



# Hand in Hand

*a publication of the Down Syndrome Research Foundation*



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**Down Syndrome  
Research Foundation**

Together. Hand in Hand.

1409 Sperling Avenue  
Burnaby, BC, Canada V5B 4J8  
tel: (604) 444-3773 | fax: (604) 431-9248  
Toll Free in Canada: 1-888-464-DSRF  
e-mail: [info@dsrf.org](mailto:info@dsrf.org) | web: [www.dsrf.org](http://www.dsrf.org)  
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Editor

Dawn McKenna

Design & Production

Glen Hoos & Hina Mahmood

## A Word from DSRF's Executive Director

*Dawn McKenna*



The holiday season is a great time to look back and celebrate all that has happened in the DSRF community over the past year. It's always difficult to narrow it down to just a few highlights, but here are some that stand out:

**Online Reading Videos:** Over the past two years, thanks to the generous support of Telus and Bell Alliance Studios, we have produced a series of [three reading videos](#). These videos make our expertise in teaching individuals with Down syndrome to read available to families and educators worldwide at no cost. Already we've had over 5,000 video views, and we're delighted to see the impact we're having throughout the globe.

**Art Exploration:** Earlier this fall, in conjunction with Vancouver's Sweet Tooth Café, DSRF was proud to present Art Exploration, featuring works created by the DSRF summer school students. In July, DSRF was transformed into a hive of artistic activity, with students busily creating colourful works that focused on their interests— works that have been on display throughout the fall at Sweet Tooth Cafe.

**Events:** From Lauren Potter's appearance at LemonAid, to a record-setting Run Up for Down Syndrome, to the 20th Anniversary celebration of Up the Down Market Vancouver, 2013 was an eventful year to say the least.

Once again, we are closing off the year with the DownSide Up campaign, which you've no doubt seen on Facebook, or through the e-blasts and direct mail pieces that have recently been sent out. As year-end approaches, we appreciate your generous support (please visit [dsrf.org/downsideup](http://dsrf.org/downsideup) for more on the campaign).

As the calendar turns to 2014, we are pleased to announce that occupational therapy services are now available at DSRF for children, teens and adults of all ages. Activities such as eating and toileting, transitioning from one activity to another, using scissors, keyboard or holding a pencil, and life skills like taking a bus, banking, shopping and laundry can now all be supported on a one to one basis through this service. Sensory challenges, memory, problem solving, sequencing of tasks, confidence and coping strategies, are additional areas that are supported through the expertise of our occupational therapist.

On behalf of the students, staff, volunteers and Board of Directors of the Down Syndrome Research Foundation, I wish you a healthy and happy holiday season. Thank you for your support in empowering individuals with Down syndrome to reach their full potential.

Dawn McKenna  
DSRF Executive Director

# Why Sign with your Child?

*Cyndi Johnson, Advanced Signing Time Instructor*

Some parents and caregivers have the impression that signing with infants and young children is a just a trend in parenting—a passing fad. But if you think about it, the simple act of using nonverbal gestures to communicate with little ones has been going on for decades (just think of how excited grandma gets when her 9-month-old granddaughter waves bye-bye for the first time!). And sign language in early childhood has been carefully researched for over 25 years, documenting a multitude of benefits for both parent and child.

When I first began signing with my son, A (now age 5), I admit that I was caught up in the “hype” of “baby signing” and taught myself the basics while I was yet pregnant. After he was born, we took a music/signing class together, and I began using several signs with him at home. Much to my delight, Aidan signed “milk” around 6 months of age and continued learning new “words” at an astonishing rate. By 13 months, he was using over 100 signs! However, around 18 months of age, he was speaking in full sentences and quickly lost interest in signing.

Then along came my daughter R, born with Down syndrome. I knew instinctively that signing with her was anything but faddish. When I learned that hearing loss is common

among children with Down syndrome, and that their speech and language is significantly delayed, I was determined to provide R the tools to communicate with her hands. Now at age 3, her primary means of communication is sign language, as she uses nearly 300 signs to say just about anything she needs or wants. However, she surprises me every day with her new spoken words, and is even learning to “read” using sign language—she signs the words when we’re practicing her sight-word flashcards!

