

Grace Ramsburg

# NADSNews

Newsletter for the National Association for Down Syndrome

September, 2016

## Center Stage Dance at the NADS Fashion Show

Candis Schwaner

**"S**queeze! Can you get any tighter? I want to get everyone in the photo," yells the photographer. My heart floods with emotion as I look around at all the people that have gathered around my brother, Tony. All of these people here to support my cause: Down Syndrome Awareness.

Once again my Center Stage family has rallied at the NADS Fashion Show

with an impressive showing. My students, their families and even our costume designer taking time out of their busy lives to attend this special event each year. Why you wonder? They gather to support our many students with Down syndrome that dance at Center Stage, because at our studio, everyone dances!

For over a decade on Friday nights, I have had

the pleasure of teaching dance to adults and children with disabilities. These special dancers are in a safe environment filled with people that care about them. Over the years I have found the greatest moments of awareness have come when these dancers take the stage. They are crowd pleasers and always receive an emotional thunderous applause and standing ovation. When I feel the outstanding support from the audience, it's overwhelming, and I am often left with goosebumps and chills. I'm so proud of the awareness we bring to everyone, including the audience and other dancers. This was all possible because God gave me Tony.

Tony is one of the greatest blessings God has bestowed on me and

### SAVE THE DATE!

**NADS Fashion Show  
October 30, 2016**

10:30-2:30

Donald E. Stephens Convention  
Center in Rosemont, IL

**Tickets: [www.nads.org](http://www.nads.org)**

Or, mail in the registration form  
(see page 11)

my family. He makes me the happiest big sister. My mission was to make my corner of the world a more accepting and fun place for Tony because he makes my world AMAZING!!! Thank you from the bottom of my heart to the families at Center Stage, your support has been unbelievable! We only get one short life and I am lucky to be able to dance through mine with Tony and the wonderful people at Center Stage.

For more information about dance programs at Center Stage, go to: [www.centerstagedanceonline.com](http://www.centerstagedanceonline.com).



# Contents

3

No Boundaries

4

Memory Activities

5

Upcoming Events

6

Courage

Special Gifts Theater

7

NADS Conference

Self-Advocates

8

Trip to Las Vegas

9

Fundraising

Children' Book

10

Family Album

11

Fashion Show Ticket Form



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or visit [www.nads.org](http://www.nads.org)

**Exec. Director** Diane Urhausen  
**President** Steve Connors  
**Editor** Ann Garcia

## Photography at the Fashion Show

**B**rian Warling of Picture Day, our photographer from last year's Fashion Show, will be present again this year to take pictures of the event and to provide portrait opportunities for anyone who is interested. His studio also has ongoing family portrait events. For more information, go to Picture Day at [www.picture-day.com/family-portrait-days/](http://www.picture-day.com/family-portrait-days/) or contact them at [support@picture-day.com](mailto:support@picture-day.com) or 773-276-4588.

## Have You Heard of Early CHOICES?

*Ann Kremer, Emily Ropars, and Sandy Ginther*

**E**arly CHOICES is the Illinois State Board of Education initiative for assisting in the generation of more inclusive preschool settings for children with and without disabilities across the state. With an assortment of tools and research, Early CHOICES is your 'go to' spot for planning and implementing high quality early childhood shared classrooms of preschoolers with and without special education qualification. A young but accomplished project, Early CHOICES has worked to increase the number of preschoolers with inclusive early childhood.

While Early CHOICES

has resources available that are specific to school leaders and personnel, many are also applicable to families and the public. Early CHOICES more recent additions include: school tools/apps for enhancing accurate data collection of the settings children with disabilities occupy; an online module with several features for families of children turning 3 years of age and leaving early intervention; association with the Award of Excellence for Inclusion of Children with Special Needs; LiveBinders full of resources and facts; Including ME! A Webinar to Inform Families. Professional learning, data reporting and technical assistance for local

school districts and families has long been a staple of Early CHOICES.

Please check out Early CHOICES website: [www.eclre.org](http://www.eclre.org). Watch for a new power point titled *An Introduction to Early CHOICES* to be posted. Join the following on Facebook and Twitter. Then follow-up with Ann Kremer [ann.kremer@eclre.org](mailto:ann.kremer@eclre.org), the Project Leader, Sandy Ginther <mailto:sandy.ginther@eclre.org>, or Emily Ropars <mailto:emily.ropars@eclre.org> if you'd like. Early CHOICES is a collaborative partner with Illinois STARNET and the Early Childhood Center of the Illinois Resource Center, among other state entities.

