

Heart Strings



Our children and adults with Down syndrome are the heart of our organization and our most precious gifts.



Volume 3 2011

UPCOMING EVENTS

Spring Education Fair is in progress. Let Carla know what you and/or your therapist/teacher need by August 15th at info@gradsa.org or 270-925-0195.

August 19 Bucket Party—More details inside under DSAW.

September 24th Holiday World—More info below.

October 8th DSAW at Moreland Park—Check out the DSAW section inside.



*Holiday World—Here We Come
September 24th, 2011*



Our annual trip to Holiday World is almost here. As always, drinks at Holiday World are free. All snacks and/or lunch will be your responsibility. GRADSA will purchase tickets for 1 person with Down syndrome and their immediate family. Immediate family members must live in the same household. If you want to purchase extra tickets for family/friends it is \$27.45 per ticket. Please remember that the water park will be closed. Please let Carla know if you will be attending and how many at info@gradsa.org or 270-925-0195. Carla must have your reservation information by September 7th. Go to www.holidayworld.com to see rides, shows, etc.

Are you ready to have a good time?



Comments from Carla...

Hello Everyone...

Here we are again, time sure flies when you are having fun. Can you believe how fast the summer is going? I know you do not want to hear this but...school is right around the corner. Are you ready? Be sure and read the "School Tips for Parents."

I am still hoping for more email addresses from you all. I did receive several photos for this issue, thanks so much and keep them coming. Would also love some inspirational stories.

The planning of DSAW 2011 is in full swing and we still need help. We hope it will be a great success and look forward to everyone participating and helping. I have a section in the newsletter dedicated to DSAW so be sure and check it out.

As always Thank You so much for allowing me to be a part of GRADSA.

WELCOME...

_GRADSA is proud to announce 3 new Board Members. They are Jonathan Estes, Renea Estes and Kim Hartman. Jonathan and Renea moved to Owensboro from Bowling Green about a year ago and have attended many GRADSA events. They have a beautiful daughter, Chapel and 2 precious boys, Mason and Luke. Many of you may know Kim Hartman from the DSAW and Buddy Walks. She has been a major part of all the planning and hard work for several years. Below is Jonathan's BIO and I hope to have one from Renea and Kim for our next issue. It's always nice to have something to look forward to. 😊

Jonathon is a graduate of Owensboro Catholic and Western Kentucky University, where he earned a degree in business communications and served as an ambassador for the university in 95-96.

Jonathon has spent his last twelve years in the Health Industry. He spent eight years in the pharmaceutical industry with Abbott Labs and then four years with Humana group health insurance. Jonathon is currently a health insurance agent with E.M. Ford & Company. He is currently serving as President of the Western Kentucky Association of Health Underwriters and is on the Owensboro YMCA Board. One of Jonathon's favorite passions over the past seven years is teaching the Dave Ramsey classes with his wife Renea. He and Renea returned to Owensboro last year with their three children Mason, Luke, and Chapel after living in Bowling Green for the past twelve years.

WE WELCOME JONATHAN, RENEA AND KIM!!!

What's Appening...

Apps, Apps and more apps...check these out:

Look2Learn-With a library of 80 everyday images, this app helps kids communicate their desires. Buy it at itunes.com

ArtikPix-More than 900 flash cards let a child with speech delays practice his words and sentences. Buy it at itunes.com

Wordball-Utilizes 9 game-enhanced music videos starring Ne-Yo, Jimmy Fallon and other musical guests. Children use their literacy skills as they interact quickly with letters displayed on screen. Free at <http://tp.pbs.prg/wordball>

I Earned That-Great way to enforce and reward your children for everyday tasks and chores. Buy it at itunes.com

JABtalk-JABtalk provides a fresh new approach to speech and communication technology. By combining personalized voice and images with an extremely simple user interface, JABtalk delivers a speech solution that is both fun to use and easy to learn. Buy it at <https://market.android.com/details?id=com.jabstone.jabtalk>

Model Me Going Places-Prepares kids to visit the hairdresser, doctor and more. A great visual teaching tool for helping your child learn to navigate challenging locations in the community. Each location contains a slideshow of children modeling appropriate behavior. Free at: <https://market.android.com/details?id=org.cocos2dx.application>

Please let Carla know if these apps are useful and you would like to see more in the future.