But what does all this have to do with signing with your child? Besides the joy of spending quality, bonding time face to face in the miracle of two-way communication with your preverbal infant or child, American Sign Language (ASL) is the 3rd most frequently used language in the United States. So signing with your child provides them experience with a hands-on second language. But there’s much more.

The carefully documented research on signing is universally positive. Overall, studies suggest that typically-developing children who learn to sign in early childhood

- may have higher IQ scores than those who do not sign
- may have reduced tantrums

- speak sooner, have larger vocabularies, and use longer sentences than those who do not sign
- tend to be better-adjusted socially
- tend to read at an earlier age

A brief summary of the research is below, but if you wish to learn more, [click here](#).





## 8-13 Point Increase in I.Q. Still Evident at Age Eight

Linda P. Acredolo and Susan W. Goodwyn found that the claim of increased I.Q. held up through age eight. Children who learned physical gesturing and signs showed an increased I.Q. of between 8 and 13 points, compared to the equivalent groups who were not taught signing. This not only greatly increased early language skills but the I.Q. difference was still apparent when the same groups were tested years later.

Further, the results... strongly support the hypothesis that symbolic gesturing facilitates the early stages of verbal language development. In a significant proportion of the comparisons between these two groups, infants who augmented their fledgling vocal vocabularies with symbolic gestures outperformed those who did not. The fact that no such advantage was found for the infants in the Verbal Training group provides reassuring evidence that the superior performance of the ST infants was not simply a function of their families being involved in a language-centered intervention program. The explanation seems to lie instead within the gesturing experience itself.

## Toddler Tempers Lessened, Communication Increased

Acredolo, Goodwin, and Brown found that the availability of symbolic gestures for at least some of the important things in their child's life made communication easier and interactions more positive. Request gestures (e.g., MORE, OUT) helped children get their needs met without crying, symbols for specific foods (e.g., CRACKERS, CHEERIOS) provided important clarification, animal gestures (e.g., MONKEY, GIRAFFE) helped them become active partners during book-reading, descriptive gestures (e.g., HOT, AFRAID) helped them share important insights about their environment, and all of the gestures helped clarify the children's initial, crude verbal labels (e.g., "Oh! You're doing your TURTLE gesture. I guess Tata means 'turtle!'").

## Children Who Sign in Early Childhood Speak Sooner

Signing seems to "jump start" their verbal skills and love of communicating. From the same papers by Acredolo, Goodwyn and Brown, they reported: Parents need not worry about jeopardizing their child's vocal language development in order to take advantage of this easy alternative to words. In fact, the data demonstrate clearly that the symbolic gesturing experience seems to "jump start" verbal development.

*All research information is provided courtesy of Two Little Hands Productions.*



# Have a Hand in Our Next Newsletter!

Please let us know what we're doing right, what we could do better and what topics you would like to see us cover. If you'd like to submit an article for an upcoming issue of Hand in Hand, we'd love to hear from you.

To send us your comments, suggestions, ideas and article submissions, please e-mail [hina@dsrcf.org](mailto:hina@dsrcf.org).

## Positive Experiences Build Capacity for a Successful Transition to Adulthood for Youth with Disabilities

*Debra Stewart, Matt Freeman, Jan Burke-Gaffney, Jan Willem Gorter* (CanChild Centre for Childhood Disability Research and Hamilton Family Network)

There has been a great deal of research about the transition to adulthood for youth with disabilities in the past decade (Gorter, Stewart & Woodbury-Smith, 2012). Most of the research has focused on exploring the transition experiences of youth in different locations and within different systems, and learning about the factors that influence this developmental process (Community Living Research Project, 2006; Johnson & Wallmsley, 2010; Stewart, Gorter & Freeman, 2013). In a recent article in *Prevention Researcher*, we synthesized the evidence from a number of recent studies in Canada to identify three key themes:

- A person's condition is only one factor that may influence a developmental transition;
- Developmental transitions are complex; and
- An increased focus on a positive developmental approach is needed. (*Stewart et al., 2013*)

This article presents some practical considerations for families of youth with Down syndrome and other developmental disabilities that fit with the evidence themes above. All of these suggestions acknowledge the complex interactions between person and environment during the transition to adulthood, and they focus on a positive developmental approach that can build the capacity of everyone (youth, families, community members, service providers) towards a successful transition.