## Illinois STARNET

**I**llinois STARNET provides resources for families and professionals who work with young children with special needs (up to age 8). Services include webinars, workshops and conferences; family and professional grants; a resource library; technical assistance and consultation; and other supports. For more information, go to [www.starnet.org](http://www.starnet.org).

**S**TARNET stands for Support and Technical Assistance Regional Network. Offices are organized by region:

- **STARNET Region II** serves Northern Illinois, including North and West Suburban Cook, Du Page, Kane, Lake, and McHenry counties. [www.thecenterweb.org/starnet/index.html](http://www.thecenterweb.org/starnet/index.html)
- **STARNET Region V** serves the city of Chicago. [www.starnetchicago.org/](http://www.starnetchicago.org/)
- **STARNET Region VI** serves South Suburban Cook County and Grundy, Kankakee, Kendall, LaSalle and Will Counties. [www.swcccase.org/StarNet/default.htm](http://www.swcccase.org/StarNet/default.htm)



## No Boundaries

Tricia Luzadder

When I connected with JJ this past spring to do some networking, she suggested I come to Evanston to observe a No Boundaries training session. During my first observation, I was so impressed with JJ and her staff. They not only treat the No Boundaries

challenging on-land/online experiential work skills training program, where participants learn essential skills for today's workplace. The program covers just about everything that a 21st century job seeker might

*The program covers just about everything that a 21st century job seeker might need...*

need, from setting up an email account to learning how to use the internet safely to creating a LinkedIn profile and everything in between. Before long, I was mentoring participants on a weekly basis. When the opportunity arose to join the No Boundaries Team I jumped on it. I've only been working at No Boundaries since June but it has been a great learning experience for me thus far. I would recommend parents take a

look at the No Boundaries program if they are considering post-secondary education for their adult children.

*Editor's Note: Members of the NADS Community may remember Tricia Luzadder from her time as Family Support Coordinator for NADS. For more information about No Boundaries, go to <http://search-inc.org/no-boundaries>.*

### NADS Presentation at No Boundaries

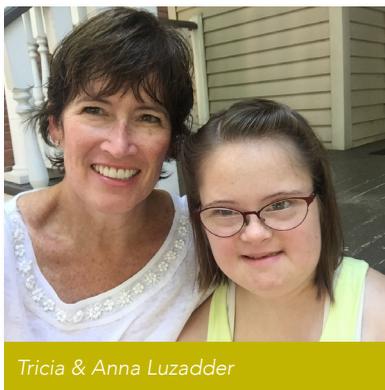
NADS Self-Advocate Julia Smarto presented with NADS Program Coordinator, Linda Smarto, at No Boundaries recently. Here is the response from Laurie Finnegan, who coordinated the presentation:

Dear Linda,

Thank YOU so much for coming to speak to our group! And thanks to Julia for finding time for us with her busy schedule! The information you shared about what NADS does provided our participants with important resources, and the personal stories you and Julia shared definitely made an impact on the participants. Justice is reflecting on the experience right now with Yakini, and discussing how cool it is that Julia teaches dance to children!

Thanks, again!

Best,  
Laurie



Tricia & Anna Luzadder

participants, all adults with disabilities, with respect and kindness but with raised expectations. I was also impressed with the No Boundaries curriculum, a

# Memory Activities May Enhance Learning

Dana Halle, Newport Beach, CA

**P**arents and teachers often hear that children with Down syndrome (DS) are visual learners who find learning from listening alone difficult. Information presented visually is easier to understand and remember than information presented solely in verbal form. Why? Research suggests working memory may play a role.<sup>1</sup>

## WHAT IS WORKING MEMORY?

Working memory describes the mind's "mental workspace" or the system responsible for temporary storage and manipulation of visual and verbal information. The working memory system is based on a model that identifies three interlinked components: central executive, verbal short-term memory and visuo-spatial short-term memory. The central executive directs attention and is involved in higher-level mental activities that require coordinating storage and processing, such as mental math. The two other components temporarily store different types of information. Verbal short-term memory stores information you hear or that can be expressed in spoken language, such as words and numbers. And visuo-spatial short-term memory stores information you see, such as shapes, colors or the location of objects in space.<sup>2</sup>

