



PARENT TO TEACHER

All About Me

Paste a picture of yourself here.

By: _____

We are pleased to share our All About Me
booklet with you. This booklet contains a lot of
information about our child _____ and our
family. We hope that this information will help
you to get to know our child and some of his/her
interests, strengths, and skills.

If you have any questions, please call us at home
_____ or at work _____. The best time
to reach us is _____. We look forward to
working with you this year.

Sincerely,

My Parent's Wishes For Me

Our hopes for this year are:

Here are some ways we think you can help our
child be successful:

Health Considerations

Here are some things you may need to know about my health.

Surgeries:

Current Medications:

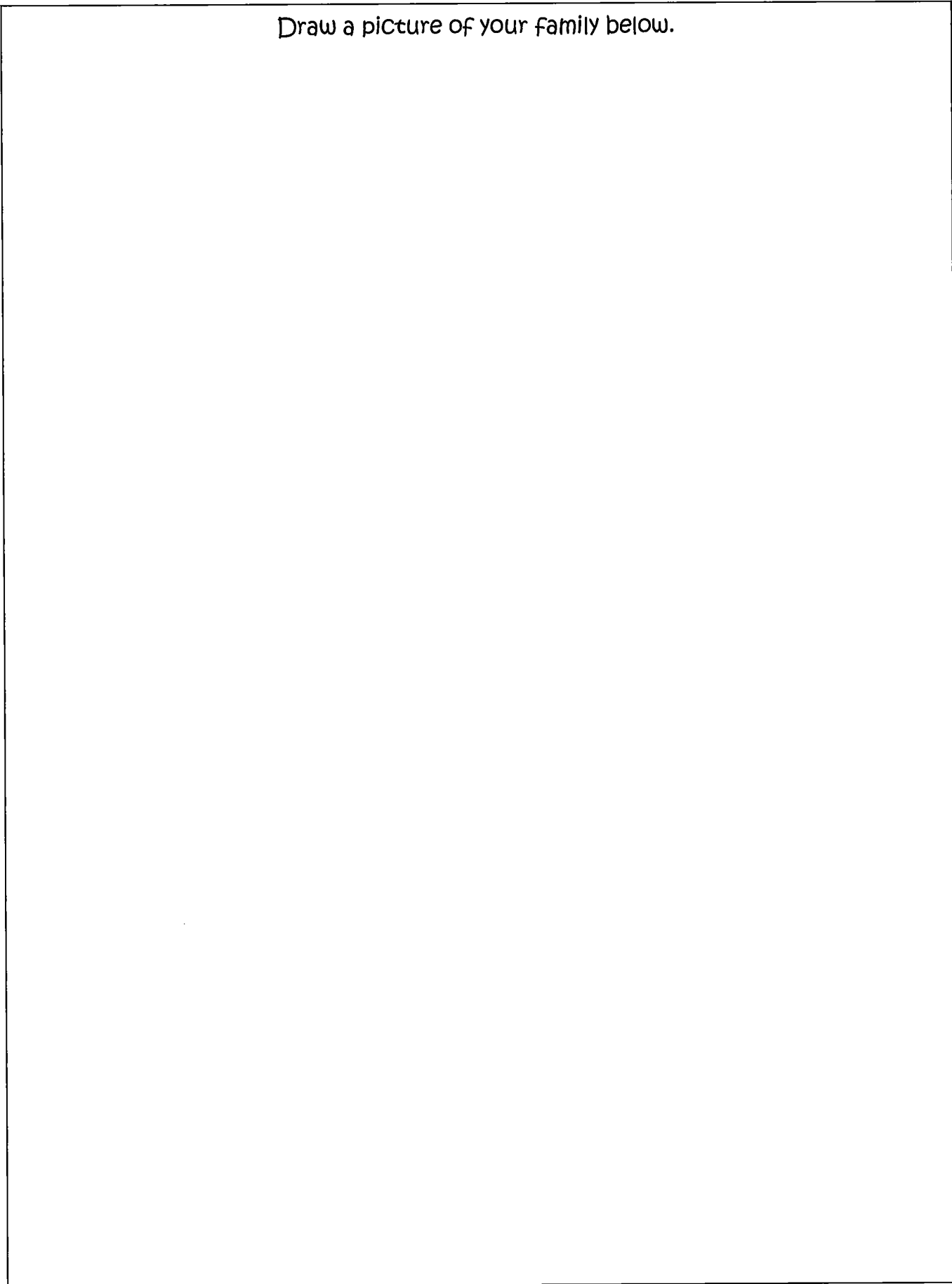
I wear glasses: Yes No

I wear hearing aides: Yes No

When I am not feeling well I might:

Other things you need to know about my health:

Draw a picture of your family below.