### Work Experiences

In high school, all youth with Down syndrome can benefit from participating in "Co-op" (Co-operative Education) or work experience programs (Ontario Ministry of Education, 2000). These experiences will build the capacity of the young person for future employment. Research has shown that high school work experiences increases the likelihood of adult employment (Benz, Lindstrom, Unruh & Waintrup, 2004; Johnson & Walmsley, 2010; Wiesner,



Vondracek, Capaldi, & Porfeli, 2003) and also improves a young person's adaptive behaviours in community settings (Burbridge, Minnes, Buell & Ouellette-Kunta, 2008). A recent Canadian study about work-based education programs in Ontario recommended that worked-based programs for youth with disabilities are effective when accommodations are provided and the developmental nature of the program promotes "gradually increasing demands for independence" (Hutchinson et al., 2011, p. 260). Furthermore, work experience in the community can also build the capacity of future employers and community members to relate to and connect with these youth. (Armour et al., 2011).

Families of youth with Down syndrome can support their child to begin to develop work skills through volunteer opportunities in the community and/or part-time or summer jobs, such as a paper route. These types of informal community-based opportunities can lead to future work experiences as adults in the natural community (Burbridge et al., 2008).

## Taking Charge of Their Own Information

Youth can be encouraged to start using resources or tools that enable them to begin to take some control over their own information. One example of this type of resource is the YouthKIT "Keeping It Together: Youth Version" (Stewart et al., 2010) which was developed by CanChild Centre for Childhood

Disability Research with the Hamilton Family Network (see [www.canchild.ca](http://www.canchild.ca)). Taking control of information is not just about storing, but it also involves making decisions about how the information is shared with an individual or an organization that may be involved with the young person. It is developmentally appropriate for youth with Down syndrome to express a desire to begin setting their own vision and goals for their future. The YouthKIT is a tool which is divided into modules that address domains of transition such as the transition to high school, social activities or transition



to work. When first beginning to use the YouthKIT, youth are encouraged to identify goals and they are then directed to the modules which address their specific goals.

Initiating the process of goal setting and planning how those goals will be attained can be difficult for youth who may be experiencing some autonomy for the first time. Our research has found that in order to get started, many youth need "mentors" to facilitate completion of modules (Freeman et al. submitted). Mentors can be different individuals around the youth, such as a family friend, parent, a personal support worker or an educational assistant. Over time through using the YouthKIT an individual may have different mentors that assist in facilitating completion of modules. For example, a special needs worker might understand the young person's social goals and relationships, but not feel comfortable facilitating completing the "transition to high school" module, which might be best handled by an educational assistant. One of the key characteristics of mentors is a belief in the potential of the young person to make decisions about their own future and achieve their own goals with appropriate supports. Regardless of the ability level of the youth, the mentor needs to support completion of worksheets by asking prompting questions rather than filling out answers for the youth. In this way, over time the youth takes control of their own information and planning for the future.

## Building a Circle of Support

Families can consider starting up a “Circle of Support” for their youth, if they have not already started a “Circle of Friends” when their child was younger.

A life with friends, and purpose, a life that benefits one’s self and others, is the goal of parents for all their children. One way to work toward this goal is to build a Circle of Support around the young person in the family and ideally, to do so before s/he finishes high school. A Circle is an intentional gathering of people who would like to stay actively connected with the son or daughter with Down syndrome, hopefully for many years, and possibly their entire life span.

The creation of a Circle acknowledges that we all need the support of other people to help us live good lives and that when we give of ourselves in this way, we get back so much more. It doesn’t really matter if a Circle begins with three people or thirteen, as long as the people involved have made a commitment to the youth and family.

It is important to have the youth’s peers in the Circle. The young person should have complete involvement with who to invite into the Circle. The long-range goal is to have parents withdraw over time and have people much younger take on the commitment to keep the Circle active and alive.