## WHY SHOULD WE CARE?

Working memory is important for a wide range of skills, including, organizing, concentrating and problem-solving. For

young children, working memory is involved in speech and language development and following directions. In elementary school, working memory impacts reading comprehension, the ability to listen to a teacher and stay on task, mental arithmetic and writing. In junior high and high school, working memory directs attention for finishing projects, prioritizing activities and handling conflicts.<sup>3</sup>

It is well accepted among researchers that short-term and working memory function is impaired in children with DS. It is also known that visual short-term memory skills tend to be less affected than verbal (or auditory) short-term memory skills.<sup>4</sup> Hence, the traditional intervention has been to focus on teaching with visual support and to minimize strategies that rely solely on auditory input (i.e., show it, don't just say it). But is there more we can do? Researchers at Down Syndrome Education International suggest the following activities and interventions to support improved memory function and enhanced learning.<sup>5</sup>

## WHAT CAN WE DO?

### Get routine hearing tests.

Make sure your child can hear. If she has a hearing loss, consult your doctor about medical options (such as using ear tubes or hearing aids) and non-medical options (reducing background noise, speaking clearly and enunciating consonants). If she has a hearing loss, she will not be able to establish clear representations for spoken

words or discriminate consonant sounds. Hearing loss may impact her speech, language and memory.

### Engage in literacy activities.

Research shows that children who engage in reading instruction have better verbal and visual short-term memory spans. Create a language-rich and language-demanding home with plenty of opportunities to practice reading, phonics, spelling and writing. Read aloud to your child and have him read aloud to you. Have him practice reading grammatically correct sentences to help memory for longer sequences of information and to improve speech production and clarity.

### Play games to improve phonemic awareness and sound discrimination.

So your child knows the difference between rhyming or similar sounding words, plan activities to help her develop letter sound knowledge and discrimination skills. Developing these listening skills helps her with reading, writing and memory. For younger children, you might play the "sound-word" game, in which you move through the alphabet saying each letter sound and a word that starts with that letter (e.g., "a-acorn, buhbear," etc.). Your child may also have fun playing a "show me" game, in which you display two or more rhyming objects and ask her to "show you" one object (e.g., dog and frog are showing, say "show me the frog."). For older students, games can be more challenging. "I Spy" games

in which you spy objects that start with a chosen letter sound or rhyme with chosen word can be fun (e.g., "I spy something that rhymes with floor." The answer might be "door").

### Use games to improve attention and increase processing capacity.

Give your child activities that require him to pay attention and process information. Playing board games, coloring or painting, using Play-Doh and even reading a book together all require focused attention. If he has trouble paying attention, start with short, high interest activities. Move to longer activities as his attention span increases. Also, give him opportunities to make choices. Holding information in mind while making a decision builds processing capacity, so let him choose between food items, clothing, books and games. Start with a choice between two items ("Would you like crackers or an apple?") and move to choices between more items ("What game would you like to play?").

### Practice remembering activities.

Help your child build memory with remembering activities. Younger children can play games in which objects are hidden or removed. In a "Where did it go?" game, you show her one to three items, then hide the item(s) under a cloth or cup and ask her to find it/them. In a "What's missing?" game, you show her a group of objects, she closes her eyes, and then you remove one object. She must identify what is missing.

In addition, children of all ages can play memory pair or concentration games. Simply vary the number of pairs to match a child's age and ability.

### Conduct rehearsal training.

Rehearsal training refers to a wide range of activities designed to teach children to remember information in the order presented. For example, if a child sees pictures of a bird and a hat, he works on rehearsal training when he is asked to say the name of the pictures in the order shown — first bird and then hat. Rehearsal training can be conducted with information presented visually or verbally. For younger learners, start with visual picture cards. Show two picture cards and say or have him say aloud the name of the item depicted. Then, turn the cards over and ask him to recall the pictures in the correct order. As children become more comfortable and confident with tasks, you can move to information presented verbally. Since

information presented verbally will be more difficult to recall, be patient. Start with recall of only two or three words or numbers. Many of these activities can be created from items and objects you already have in your home. However, commercially available products are also available to support development of many of these skills.<sup>6</sup> For more information on memory activities, contact Down Syndrome Foundation of Orange County at [info@dsfoc.org](mailto:info@dsfoc.org).

### WRAPPING IT UP

Educational interventions follow research. As researchers learn more about short-term and working memory function in children with DS, we can create appropriate supportive interventions. Hopefully, these targeted activities will help improve memory function and result in improved academic outcomes. Try some of the ideas and activities outlined above and let us know if you see improvements.

