and my husband, Brian) have a 6 1/2 year old son, Nicholas, who just happens to have Down syndrome.

You can say that we are still quite 'green' when it comes to being parents (Nicholas is an only child). However, one thing we have done since before our child was born is to try and learn as much as we could about Down syndrome. Thus, we decided to go to the World Down Syndrome Congress, "Making Waves", that was held in Vancouver BC in August of 2006. This event has been held every 3 years since 1981 to provide leading edge, broad based information providing a balanced perspective on current issues of concern for people with Down syndrome, their families, the professionals who work with them and researchers. It is also an opportunity to meet new people and network. The 2006 event was hosted by the Down Syndrome Research Foundation ([www.dsrff.org](http://www.dsrff.org)) under the auspice of Down Syndrome International ([www.down-syndrome-init.org](http://www.down-syndrome-init.org)).

The first half of each day was devoted to Plenary lectures. The keynote speakers were leading researchers and scholars as well as self advocates. The second half of each day was broken into tracts (topics) which included Health, Language, Education, Post Secondary Education, Genetics, and a wide variety of oth-

ers. Unfortunately, there were so many sessions, one had to pick and choose which ones to go to. Brian and I chose to pretty much focus on the tracts dealing with Genetics, Health, Language, Perception and Cognition, Education, and Literacy.

Although the speakers were from all over the world, and their presentations were based on their experiences or research in their part of the world – it didn't seem to matter. The topics and issues seem to be pretty much the same world wide. For example, I went to many of the education sessions while Brian went to more of the health and genetic related sessions. What became apparent to me with respect to Education was



that when talking about such topics such as learning styles and inclusion – it didn't matter what country you were from. Most countries are dealing with similar issues on teaching children with Down syndrome and inclusion – is it the best answer?, how to fund it?, passing laws/requirements but not enforcing them, etc. Scotland provides inclusion packets for the parents, creates an inclusive learning network, conducts a parents forum 4 times a year, publishes several documents about the benefits of inclusion and provides teachers/parents/care-givers with teaching aids.

I learned some very interesting techniques for teaching reading and math. I also obtained resources to be able to learn more – names, book titles, web links. Brian thoroughly enjoyed the sessions he went to, particularly those that were more scientific research in nature. I think one of the most fascinating presentations we heard was the presentation given by Dr. William Mobley, M.D, PhD, Professor of Neurology & Neurological Sciences & Pediatrics, Stanford School of Medicine. His talk was scientific in nature; however, he presented it in layman terms and with many



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diagrams. The research they are doing at Stanford with the mice models and trying to understand neurotrophic factors and their signaling pathways is amazing and fascinating. <http://dsresearch.stanford.edu> He made some very interesting and what I thought were significant comments regarding their recent research and breakthroughs. Brian went to a session describing 'auditory discrimination' that was fascinating as well. Unfortunately, I don't believe I could adequately describe the issue in writing. Basically it had to do with the ability to separate letter sounds and syllables.

I wish I could tell you all I learned, but I'd practically have to write a book. I took 12 pages of very cryptic notes – writing fast in my own form of shorthand. Many times my notes just included 'one-liners' by a presenter that I found significant and/or powerful. Here are a few...

"I never teach my pupils, I only attempt to provide the conditions in which they can learn." (Einstein)  
 "Labeling is for jars, not for children" (Malloy)  
 "Source Coordinators, not Case managers. Kids are not a case that need to be managed." (Malloy)  
 "Special Education is not a place." (Malloy)  
 "Inclusive Education is an attitude" (Remus)  
 "Visual memory is better than listening memory" (Buckley)

I and/or Brian would be happy to talk more with anyone who is interested and share as much information as possible. I can be reached at [wendy.geogra4@verizon.org](mailto:wendy.geogra4@verizon.org)

(This is a shortened version of Wendy's article. Please view it in its entirety, along with about a dozen links from resources that she received at the conference at our website, [downsyndromecommunity.org](http://downsyndromecommunity.org).)

## Coming Events

### February

**10 Sweetheart Dance**  
5-8pm, Highland Center, Bellevue  
Everyone is invited! Pizza included!  
Free!

**10,13,17 Barnes & Noble Events**

### March

**31 North-End Pool Party**  
3-5:15pm, Mountlake Terrace Pool  
Everyone is invited! Free! Please bring a refreshment to share.

### April

**19 Speaker Series**  
TBA, Highland Center, Bellevue

### May

**19 Annual Meeting!**  
**50's Style Sock Hop Dance**  
5-8pm, Highland Center, Bellevue  
First ever Sock Hop! Dance the night away, as well as participate in the DSC's annual meeting! Pizza will be provided. Free!

# MEMBERSHIP

Renewal

New Member

Date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Email Address \_\_\_\_\_

School District \_\_\_\_\_ County \_\_\_\_\_

Name of person with Down Syndrome \_\_\_\_\_ Male / Female

Age \_\_\_\_\_ Birth date \_\_\_\_\_ Enrolled in DD System  YES  NO

Your relationship to person with DS

*Implicit in your sharing your child's birth date with the Down Syndrome Community is your permission to give this data to King County Division of Developmental Disabilities for the purpose of receiving grant money.*

Do we have your permission to give out your name and number to other members who may want to contact you? Yes / No

**Annual Membership Dues:** (Due in September)

- \$15.00 (Individual)      Additional donation (tax deductible)  \$50.00       \$100.00      Other
- \$25.00 (Family)
- Unable to pay dues but would like to remain on the mailing list.
- Please remove my name from the mailing list.
- Please send DSC newsletter and info via email ONLY. *Please enter email address above.*

Please make check payable to **Down Syndrome Community** and send it with this form to:  
Down Syndrome Community, c/o Sean King, Treasurer, 14509 – 201st Ave SE, Renton, WA 98059