Some people feel that there is nobody they could ask to be involved. This may be because the family or person has just moved to a new area or because they have become isolated over a period of time. Families shouldn’t give up on this, however. They can talk about this with a family member or friend. Just letting people know about family difficulties and wishes often provides new avenues of support. A Circle of Support is truly a “gift that keeps on giving;” it is a positive approach that builds the capacity of everyone in a family and community.

## Parent Navigation

Parents of youth with Down syndrome also go through a transition and need supports at times. They can connect with existing parent support networks, as they often have resources about transition to adulthood, and also they may be able to connect the family





with a “parent navigator” which has been a recommended strategy for transition supports in the community (Stewart et al., 2009).

Parent navigators are community members, usually parents of youth with disabilities, who guide and coach parents through the transition process (Stewart et al., 2009). An important aspect of parent navigation is that a navigator is independent of any agency or ‘special’ service and is seen as a member of the natural community (Stewart et al., 2013).

There is very little research yet about the process and outcomes of parent navigation. A recent pilot study demonstrated numerous benefits for parents in relation to addressing their individual needs to support in the community, increased knowledge and skills, and a greater sense of empowerment (Sherman, Khan, Freeman, Stewart & Burke-Gaffney, 2013). The key ingredient in parent navigation emerged as the trusting relationship that develops between parents and navigator.

These practical considerations for families of youth with Down syndrome are evidence-based and take a positive approach. All of these suggestions recognize the need for person and environment supports to be implemented together to build the capacity of everyone – not just the youth – to promote a successful transition to adult living. It is also important for families to consider for both formal and informal supports during this transition. The formal resources that are available to youth with disabilities, especially during the high

school years, can help to develop their capacity for self-determination and building the skills they will need for future adult roles, but it is important to recognize that these supports will end upon graduation from highschool, or ‘discharge’ from pediatric services. There is therefore a need for families to begin building informal supports in their everyday, natural community, as these will be the ones that are sustainable when their youth wants to continue to participate in community activities, such as work, social and leisure activities, as an adult. We believe that this type of positive developmental approach will promote successful adult transitions for youth with Down syndrome and other developmental disabilities.





# Celebrating Eight Years of Achievement

On September 26, 2013, the Down Syndrome Research Foundation celebrated 20 years of Up the Down Market in Vancouver. For two decades, the Vancouver business community has come together every year to stand, hand in hand, with individuals with Down syndrome.

For the past eight years, we have presented the George Klukas Achievement Award to a teenaged or adult DSRF student who has shown tremendous improvement and experienced great success in academics, speech, literacy or social development.

George Klukas explained what this award means to those who are honoured with it:

*"I learned firsthand how much this award means to the recipients when I ran into Mel Laird a couple years after she received it. She excitedly introduced me to her companion and said, "This is the guy who gave me the award!" And I even heard that one of the winners slept with his award the night he received it. It's been an incredible honour to play a small role in recognizing these students for their hard work, perseverance and determination."*

As part of this year's festivities, we caught up with each of the first eight winners, who shared with us what they are up to now. Here are their inspiring stories.



**Christopher Dickson**  
(2005)

"I work at the Down Syndrome Research Foundation. I love my job! I like (DSRF's) reading program; it helps me with my job."



**Melanie Laird**  
(2006)

Melanie is currently working at Skoah Spa. She is a Special Olympian and also has a purple belt in karate.



**Ashley Freund**  
(2007)

“I’m volunteering at the West Vancouver Community Centre. I’m moving into my own apartment.”



**Scott Fattedad**  
(2008)

“I won two silver medals in the Summer Games (Special Olympics). I work two jobs, at Thrifty’s and a Shell station.”



**Mark Stevens**  
(2009)

“I work with my friends Nick and Gal at Thumbs Up Cafe. I serve coffee at lunch. My new job is Money Man!”



**Janek Bajerski**  
(2010)

“I am enjoying (DSRF’s) Pathways program. I have a business. I take pictures of White Rock, birds and cars, and I put them on cards.”



**Nora Hinton**  
(2011)

“I have an electronic drum kit that I play on, and I love music. I love exercise, and I love to kayak.”