Here is My Family

My name is:

My Mom's name is:

My Dad's name is:

I have _____ brother(s) named

I have _____ sister(s) named

We have a pet:

My pet's name is:

Other family or friends that I want you to know about are:

Interesting Facts About Me!

My birthday is: _____

My favorite color is: _____

My 3 favorite activities are:

1. _____

2. _____

3. _____

Three things that really motivate me are:

1. _____

2. _____

3. _____

My Feelings

Things that make me feel happy: _____

Things that might upset me: _____

It's hard for me to: _____

Things I may be afraid of: _____

Communication

Here are some things you may need to know about how I communicate:

If I am frustrated I might:

Places I Like To Go and Things That I Can Do!

Here are some places I like to go with my family:

Here are some things I can do to help around the house:

Here are some things I can do if someone helps me:

Pictures of Me!

Paste pictures here.

Pictures of Me!

Paste pictures here.

The End

Draw a picture of your favorite activity.

Parent's Perspective

Child's Name:

Date:

How well do I:	Not so well	Very well
do in the morning?	1-----3-----5	5
do in the afternoon?	1-----3-----5	5
do in the evening?	1-----3-----5	5
sleep?	1-----3-----5	5
nap?	1-----3-----5	5
eat breakfast?	1-----3-----5	5
eat lunch?	1-----3-----5	5
eat dinner?	1-----3-----5	5
play with adults?	1-----3-----5	5
play with another child?	1-----3-----5	5
play in a small group?	1-----3-----5	5
play in a large group?	1-----3-----5	5
play inside?	1-----3-----5	5
play outside?	1-----3-----5	5
play with younger children?	1-----3-----5	5
play with older children?	1-----3-----5	5
do when children sit near me?	1-----3-----5	5
do when children sit further away?	1-----3-----5	5

If you have any further explanations from the questions above please describe below.

How do I let people know:
I am angry or upset (example: crying, screaming, etc.)?
I am happy (example: laughing, hopping, etc.)?
I want something (example: reaching, talking, etc.)?
I don't want something (example: push away, say NO, etc.)?
I like something (example: smiling, talking, laughing, etc.)?
I don't like something (example: crying, throwing, talking, etc.)?
What helps me when I am?
Sad?
Angry?
Scared?
What makes me angry/upset?
What makes me happy/excited?

In Home Living Activities

Please evaluate how well your son/daughter participates based on the scale below.

- A. Participates independently
- B. Participates with assistance
- C. Does not participate

1. Toileting

	A	B	C
--	---	---	---

2. Eating

a. Utensil use	A	B	C
b. Table manners	A	B	C
c. Cleanup	A	B	C

3. Dressing

a. Closures	A	B	C
b. Rate	A	B	C
c. Neatness	A	B	C

4. Grooming

a. Washing	A	B	C
b. Bathing	A	B	C
c. Brushing teeth	A	B	C
d. Hair care	A	B	C

Comments:

Parent/Teacher Communication

Which of the following methods would you prefer to use in communicating with the teacher and how often based on the scale below?

- Use- yes or no
- How often- Daily, Weekly, Monthly, Other

1. Communication

	<u>Use</u>	<u>How Often</u>
a. Log book	Yes/No	_____
b. Phone contact	Yes/No	_____
c. Newsletter	Yes/No	_____
d. School visits	Yes/No	_____
e. Team meetings	Yes/No	_____
f. IEP/Report Card	Yes/No	_____
g. Email	Yes/No	_____

2. Please place a check mark by the kinds of information you would like to receive from and share with the teacher(s).

- a. _____ Progress
- on IEP objectives _____
- b. Social interactions with _____

typically developing children _____

c. Classroom behaviors _____

d. Medical information _____

e. Input from support services _____

providers (Occupational _____

Therapist, Speech/Language _____

Therapist, etc.) _____

f. Daily classroom schedules _____

and routines _____

g. Special projects _____

h. Community Based training _____

programs _____

i. Information about staff _____

(teachers aides, peer tutors, etc.) _____

j. Information about school _____

k. Other (please specify) _____

Parent's Perspective

Child's Name:

Date:

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do in the morning?	1-----3-----5	5
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What helps me when I am? Sad? Angry? Scared?
What makes me angry/upset?
What makes me happy/excited?