Are iPads and Devices really helpful...

The iPad is all the rage among those working to help kids with disabilities learn to communicate. A University of Toronto professor is tracking 36 kids with developmental disabilities who are using text-to-speech applications on iPad or iPhone to communicate at school. Results from the study show an average of 20 percent improvement in communication abilities from using the devices. Rhonda McEwen, who is conducting the study, says she seen improvements among students with a variety of special needs including those who are non-verbal. In addition to increasing communication, McEwen says she has also seen children with social skills deficits become more comfortable engaging with their peers over common interest in the device.

Four-Year-Old Satu Kuisma smiles as she finds a picture of herself and touches it on the screen. When teacher Sabrina Morey asks the kindergartner to tell her what she did in class that day, Satu taps away on the iPad, selecting pictures for eating, drawing and playing on swings. Communication is a struggle for Satu, who has a rare chromosome disorder. Born at just 2 1/2 pounds, she has had developmental delays, one of the most prominent being her speech. But she's among dozens of non-verbal children at a Toronto school who are learning to communicate through touch technology. Satu and other students at the Beverley School are involved in a research project with University of Toronto professor Rhonda McEwen aimed at determining if devices like iPads make it easier for developmentally challenged children to communicate and interact with others. So far, McEwen says, the answer is yes.

Beverley is a school for students with a range of physical and mental challenges, including autism and deaf-blindness. In November 2009, Morey brought her iPhone to class and kids who had been reluctant to communicate using picture cards "were immediately hooked," she says. Morey and fellow teacher Stacie Carroll developed a program where the pupils use an iPad or iPhone in 13 classrooms. Their curriculum includes about 230 applications, such as Proloquo2Go, which features text-to-speech voices and almost 8,000 symbols, and iCommunicate. McEwen collected data on 36 students, including detailed assessments on 12 for her study last year. She has found on average, a 20 percent improvement in students' ability to communicate using symbols. Satu uses a few words, sign language and pictures to communicate. Her mother Suvi Kuisma is pleased with her daughter's progress and hopes she will use her iPod Touch at home and school to communicate any time she wants. "We think some of the apps and videos she's been watching have helped reinforce what she's learning at school, like her recognition of the alphabet, numbers and colors as well as her vocabulary," Kuisma says. Children who have limited hearing or eyesight have also improved communications skills using the devices, says McEwen. "They'd find a little game...and go up to another child and attempt to communicate and get joint attention which is one of the big areas that special needs children struggle with," says McEwen. Four-year-old Farhan Ahmod, who has autism, is just learning how to use the iPad. With help from Carroll, he points to the images for noodles and a drink box he want for lunch. "A lot of autistic children can't read emotions," says principal Alana Grossman. "They spend a lot of time trying to figure out what the teacher wants." But using the iPad, they don't have to work with emotion, she said. Farhan's father Juber Ahmod said he's seen a big improvement since his son started school and began using the iPad. Farhan responds to his name and sits down and eats when asked, when before he didn't understand. Students like the devices because it lets them work at their own pace and the iPad's voice is not affected by mood or what else is happening in the room, says Carroll. Satu appears to have mastered the technology. When Morey asks the little girl to find the letter S, she does in on cue and then chooses an image of strawberries as an example of something that starts with that letter.

***www.disabilityscoop.com

GRADSA would love to hear how electronic devices have helped your child. Please share your experience with Carla at info@gradsa.org or 270-925-0195.

Are you looking for a great vacation...