To read more about memory development or for additional ideas for working with your child at any age, visit Down Syndrome Education International at [www.down-syndrome.org](http://www.down-syndrome.org).

*Editor's note: Dana Halle, J.D., is the parent of 13-year-old Nick, who has DS; executive director of Down Syndrome Foundation of Orange County; and developer of The Learning Program™, a nationally-recognized program that delivers evidence-based educational support to children, parents and teachers. Halle also is vice-president of Down Syndrome Education USA, a U.S. non-profit affiliated with Down Syndrome Education International, a recognized world leader in scientific research into early intervention, education and cognitive development for children with DS.*

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## UPCOMING EVENTS



### NADS Conference: "Next Steps"

**October 1**

Donald E. Stephens Convention Center  
Rosemont, IL  
[www.nads.org](http://www.nads.org)

### Chicagoland Buddywalk

**October 9**

Bolingbrook Golf Club  
2001 Rodeo Dr, Bolingbrook, IL 60490  
(630) 771-9400  
[www.chicagolandbuddywalk.org](http://www.chicagolandbuddywalk.org)

### 2016 Statewide Transition Conference

**October 27-28**

Thelma Keller Hotel and Convention Center  
Effingham, IL  
[www.illinoistransitionconference.org](http://www.illinoistransitionconference.org)

### NADS Fashion Show

**October 30**

Donald E. Stephens Convention Center  
Rosemont, IL  
[www.nads.org](http://www.nads.org)

### NADS More Than Down Syndrome Retreat

**November 19th**

Holiday Inn  
Itasca, IL  
Info: Contact Diane at [durhausen@nads.org](mailto:durhausen@nads.org)

### ENDNOTES

- <sup>1</sup> Buckley, Sue and Bird, Gillian, *Memory Development for Individuals with Down Syndrome* (Down Syndrome Education Intl. 2001). Free download at <http://www.downsyndrome.org/information/memory/overview/>.
- <sup>2</sup> Gathercole, S. E., and Tracy Packiam Alloway, *Working Memory & Learning: A Practical Guide for Teachers* (London: Sage. 2009).
- <sup>3</sup> [www.cogmed.com](http://www.cogmed.com)
- <sup>4</sup> Jarrold, C, Nadel L. and Vicari, S, *Memory and Neuropsychology in Down syndrome* (Down Syndrome Research and Practice. 2008).
- <sup>5</sup> Buckley, Sue and Bird, Gillian, *Memory Development for Individuals with Down Syndrome*.
- <sup>6</sup> If you use an iPad, iPod Touch, iPhone or tablet with your child, there are many applications to help build memory skills. Additionally, sound discrimination games, picture flash cards and other helpful tools are often available at Target and local teacher supply stores.

### ADDITIONAL LEARNING RESOURCES

**321 eLearning:** <http://www.321elearning.net/>

**Down Syndrome Foundation of Orange County Learning Program:** <http://www.dsfo.org/learning-program>

**Down Syndrome Education See and Learn Programs:** <https://www.dseinternational.org/en-us/>

## Special Gifts Theatre

Jenni Von Tobel

**L**ion King! Hairspray! Shrek Jr.! Oh My! Special Gifts Theatre, Inc. is an educational and therapeutic theatre for individuals with special needs. We use the stage as a platform to teach speech and language, social skills, and promote self-advocacy! This season, we have 5 different casts, performing 3 different musicals! Would you be interested in joining one of our casts? Registration is OPEN!

**LION KING!** (ages 10+) Skokie School in Winnetka Sept 13 – March 12, Tuesday OR Wednesday cast options from 4:15-5:30pm

**SHREK JR.!** (Ages 10+) Ebinger School in Chicago OR Sundling School in Palatine Thursdays, 4:30-6pm

Chicago cast runs Sept 15 – Feb 26, Palatine cast runs October 20 – April 23

**HAIRSPRAY!** (ages 22+) Sunset Ridge School in Northfield Mondays 6:15-7:30pm, Sept 12 – Dec 19

**CREATIVITY IN MOTION** Therapeutic Movement/dance class (ages 7-17) Crow Island School in Winnetka Mondays 5-6pm Sept 12 – Nov 28

To register for any of our programs, please visit our website at [www.specialgiftstheatre.org](http://www.specialgiftstheatre.org) or call 847-564-7704 for more information.