**Natalie Raven**  
(2012)

“On Tuesdays I go to the DSRF Pathways program. I volunteer at the Surrey Food Bank, and I do rhythmic gymnastics and bowling at Special Olympics.”



# What's APPening



## Choice Works

**Seller:** Bee Visual, LLC **Price:** \$6.99

The Choiceworks app is an essential learning tool for helping children complete daily routines (morning, day, & night), understand & control their feelings and improve their waiting skills (taking turns and not interrupting). Created with the support of leading hospitals and child development specialists, this app is designed for caregivers to provide clear and consistent support to foster a child's independence, positive behavior, and emotional regulation at home and in the community. It can also be customized for teachers in a school setting.



## Sorting 1

**Seller:** TinyHands **Price:** Free

Developed with certified child psychologists this is a great app to help teach how to sort and classify by shape, color, seasons, vehicles, and much more. It's good for beginning level matching, and metacognition.



## Endless Alphabet

**Seller:** Originator Inc. **Price:** \$5.99

Set the stage for reading success with this delightfully interactive educational app. Kids will have a blast learning their ABC's and building vocabulary with the adorable monsters in Endless Alphabet. Each word features an interactive puzzle game with talking letters and a short animation illustrating the definition. Before you know it, your child will be using words like gargantuan and cooperate!

## Endless Reader

**Seller:** Originator Inc. **Price:** Free

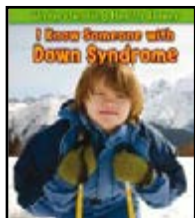
As a follow-up to Endless Alphabet, set the stage for early reading success with Endless Reader! This app introduces "sight words," the most commonly used words in school, library, and children's books. Kids need to recognize these words by sight in order to achieve reading fluency. Recognizing sight words is advantageous for beginning readers because many of these words have unusual spelling, cannot be sounded out using phonics knowledge, and often cannot be represented using pictures.





# Book Recommendations

Visit our online store at <http://dsrf.org/store> to purchase any of these books, with partial proceeds to benefit DSRF.



## I Know Someone with Down Syndrome

By: Vic Parker

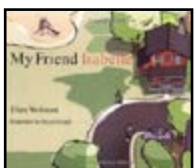
This book introduces readers to what Down syndrome is, how it affects people, and what they can do to be a good friend to someone living with Down syndrome.



## My Friend Has Down Syndrome

By: Amanda Doering Tourville

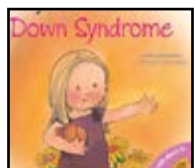
Celebrating tolerance and acceptance, each title in this constructive and accessible series focuses on the rewards and challenges of having a friend with a disability. Everyday situations are accompanied by informative sidebars that provide details about the highlighted disability.



## My Friend Isabelle

By: Eliza Woloson

Isabelle and Charlie are friends. They both like to draw, dance, read, and play at the park. They both like to eat Cheerios. They both cry if their feelings are hurt. And like most friends, they are also different from each other. Isabelle has Down syndrome. Charlie doesn't. Written by Isabelle's mother, this charming tale encourages readers to think about what makes a friendship special. The book also opens the door for young children to talk about differences and the world around them. It's a wonderful story to read at bedtime or to share at school. Lively full colour illustrations dovetail beautifully with the text to bring the simple story to life. Ages 2 to 6.



## My Friend Has Down Syndrome

By: Jennifer Moore-Mallinos

The sensitively written *Let's Talk About It Books* encourage preschool-age and early-grades children to explore their feelings, deal with problems that trouble them, and understand others who have problems of their own. Each title speaks to a particular concern that children might encounter in the course of growing up. All books in this series have appealing color illustrations on every page, and are available in both English and Spanish language editions. A short section at the back of each book offers related advice to parents. *My Friend Has Down Syndrome* explores this common chromosomal condition from a child's perspective. Younger children may be confused and have many questions when they encounter kids who have Down syndrome. Here, in this reassuring story, two children, one with Down syndrome and one without, learn that they are both good at different things and that by helping each other overcome their fears and difficulties they can accomplish a great deal together.