Morgan's Wonderland is a fully-accessible amusement park designed specifically for those with special needs. Located in San Antonio, TX, it was built in the true spirit of inclusion to provide a place where all ages and abilities can come together and play in a fun and safe environment. Morgan's Wonderland, the world's first ultra accessible family fun park, encompasses 25 acres of rides, attractions and activities for everyone, and all are welcome! Individuals with special needs are free, person accompanying them is \$10 and everyone else is \$15. Finally, a place where everyone can play! For more information, pictures, testimonials, etc.

Go to: www.morganswonderland.com

School Tips for Parents...

Get to know other parents

- ◆ Get to know the parents in your child's class.
- ◆ Get to know a variety of parents-not just those whose children have disabilities. Other parents are invaluable resources, both for the factual information they have to share and the understanding and insight they bring to your situation.
- ◆ Be a source of information and support to another parent.

For children who have communication difficulties

- ◆ Use a daily communication notebook that will travel back and forth to school. Both you and your child's teacher or aide can bridge the communication gap.
- ◆ Use a picture symbol communication chart to help your child assess his or her own day.
- ◆ Arrange for regular team meetings.
- ◆ Email the teacher with questions or concerns as they come up.

Advocate

- ◆ Learn the appropriate wording to use when advocating.
- ◆ Clearly identify and state the problem.
- ◆ Consider the school or agency's viewpoint.

- ◆ Consider alternatives.
- ◆ Take action and follow through.
- ◆ Include your child in team meetings when appropriate.

To facilitate your child's success, be informed

- ◆ Visit your school's website. Depending on your school, you may find morning announcements, schedules, forms, the school newsletter, policies and contact information.
- ◆ Visit classroom web pages where teachers may introduce themselves, explain expectations and post photos and homework assignments.
- ◆ Attend PTA meetings. If you can't attend meetings. Offer to volunteer for a one-time event-this will keep you in the loop.
- ◆ Attend open houses and walk around to notice both the physical environment and the cultural climate. Try to imagine what you child sees as he or she navigates the building.

Just in case

- ◆ Photocopy your child's schedule and have it with you at all times.
- ◆ Keep a list of key school personnel and contact information with you, such as the transportation department, bus numbers, health office, main office and guidance counselor.

Make your child known

- ◆ Do anything to make your child "real" for school personnel such as using individual portfolios to

introduce your child before school starts, when entering a new classroom or meeting a new bus driver. Teachers may see students daily but never gain the insight that a parent can provide through a portfolio. An IEP or 504 Plan does not reveal who your child is.

Make connections with other students

- ◆ Ask your child's teacher to enlist the help of peer mentors or buddies for your child for extra practice in any number of classroom activities.
- ◆ Suggest that your child become a peer mentor or buddy to a younger student.
- ◆ Remind classroom aides that they are important friendship facilitators.

Middle school and high school students: Get involved outside of class

- ◆ Volunteer to help with a school event: hand out programs, serve refreshments, help people locate rooms or hang posters. Get a friend to join.
- ◆ Submit an article or photograph to your school newsletter.
- ◆ Submit a photo of you and your friends to the yearbook staff so others can get to know you, too.
- ◆ Attend a school sporting event with family or friends and consider trying out for a team.
- ◆ Attend a school play and consider auditioning for a future production.

****The Bridge*, Vol. XVIII, Issue 3

COMING SOON...

If any of you have visited our website lately you will see that it is "Under Construction". Most of the information has been updated. The only thing now being worked on is uploading the newsletters and pictures. We are hoping to have this completed by Mid-August so be sure and check it out at www.gradsa.org

A very special thank you to Eric Kyle at Red Pixel for the time and training he donated to make this happen. We could not have done it without him!