## On the topic of... COURAGE Nancy Goodfellow

*“Let me win.*

*But if I cannot win, let me be brave in the attempt.”*

**L**ily has been participating in Special Olympics for years. She was one of the first children to attend the State Summer Games as a Young Athlete, and as soon as she was eight, we started looking for sports she could compete in. Lily loves all sports. She loves to compete. Lily will turn everything into a competition. When I drop her off at school each morning, she picks another student who is getting out of their parent's car and races them to the door. They never have a chance to win, because they have no idea they are in a race.

Two sports have stood out for Lily and have become her main focus for Special Olympics. She swims and runs track. She has been fortunate enough to earn a gold in at least one of these sports for the last three years and qualify for the State Games. It's always a thrill to see her win a race, see the smile and pride on her face as she accepts her medal and holds it up for all to see.

But when I feel the most pride, when I smile and feel such immense joy that tears stream down my face, is when she loses. And loses badly. When she is in last place.

Because when Lily is in last place, you'd think she won the race.

This past June, on an incredibly hot day in Bloomington, IL, Lily came in 7th place in the 100m

run – last place. Last year, she'd come in 5th because she stopped to wave at me as I took photos. This year I positioned myself at the very end, near the finish line. The gun went off and the girls started running. I watched as each one broke away and made their attempt to win. Every girl passed Lily. She wasn't running her hardest. She wasn't doing her best. She was jogging down the track rather than sprinting for the finish line. And, she had her fingers pointing to the sky and was cheering for herself the whole way. I honestly think she'd sized up her competition at the starting line and knew that she wasn't going to get the gold medal. So she did the next best thing. She lost with a smile on her face.

That was the moment when I truly understood the Special Olympics motto. It takes courage to start a race you know you won't win.

Every summer, Lily swims for our local swim team. She is the only swimmer with special needs. The only one with Down syndrome. She participates in every meet, swimming the 50m freestyle, the 50m butterfly, and the 50m breast stroke. She loses every race. She always comes in last.

But she always does it with a smile on her face.

She lives by the Special Olympics motto. Every individual with Down syndrome, or any other disability, lives by this

motto every day. Every day that they go to school, or work, or anywhere they are alongside their typically-developing peers. It takes courage to try your hardest when almost everything you do takes more effort. When almost everything is harder. When more often than not, you're not going to be first.

It's a lesson that I would do well to remember more often. Because every summer I watch Lily leap into the pool at the start of a race, and many times she does not swim her hardest. She does not take a breath every fifth stroke so that she swims her best race. Many times, she will slow down midway through the race and wave to the crowd. She will stop concentrating on the proper butterfly kick and smile every time her face comes out of the water. And, I get frustrated that she isn't trying to do her best.

But, every time she gets out of the water and says "I did it! I did a great job!" And she did. Because she got in the water. Because she started the race. Because she swam, knowing that she wouldn't win. Because she did it, knowing that she'd be last. She was truly brave in the attempt... and that is so much more important than winning.

# NADS Conference

We hope you will join us for our conference October 1! To register, you can send in the form from your conference brochure (which you should have received in the mail this summer) or you can register online at [www.nads.org](http://www.nads.org). If you need extra brochures or assistance with the registration process, please contact our office at 630-325-9112.

Here are some additional conference highlights:

## Conference for Teens and Adults

Our conference for teens and adults runs concurrently with our conference for parents and professionals.

This year, participants will take part in Barry Siegel's poetry workshop, "HeArtwords," will learn about Fire Safety, will hear about a new jobs program at Linked In and will enjoy dance and drama in the afternoon.

## More New Conference Workshops

### Oral Health Issues and Dental Care for Children, Adolescents, and Adults with Down Syndrome

*Blase P. Brown, DDS, MS, FACD*  
Assistant Clinical Professor:  
Department of Oral Medicine and Diagnostic Services  
Director of Small Group Learning  
UIC College of Dentistry

The objective of this workshop is to provide up to date information on the oral health and developmentally-related

oral health issues in children, adolescents, and adults with Down syndrome. Oral disease risk, occurrence, prevention, treatment, and overall systemic health impact will be discussed. The current challenges of access to appropriate oral health care and establishment of a "dental home" will be presented as an open forum with the attendees.

## #DSWorks

National Down Syndrome Society

Learn about an employment campaign that is designed to educate the general public about how individuals with Down syndrome are employable



and should be included in all aspects of the workforce.

## SELF-ADVOCATES

# NADS Self-Advocates at Local Fire Departments

Our recent initiative to educate first responders about Down syndrome is meeting with great success! So far, NADS Self-Advocates have delivered 27 presentations at the Bartlett, McHenry, Elgin, Naperville, Streamwood, and Hanover Park Fire Departments. Here are some snapshots from recent presentations:

NADS Self-Advocates Adam Swanson and Erika Kissel at the Naperville Fire Department.