In Home Living Activities

Please evaluate how well your son/daughter participates based on the scale below.

- A. Participates independently
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- C. Does not participate

1. Toileting
 - A B C
2. Eating
 - a. Utensil use A B C
 - b. Table manners A B C
 - c. Cleanup A B C
3. Dressing
 - a. Closures A B C
 - b. Rate A B C
 - c. Neatness A B C
4. Grooming
 - a. Washing A B C
 - b. Bathing A B C
 - c. Brushing teeth A B C
 - d. Hair care A B C

Comments:

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programs

i. Information about staff

(teachers aides, peer tutors, etc.)

j. Information about school

k. Other (please specify)

COMMUNICATION IS THE KEY

- 1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
5. Talk to young children using language they understand. Young children may not understand words like "don't" because it is a short word for "do not" and he/she may not know what the "negation" of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior
7. Be enthusiastic and generous with encouragement. Children can never get enough!

Examples:

Avoid	Say/Model	Remember
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking. Thanks for walking!
Stop climbing!	Keep your feet on the floor	Wow! You have both feet on the floor!
Don't touch!	Keep your hands down; Look with your eyes	You are such a good listener; you are looking with hands down!
No yelling!	Use a calm voice; Use an inside voice	[In a low voice] Now I can listen, you are using a calm (inside) voice.
Stop whining!	Use a calm voice; Talk so that I can understand you; Talk like a big boy/girl	Now I can hear you; that is so much better. Tell me with your words what's wrong.
Don't stand on the chair!	Sit on the on the chair	I like the way you are sitting! Wow you're sitting up big and tall!
Don't hit!	Hands down; Hands are for playing, eating, and hugging; Use your words (Give child appropriate words to use to express emotion)	You are using your words! Good for you!
No coloring on the wall!	Color on the paper	Look at what you've colored! Pretty picture!
Don't throw your toys!	Play with the toys on the floor	You're playing nicely. I really like to watch you play!
Stop playing with your food!	Food goes on the spoon and then in your mouth; Say "all done" when finished eating	Great! You're using your spoon! What nice manners, you said "all done;" you can go play now.
Don't play in the water/sink!	Wash your hands	Thanks for washing you're hands! I can tell they are really clean!
No biting!	We only bite food; Use your words if you're upset (Give child appropriate words to use to express emotion)	You're upset, thanks for telling me!
Don't spit!	Spit goes in toilet/tissue/grass; Use your words (Give child appropriate words to use to express emotion)	I like the way you used your words! Thanks for using your words!
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking Thanks for walking!





MY TEACHER MATTERS

What you expect of me matters...

Because I will rise to the level you set for me, and I have many lofty goals to achieve.

What you think of me matters...

Because I will sense what is in your heart, and it will shape not only how I feel, but what I do.

What you say of me matters...

Because you are setting a tone, and leading my way. You are the voice I wasn't given to help others understand not just what I *have*, but *who* I am.

What you accept about me matters...

Because if you meet me where I am, and embrace me for what I have to offer, together we can shoot for the moon and at least find the stars.

What you do for me matters...

Because when you offer me not just your time, but your devotion, and not just your attention, but your passion, you are not just fulfilling your duty, but rather answering a calling.

What potential you see in me matters...

Because if you can envision my wings, then I will learn to fly.

What investment you make in me matters...

Because if you dedicate yourself to making me stronger, it is not only me who will be bettered, but *you* will be, as well.

What connection you have with me matters...

Because if I know *you* care, then *I* will care. You will reach me, and I will grow.

What attitude you have about me matters...

Because if I am seen as a blessing instead of a burden, my world will be much brighter, and my achievements will be much greater.

What you believe about me matters...

Because if you see my strengths and not my weaknesses, there is no mountain we cannot climb.

What hope you have in me matters...