Video Modeling by Susan Ellis, Marietta, GA

When people learn about video modeling, their first reaction is usually surprise. Can something so simple really be that effective? I first realized how powerful TV could be when I saw my then five-year-old son, Ryan, imitate a dance routine while watching a video. For nearly 2 years, he had struggled with writing and wouldn't go near a crayon without a tantrum. I wondered-if Ryan saw someone writing on TV, would he imitate it? I made a videotape of his occupational therapist, Marnie Danielson, writing the letter "c." As usual, Marnie sang her typical rhythmic chants (prompting how to form the letter) and we added props that began with "c" to keep his attention and help make it fun. When I showed Ryan the three-minute video, he smiled and asked to watch it again. After the second viewing, I put a marker in Ryan's hand-and he didn't throw it. Instead, Ryan sang the chant and tried to write. After 2 years of therapy, could a video do the trick? Video modeling is defined as a form of observational learning in which desired behaviors are learned by watching a video demonstration and then imitating the behavior of the model. Since 2006, Marnie and I have produced four professional handwriting videos. We hear many testimonials of how our programs have made breakthroughs for children with Down syndrome. The research I have studied involving video modeling for individuals with Down syndrome extends from young children to adults with mild to severe intellectual disabilities. So, please follow along for a moment and consider how to help your child by creating your own video at home.

What can you video model?

- ◆ Self-help skills, including brushing teeth, getting dressed, tying shoes or making a sandwich.
- ◆ Fine motor skills such as lacing and coloring.
- ◆ Gross motor skills, like jumping or catching a ball.
- ◆ Academic Skills, such as object recognition, yes/no questions and even long division.
- ◆ Social skills in scenarios such as a dentist visit, meeting and greeting people or playing board games.

Who should you videotape?

Think of someone to demonstrate the skill on camera. I suggest using whomever your child will respond to best. A spouse, friend, sibling therapist or child who lives down the street. If you can't find a good model-prop up the video camera and record yourself!

Ready, Set, Action

Whether you dust off an old five-pound camcorder or whip out an iPhone, you can do this. It's not hard, but there are some basic steps to keep in mind as you get started:

- ◆ Keep one focus. Decide on one task or scenario. A child might be overwhelmed with too much information or multiple parts at one time.
- ◆ Use simple/positive language. Keep Speech Therapy 101 lessons in mind: less is more. Use simple sentences and simple direction. Tell your model what actions you want done.

- ◆ Make up a song. Children love rhythm and rhyme. Try changing the lyrics to a well-known nursery rhyme, and you've got an easy hit! You can make up your own song too. Just make it catchy and easy to learn.
- ◆ Use plenty of repetition. Repeat the words within your newly composed song several times, repeat the visual action being taught, or just watch the entire video over and over again. Remember, repetition is the key to retention.
- ◆ Think of the perspective. For many videos, a direct shot of your model is fine. For fine motor and technical skills, however, you may want to position your camera to the child's view of the experience. If you are demonstrating how to color a picture, video the shot from behind and over the shoulder of the model coloring so your child can see it from his or her own viewpoint.
- ◆ Avoid Distractions. Try your best to look through your child's eyes as your videotape. Whenever possible, remove any extra visuals that will divert your child's focus.

- ◆ Keep it short and engaging. Whatever you choose to start video modeling, keep in mind your child's attention span. Try to keep your video between two and five minutes long. You'd rather have them ask to watch it again (and benefit from the repetition) than get bored, walk away and miss half of your tutorial.
- ◆ Make a plan. Talk to your "actor," plan out your shot, and practice what you are going to say (or sing) a few times before you start recording.

Once you see the amazing effect that video modeling can have on your child, it will change the way you approach the next challenge. Our family has been successful with many professional videos already available, so remember to check your local library for programs that may already exist. But, whatever I can't find what we need, I just break out my video camera and do it myself. Remember, the sooner your child can learn a skill, the sooner he or she can build upon it!

Spring Fling 2011 - Fun! Fun! Fun!

A Special Thanks to all that came ...



Chapel Estes loved the balloons



Matthew Huston looking happy...



Jonah Edge enjoyed some Basketball



Landon Ashby, Parker Ashby and Zeb Wells having fun...



Jonah Edge enjoyed his hamburger and hot dog and more...



Chapel Estes. One word says it all...
PRECIOUS!!!



Landon Ashby and everyone loved the clown and his balloons...



Zeb Wells & his cute smile



Matthew Houston tries...



then Zeb. Wells...