NADS Self-Advocates Angie Picchi and Julia Smarto presenting at the Streamwood Fire Department

# Our Trip to Vegas

Karen Neville

On June 2nd, as my alarm went off in the wee hours of the morning and I went in to wake my daughter, Kelly, I was struck with such a happy feeling of excitement for what was ahead of us. It's that feeling you get when you realize that a day you have been waiting for has finally arrived. For us, that day was the day that we would finally begin our vacation with our good friends. This was no small get-away either. We were headed to Vegas for four, full, fun-packed, high energy days! All of the planning, researching, organizing and coordinating of schedules was done and we were off to let our girls have the time of their lives.

It all started several years ago as our girls became good friends. They were all in the same dance class on Friday nights. We came from different directions and distances to the same place every week so that our girls could have the opportunity to participate in a dance class and learn a routine and perform. The added bonus we got, besides lots of fun costumes to wear and routines to learn, was that friendships began to form. Good friendships. The kind that last a lifetime.

As time went on, we arranged outings and get-togethers outside of dance class because waiting all the way to the next Friday to see our friends was just too long. Many times we joked about all going away together and then someone said that when the last one turned 21 we should all go to Vegas. It really started out as a joke, but the girls, 5

in all, took that suggestion and ran with it! Before long Vegas came up on a weekly basis.

I know for me, when Kelly was born and I was in the frightened new parent stage, I worried about what Down syndrome meant for her. Among the things I worried about was whether or not she would have friends and fun things to do. Well, like everything else I worried about, I quickly found out that things would all work out for Kelly, but would require time, effort and patience. As parents we have to follow our children's lead when it comes to friends, but it also requires a lot of effort to arrange opportunities to develop these relationships. Every bit of it is worth it! Kelly now has a group of friends that refer to each other as sisters.

So, back to Vegas! On June 2nd, Rachel Giagnorio, Kelly Neville, Michelle Anderson, Julia Smarto, and Lindsey Pazerunas boarded planes to fulfill a dream of vacationing together in Vegas. Now usually, what happens in Vegas stays in Vegas, but our girls are more than happy to share their experiences with anyone who will listen! Not a day goes by that I do not hear about Vegas or something that we saw there or did there. Given the space, I am sure this group of young women would fill twenty pages of what they would like you to know about our trip. Fortunately, I have asked them to give me their favorite parts of the trip and with it I think you will see how much this trip meant to them.