Because the dreams you hold for me are woven into every step of my journey, and when those dreams are big, so, too, are my accomplishments.

What ACTIONS YOU TAKE because of me matter...

Because you are not only my teacher, but my *advocate*. The role you take in my life helps dictate the very path down which I will travel. Your power can help open doors for me that now stand shut, raise standards for me that remain far too low, and redefine the boundaries in my life that will either hold me back or help me soar.

Yes, **MY TEACHER MATTERS, AND SO DO I!**



NEVER SAY NEVER

When you are the parent of a child with a disability, you are well aware that the road ahead of you is a bumpy one, and quite different than that of all those around you. You understand there may be limitations and steep hills to climb, but you simply **NEVER SAY NEVER.**

My child cannot afford the cost of any attitude that falls short of reaching for the stars. Dwelling on whether or not something may actually occur is far less important than preparing for the daring chance that it can. Reality and truth have their place in my child's life, but reality and truth creep in on their own. . . they do not need an invitation. The word NEVER shuts down hope. It weakens the fight for the impossible. It kills the notion that wondrous and amazing things might be in store, so **NEVER SAY NEVER.**

There will always be an unsaid statement of fact about what my child can and cannot do, and what they may and may not achieve. Please understand that those "facts" ring all too loudly in my head without a word ever being spoken, and know that I can read between the lines of my child's future quite clearly on my own. The responsibility is mine to highlight what matters most or what defines the level of their success. I may concede that it is unlikely for my child to become an astronaut on the moon, but I will not concede that my child won't become something equally as important or equally as grand because I will **NEVER SAY NEVER.**

My role and your role in my child's life is to plant seeds . . . seeds for wonderful harvests over a lifetime that give credit, meaning, and purpose to their journey. We have an obligation to live in the pursuit of those seeds taking root and growing into the most vibrant of flowers and the tallest of trees. If we are not planting with that goal in mind, we are often planting in vain. Hope and belief are the food and water for the seeds . . . without these they will die. Hope and belief need to be woven into every goal and every aim we set forth for my child. We need to target for the impossible so that we at least land in the phenomenal. We need to excitedly break new barriers instead of complacently maintaining old standards. We need to let go of the fear of failure and learn to find successes in the rubble. We need to envision unimagined progresses even amidst the ongoing absences of them. We need to seek triumphant outcomes instead of paving the way for mediocrity to set in. We need to find a limb and go out on it . . . we need to open the closed doors and walk right through them. . . we need momentum to be started by a shift in mentality, so please...**NEVER SAY NEVER.**



Dear Parents,

Some of you already know our child, _____. For those of you who do not, our child has Down Syndrome and is excited to be in class with your child!

We understand that you and your child may have questions about Down syndrome. Children with Down syndrome are now included in mainstream classrooms and achieving great academic and social success. It is only through supportive environments that these individuals will meet with success beyond the school setting. We have the same expectations for our child as you do – we all hope our children will learn to the best of their ability, make lasting friendships, follow school rules, and be contributing members of the classroom and, ultimately, the community. Your child's role modeling and positive interactions will help our child to be successful in these areas.

Research on inclusion has shown that forming friendship with children who have Down syndrome or other special needs will have a positive effect on your child as well, including meaningful friendships, increased appreciation and acceptance of diversity, and respect for all people. Research further shows that this can translate to greater academic outcomes for typically-developing students, as they gain additional mastery over subject areas by practicing and teaching others.

We have shared information with the children's teacher about Down syndrome and some challenges our child and others with Down syndrome face, along with some truths about Down syndrome. We hope this will give your child insight into the similarities of all children and help answer some of the questions your child may have. We encourage you to talk openly with your child about these similarities to ensure a positive classroom environment for each and every student.

We are including some information for you, and we hope you will contact us if your family has any questions. Children with Down syndrome have unlimited potential when given the opportunity and support.

Our child has really enjoyed the class so far, and hopes to become fast friends with all of your wonderful children.

Sincerely,

P.S. For more information on Down syndrome you can visit the Down Syndrome Association of Central Texas website at www.dsact.com or call their office at (512) 323-0808.

Down Syndrome Association of Central Texas
3710 Cedar Street, Box 3, Austin, TX 78705
www.dsact.com
512-323-0808