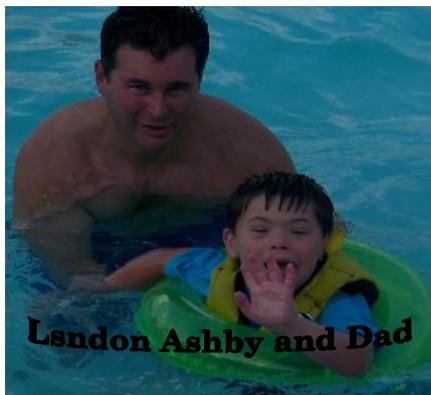
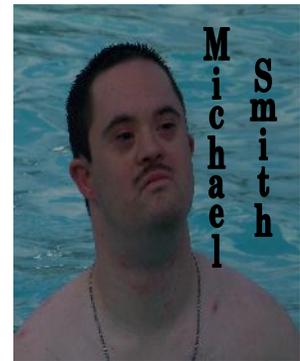
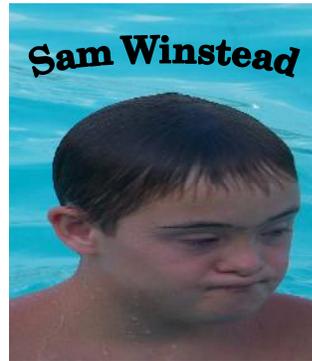
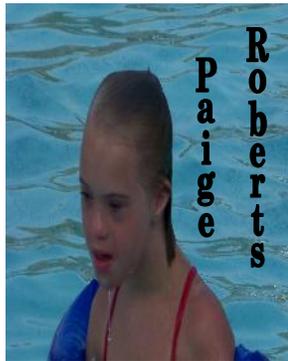
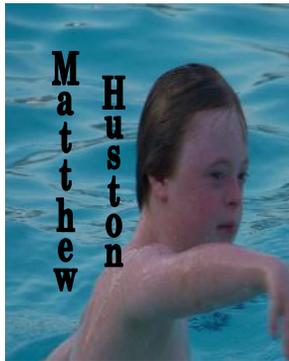


then Landon Ashby...



Jonah Edge scores...

Pool Party 2011 - Hot, Humid but FUN!!!



and...A Special thanks to
Jonathan Estes and his dad
for the awesome cooking!!!



Awesome pictures from our families...

Daviess County Water Rockets participated at the State Games in Richmond, KY on 06/04/11.



Matthew
Huston
Received
Silver
Medal for
25 Yard
Men's
Backstroke.

Congrats
Matthew!!!



Leland Isbill, Matthew Huston, Ray Anna Hutchins and
Andrew Conway at Opening Ceremonies.



Trevor Brown attended his
Senior Prom with friend
Brea Basham on 05/07/11.

Trevor graduated
05/27/11.

Way to go TREVOR!!!



Mason Clark in his nephew's
Wedding. So handsome!

Below: Mason with Daddy



Luke Stone proudly wears
his GRADSA t-shirt while
vacationing in Florida!!!



Ever wanted a good way to explain to people why you don't participate in activities based on the fact that you have a child with special needs? Read an *Open Letter* from one parent that sums it all up!!!

Down Syndrome Guild of Kansas City, July 12th, 2011

I am the parent of a special needs child. I was overwhelmed, confused, heart broken and struggling to unravel the complexities before me. Please do not pass judgment of me without knowing why I did not attend the school PTA breakfasts or community picnics. Please take a few minutes to understand why I did not take you up on your offer to have lunch or grab a cup of coffee. Although we see each other in the supermarket or at school functions, I don't think you really ever knew me, actually, I can guarantee that you did not know me because just as my child was different, so was I. I was in survival mode to keep my family in tact and to give my child the best quality of life possible. I was presented with parental decisions that have torn me apart and kept me up more nights than I can possibly remember. I had spent most days of the week at therapy and doctors appointments and most nights up researching treatments and medication options. I was forced into isolation at times due to the stigma and misconceptions that are epidemic in our society. I became proficient at prioritizing my life and learning to let the little things go, to look at others with compassion instead of tabloid material and to turn a blind eye to the stares or ignorant comments. I did the best I could. I survived. I am one of the lucky ones, my child has blossomed and has exceeded all our expectations. I have now become strong, I have become confident and I have become a fierce advocate for parents of special needs children. The growth did not come without much pain and many tears but it came.