Lindsey said, "I have so



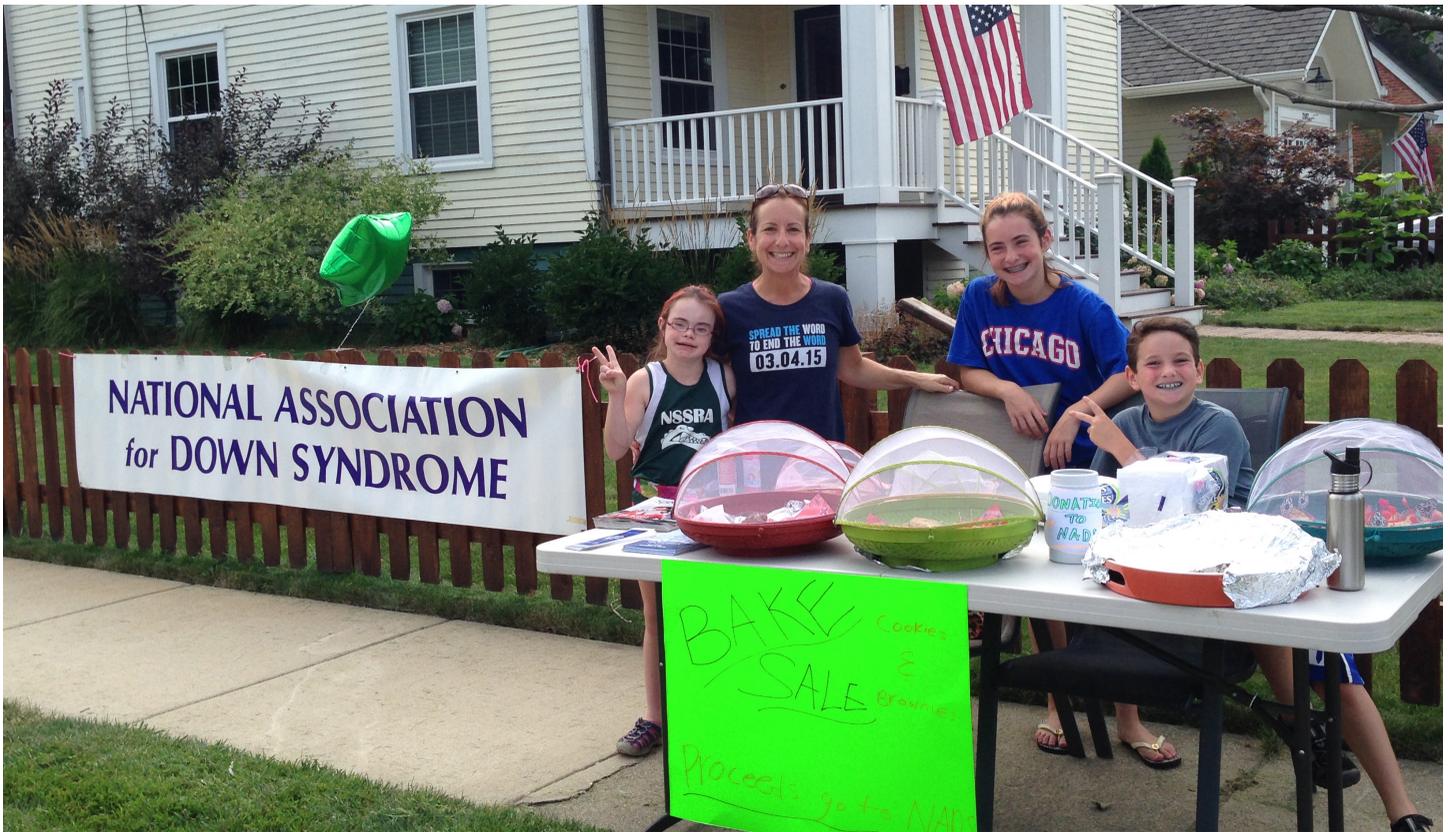
many favorite parts that it is going to be hard to pick just one favorite! The Ice Bar was so much fun because it was so different." Michelle agreed and said, "Chillin with my girls at the Ice Bar, Minus5° ice bar, was my favorite thing to do."

Rachel enjoyed the "fun drinks and loved going to the bars with the bartenders that threw the glasses and bottles of alcohol and pouring the liquor from way up high. I also loved preparing for months in advance and preparing my outfits for each day!" They all mentioned having a great time in the weeks before our trip texting one another and planning out what they all wanted to do and where they wanted to go.

Both Julia and Kelly said their favorite part was just being with their friends. Julia said, "My girls are all amazing to me and they are my family. We have so much fun together and make each other laugh like no one else can. I also liked the two shows that we saw, Michael

Jackson One and Le Rêve." Kelly added, "These girls are more than my friends, they are my soul mates. I loved going to the pool with the DJ and dancing with my friends was the best." Lindsey said, "I have a really tight bond with my friends and it's important to find friends who love you for who you are."

As for me, my favorite part was watching these young ladies enjoy life, seeing them laugh and form wonderful memories. As for the future for this group, they are all planning on where we should go next. Kelly has suggested Paris, Lindsey thought Hawaii sounded fun, Julia either wants to go back to Vegas or go on a cruise, Rachel would like to visit Graceland, and Michelle is up for anything as long as they are together! As you can see their dreams have no limits, just as it should be! Well, I do not know where our next adventures lie, but I know they will be filled with love and friendship.



## Gillespie Family Bake Sale for NADS

**M**any thanks to the Gillespie family for holding a bake sale to raise money for NADS. We are grateful to them for organizing this event and for their continued efforts to raise awareness about Down syndrome within our community.

## Flagship Fundraiser

**M**any thanks to Chicago's Flagship Tavern and Grill for hosting the fundraiser to benefit NADS which took place June 17. We are also grateful to NADS Board member, Anne Haddad, and her husband Ron for organizing this event and to all who attended that evening to support NADS.

## 2nd Annual Derby Party

**W**e are grateful to the Shaller and Clarke families for hosting their second annual Derby Party in honor of Anthony Forde. They donated the proceeds from their event to NADS, raising more than \$3,000 to support our programs. Thank you to all involved for this generous donation!