# Up the Down Market: 20 Years of Investment in Individuals with Down Syndrome

Up the Down Market, DSRF's signature fundraising event, has been held 64 times in four cities: Vancouver, Calgary, Toronto and Montreal. But there's never been a UDMD quite like the 2013 Vancouver edition.

On September 26, we celebrated 20 years of Up the Down Market Vancouver: two decades of investment by the financial community in individuals with Down syndrome. In that time, over \$4.65 million (net) has been raised through UDMD events. It's an incredible legacy that has paid lasting dividends in the lives of countless families.

The 20th Anniversary was an opportunity for us to say thank you to the many individuals and companies who have contributed time, money and expertise to make UDMD an ongoing success story. Many organizations have faithfully attended the event for 10, 15 and even 20 years, and their support is much appreciated.

Throughout the evening, dinner guests were served by a hardworking and friendly team of volunteers who proved beyond a doubt that, with the right support, individuals with Down syndrome can thrive in work and in life. This was dramatically brought to life by the inspiring stories of the eight previous winners of the George Klukas Achievement Awards, who soaked up a standing ovation.

As part of the festivities, the all-time UDMD Hall of Fame was unveiled: the Top 10 teams in UDMD Vancouver history, based on average final placement in the years in which they participated. At the top of the list: Phillips, Hager & North Investment Management. And just in case there was any question about whether their #1 ranking was deserved, PH&N laid to rest any doubts by running roughshod over the competition. The two PH&N squads finished 1-2 on this night, making clear that they are still the team to beat as UDMD heads into its third decade.

Net proceeds from this year's dinner exceeded \$100,000, as investors proved they care about much more than just the bottom line, and signified that the Vancouver financial community is still standing together, hand in hand, with people who have Down syndrome - as they have for the past 20 years.



## Up the Down Market Calgary, Montreal

Up the Down Market also made its annual stops in Calgary and Montreal this fall. In Calgary, BMO Capital Markets earned bragging rights for the next year with a hard fought victory, while participants combined to raise over \$25,000 for individuals with Down syndrome. In Montreal, meanwhile, Hexavest Inc. claimed their first championship. More importantly, approximately \$58,000 was raised for individuals with Down syndrome.



# Turn Their World **DOWN** side**UP**↑

## Unleashing the UPside of Down Syndrome

Like most children with Down syndrome, David struggled with reading. However, when David was in grade 4, he began to exhibit a strong desire to learn to read. He would often pull out chapter books and sit on the couch, pretending to read them. So when his mom, Rose Marie, heard that the Down Syndrome Research Foundation was starting a new one-to-one reading program, she jumped on it.

### **DSRF's reading program has helped turn David's world DownSide Up.**

The progress that David has made since starting the program is remarkable. He's learned to read many words, and his dad Steve notes, "His vocabulary has expanded enormously. The chatter that goes on around the house now is just great."

Rose Marie credits DSRF with helping David progress in both his confidence and his skills. "I appreciate everything about DSRF's program," she says. "They've been a lifesaver for our family. We've noticed David grow so much since he started there; he's very confident in himself now. We're just so grateful that we have somewhere like DSRF that we can turn to." Adds Steve: "It's a really caring environment. It's like another home for him."

Every day, stories like David's are written at DSRF. Individuals with Down syndrome have tremendous upside, and through our innovative marriage of research and customized educational programming, that potential is unleashed.

### **Will you help us turn their world Down Side Up?**

Throughout the month of December, join DSRF in celebrating and unleashing the UPside of Down syndrome. Your donation to the DownSide Up campaign ensures that we can maintain our quality programs, support families and continue critical research that helps us better understand how to help individuals with Down syndrome achieve their full potential as contributing members of society.

Share your own story of how your world has been turned DownSide Up, and donate today at [dsrf.org/downsideup](http://dsrf.org/downsideup).



# Upcoming Events



**Down Syndrome Research Foundation**  
**RUN4HOPE**  
May 4, 2014

**RUN4DOWNSYNDROME**

Competing in a marathon is a dream come true for you. It's also a chance for you to make dreams come true for individuals with Down syndrome, by running on behalf of the Down Syndrome Research Foundation - National Charity of the 2014 BMO Vancouver Marathon.