So I ask you, please: The next time you see a parent struggling with a raging child, a child terrified to go into school, a child making odd movements or sounds, a child that seems to be in a world of their own... .Be kind. Give a smile of recognition for what that parent is going through. Ask if there is anything you can do to help, give them a pat on the hand or offer for them to go ahead of you in line. The next time you have a birthday party for your child remember that their child has a hard time with a lot of sensory issues and social situations. Please send their child that invitation and know that more times than not they will not be able to attend but appreciate being included. Understand that in order for their child to go to the party they may need to stay for a little while and please make them feel welcome. When they let you know that their child cannot make the party consider inviting that child for a one on one play date or an outing at the park. The next time you are grading homework papers please understand that their child struggles, some with learning disabilities others with the exhaustion of their disorders or the obsession with perfectionism. The Perfectionism is not necessarily to have the answers right but to have it "feel" right for them. They have spent hours doing what most can do in ten minutes. A paper returned with red circles and comments only hurts a child's self esteem and causes school anxiety. Please understand that when they see the school come up on their caller ID their hearts sink, remember to tell them about all the gains their children are making as well as their deficits. Take a minute before that call and know that they appreciate all you do and want a collaborative relationship in their child's education. The next time you are in the teachers lounge, please do not discuss their child. Please do not make negative comments about their parenting or their child's behavior, it gets back to them and it gets back to other parents in their community. The next time you pass the cafeteria and see their child sitting alone please consider inviting that child to eat lunch in your classroom and be your helper that period. Consider working with guidance counselor to set up a lunch buddy group in a different area. The next time they are at the CSE meeting planning their child's IEP know that they are educated, informed and confident knowing special education law. Know that they have found the courage to stand up to conformity and will explore every option to give their child the differentiated education that will show their gifts and not just their disabilities. Understand that educating a child with special needs is one of the most difficult tasks a parent can face, know that the last thing they want is an adversarial relationship. Please show them the same respect they show you. The next time you are creating an educational plan please take into consideration that their child may have specific interests or obsessions. Foster those interests, instead of taking away that art class for a resource class consider adding an art class instead. Think outside the box, these parents do. The next time you see that child in a wheelchair unable to speak or control their movements, don't stare, don't look away, say hello. Do not assume that because this child is nonverbal that they are not intelligent or do not understand the awkwardness that you feel. Take a moment out of your day to show kindness, support a parent enduring incredible pain and just give them a smile. The next time your child comes home telling you how Johnny or Susie is so weird, take the time to teach about differences. Take the time to talk about compassion, acceptance and special needs. Please remember that your child learns from you. Be a role model, mirror respect and discourage gossip. The next time you hear a comment about how out of style these kids are, educate about tactile sensitivities and the fact that these kids cannot tolerate many textures and fits. Imagine what it would feel like to have sandpaper in your stilettos or tight elastic holding on your tie. The next time you see an out of control child do not assume it is bad parenting. Understand that many of these disorders have an organic basis, are biological and are real illnesses. When you hear the word mental illness, take out the "mental" and remember "illness". Know that it is this generation that can stomp the stigma and create a world of acceptance. The next time other parents are talking about "Those Kids" be our heroes, stand up for us. The next time you see a special needs child know they are not just special in their needs but in their brilliance as well. Take the time to meet our children. Take the time to know us.

DSAW 2011...

This year's DSAW will be October 8th from 11:00 a.m. to 2:00 p.m. at Moreland park. We will be having a lot of activities for kids this year plus several booths for adults. Watch your mailbox and emails for more information concerning t-shirts. We will have First Giving again this year so check out the site www.firstgiving.com in the next couple weeks. The top collectors from First Giving and Buddy Bucket will be recognized along with other categories.