## NEW CHILDRENS' BOOK

### Prince Noah & the School Pirates

Silke Schnee  
Plough Publishing, 2016; \$16.00

**T**his second installment in the Prince Noah series continues the story of the young Prince with Down syndrome and his adventures in his fairy tale kingdom, where children go to school on sailing ships. Girls go to school on one ship, boys on another, children who are not as quick to learn on yet another. When a storm brings the ships into the clutches of pirates, all the children must work together to escape from their captors, and Prince Noah leads the way. For children ages 4-9.

# family album



Rachel & Sarah Garcia



Blake Weber



Joshua Martin



Ella Delgado & Elsa Moreno



Natalie Hubert



We Need Photos!

Send your  
Family Album  
photos  
to NADS!

[shebein@nads.org](mailto:shebein@nads.org)



Paloma Bonilla

National Association for Down Syndrome presents

# STEPPING UP WITH THE STARS

## 11th Annual Luncheon & Fashion Show

Sunday, October 30, 2016

10:30 AM - 2:30 PM

Donald E. Stephens Convention Center

Rosemont, IL



This event will feature children and adults with Down syndrome modeling their own style. Doors open at 10:30 AM with the Silent Auction and Choice Raffle. Reserved Luncheon Seating begins at 11:30 AM and the Fashion Show at 1:00 PM. Proceeds from this event support the programs NADS provides to children and adults with Down syndrome and their families.



### NADS 11th Annual Luncheon & Fashion Show

Space is limited . . . RSVP by October 10, 2016

Yes, I/We will attend \_\_\_\_\_ Tickets @ \$65.00 each = \$ \_\_\_\_\_  
\_\_\_\_\_ \$600 Reserved Table (Seating for 10 guests)  
\_\_\_\_\_ \$1,000 Runway Table (Seating for 10 guests)

Guest Names:

\_\_\_\_\_

I would like to be seated with:

\_\_\_\_\_

No, I/We cannot attend, but would like to make a contribution as indicated:

\$1,000     \$500     \$250     \$100     \$50     \$25     Other: \_\_\_\_\_

Check Enclosed     Credit Card\*     \*(Additional processing fees may apply with a credit card payment.)

Total \$ \_\_\_\_\_    To be charged to:  VISA     Mastercard     AmEx     Discover

Account No.: \_\_\_\_\_    Exp. Date: \_\_\_\_\_    Code: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_    City, State, Zip: \_\_\_\_\_

E-mail Address: \_\_\_\_\_    Phone Number: \_\_\_\_\_

Please mail to: NADS Fashion Show, 1460 Renaissance Drive, Suite #405, Park Ridge, IL 60068  
Reservations, sponsorship, and contributions can also be made online at [www.nads.org](http://www.nads.org).  
Please contact NADS at (630) 325-9112 for more information.

**Thank you for supporting the National Association for Down Syndrome!**





1460 Renaissance Drive, Suite 405  
Park Ridge, IL 60068

Change Service Requested

[www.nads.org](http://www.nads.org)

## Membership Application

Membership dues can be paid online at [www.nads.org](http://www.nads.org)

Name: .....

Address: .....

City: ..... State: ..... ZIP: .....

Phone (home) ..... Phone (work) .....

Email Address: .....  
 Please add me to the NADS e-mail alert list

**Category of Membership** (check one)  
 Parent:  \$25.00 (1 Year)  \$70.00 (3 Year) Child's birthdate ...../...../.....  
 Professional: \*  \$30.00 (1 Year)  \$85.00 (3 Year)

\*Please indicate professional involvement: .....

**Donation level:**  Contributor (\$100 +)  Benefactor (\$500 +)  Patron (\$1000 +)  
 Check if Renewal

Make checks payable to: **NADS** and send to:  
**1460 Renaissance Drive, Suite 405, Park Ridge, IL 60068**

**Special Gift!**  
 A NADS Membership is the perfect gift for grandparents, aunts and uncles and even your child's favorite teacher!

**NADS GIFT MEMBERSHIP**  
 Please send a NADS gift membership to:

Name: .....

Address: .....

From: .....

Phone: .....

Relationship: .....

\$20 per recipient should be enclosed and sent to:  
**National Association for Down Syndrome (NADS), 1460 Renaissance Drive, Suite 405, Park Ridge, IL 60068**

Disclaimer Policy Statement  
The editor of this newsletter writes as a non-professional. NADS does not promote any therapy, treatment, institution or professional system, etc. The editor reserves the right to make any such corrections as necessary in accordance with established editorial practice in material submitted.