August 19th we are having a Buddy Bucket Party. Everyone is encouraged to come and decorate your own buckets. You will then set these buckets at your choice of businesses (stores, hairdresser, etc.) to collect for the DSAW. We will have some pictures available if you have been to recent events. If not, then please bring your own photo. The party will be at The Wendell Foster Center at the Young Hall from 6:00 p.m. to 9:00 p.m. and we will provide supper. Come join the Fun and Help GRADSA!!! Please RSVP by Wednesday, August 17th at info@gradsa.org or 270-925-0195.

Let's make this DSAW a GREAT one!!!

Annual Meeting...

GRADSA planned to have their Annual Meeting at the pool part this year, however, the turnout was too low so...we need to elect officers for 2012. We need to have a President Elect on board and ready to take over 01/01/2012. We are also needing board members. Please give this serious thought so that you can help take GRADSA to the next level. Contact Carla at info@gradsa.org or 270-925-0195. Can't wait to hear from you.



DOWN SYNDROME FOOTPRINT STORE
"YOUR DOWN SYNDROME NATIONAL
AWARENESS PRODUCTS HEADQUARTERS"

Celebrating the artist in us all! Growing Awareness Art Contest

Submit artwork created by someone with Down syndrome between: July 20—August 15, 2011
Top 5 Artists will receive a free gift and their artwork will be used on note cards available for purchase at our online store.

Visit our store with over 40 amazing items and see where *your* artwork could be!
www.DownSyndromeFootprint.org

Submit artwork to: Shipping@DownSyndromeFootprint.org

Winners will be contacted by August 17, 2011 Questions? Call: 1-877-597-0820

Happy Birthday!!!

July

5 Taylor Palmer
9 Shelby Crook
14 Caron Posey
15 Shawn Riney
18 Sam Fenwick
20 Dana Hamilton
26 will Graves
30 Alan Bennett
31 Charity Wilkerson

August

3 Linda Murphy
10 Justin Hagan
11 Ethan Smith
20 Aaron Shoemaker
20 Beth Wilson
21 Sam Rutland
22 Luke Stone
23 Brent O'Nan
28 Keith Grant

September

2 Jeff Rhinerson
4 Mitchell Hensley
9 Isaac Ramsey
10 David Fogle
11 Kelsey Dueker
13 Raven Paulson
16 Kaleb Warman
18 Alyssa Toerne
18 Eli Rose
20 Ruby Hildaigo
21 Paige Roberts
23 Denise Howard
27 Trevor Brown



**“This is the day which the
Lord has made:
Let us rejoice and be
glad in it.”**

Psalm 118:24

Fazoli's Birthday Club:

Fazoli's, 5060 Frederica St., is treating individuals with Down Syndrome to a free meal to celebrate their special day. Children ages 12 and under can choose a kids meal while teens and adults have their choice of a small spaghetti with marinara or meat sauce. To receive your free meal, show this column to the cashier during the month of your Birthday.



MISSION STATEMENT

GRADSA'S mission is to enable families enriched with the Down syndrome connection to share resources, build friendships and advocate together for the future of individuals with Down syndrome.

SERVICES

GRADSA is an affiliate of the National Down Syndrome Society and the National Down Syndrome Congress. GRADSA is a non-profit 501(c)3 organization that provides it's members with a bi-monthly newsletter, educational workshops, social activities, a website, a parent outreach program and a hospital outreach program. There are no membership fees to join.

POLICY STATEMENT

GRADSA does not endorse any specific therapy, treatment or educational setting. We provide a variety of information and viewpoints, however, each family must make an individual choice.

PRINTING OF ARTICLES

GRADSA welcomes articles from parents, professionals and other interested parties. Material for consideration should be sent to Carla Renfrow at info@gradsa.org. Articles written for *Heart-Strings* may be reproduced if credit is given to the original author and GRADSA. Permission to reprint articles not original to *HeartStrings* should be acquired from the original source.

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