For more details or to register, visit [DSRF.ORG/MARATHON](http://DSRF.ORG/MARATHON).



**UP the DOWN MARKET**

**Toronto: Apr. 23, 2014**  
**Fairmont Royal York Hotel**

*18th Annual*

**RUN UP FOR DOWN SYNDROME**

**Sunday June 1, 2014**  
**Simon Fraser University**

Lead Sponsor: **EURO-RITE CABINETS**  
*European Styling. Built Right!*








# Thank You for Lending a Hand

Our sincere thanks to the following companies and individuals who are standing together, hand in hand with those who are on the lifetime journey of Down syndrome.

## Kitchen Riddles

Chefs Antonio and Morgan from Kitchen Riddles recently hosted our Reading and Communication Plus class for a fun morning of pasta making. The students made fettuccine from scratch, along with a delicious sundried tomato sauce and arugula with grapefruit salad. Thank you to Antonio and Morgan for giving our students a wonderful experience! Is your young adult interested in acquiring or improving cooking skills? Kitchen Riddles is interested in developing a small group class that targets the needs of our students. Contact Pat Hanbury at 604-444-3773 or [pat@dsrf.org](mailto:pat@dsrf.org) if you are interested in a future cooking class series through Kitchen Riddles.

## RBC Foundation

RBC Foundation has awarded the Down Syndrome Research Foundation a grant of \$10,000 in support of the Pathways to Independence program, which includes Reading, Money Math & Budgeting, and Social Communication & Navigation courses. Thank you to RBC for empowering young adults with Down syndrome to reach their full potential!

## Starbucks Community Service Program

Back in June, a team of Starbucks employees helped out at Run Up for Down Syndrome. Now, the Starbucks Community Service Program has provided a grant of \$1,000 to DSRF, in support of their employees' service. Thank you Starbucks!

## Sook Ching Foundation

The Sook Ching Foundation has provided a generous \$5,000 grant in support of DSRF's educational programs. Thank you for investing in our students' success!

## Up the Down Market Sponsors

Thank you very much to all sponsors of the fall series of Up the Down Market Dinners: National Diamond sponsor, The Air Canada Foundation; National Emerald sponsors Desjardins, Jasrislowsky Fraser Ltd. and Phillips, Hager & North Investment Management; Vancouver and Montreal Gold sponsor Sun Life Global Investments/Placements Mondiaux Sun Life; and media sponsors The Globe and Mail, Global TV and Argent.

## Fit First/LadySport

Fit First and LadySport are supporting DSRF's efforts to recruit 50 runners for the [BMO Vancouver Marathon's RUN4HOPE](#), by offering a 10% discount to all of Team DSRF's registered runners, and by promoting this opportunity through their running clinics. Visit Fit First in Burnaby's new Fortius Sport & Health facility!



## DSRF Calendar

<b>World Down Syndrome Day</b>	<b>Mar. 21, 2014</b>
<b>Up the Down Market Toronto <i>Fairmont Royal York</i></b>	<b>Apr. 23, 2014</b>
<b>BMO Vancouver Marathon</b>	<b>May 4, 2014</b>
<b>Run Up for Down Syndrome</b>	<b>Jun. 1, 2014</b>

Scan this code from your mobile device to make an online donation to the Down Syndrome Research Foundation.



## Make Dreams Come True: Donate Today

When Lindsey was in grade school, communication did not come easily for her. She had a difficult time getting people to understand her, and the school didn't have the time or resources to give her the attention she needed to overcome this challenge and thrive in the school environment. As a result, Lindsey's self-confidence waned, and she didn't enjoy going to school.

Now 20-years-old and graduated from high school, Lindsey attends DSRF's Reading and Communications program. Her mom Janice credits DSRF's excellent teaching staff for empowering Lindsey to achieve her potential. Janice has been delighted to see major growth in Lindsey's communication ability, including the amount she talks, the length of sentences she uses, and her ability to make herself understood. She speaks with much greater confidence, and for the first time in her life, Lindsey is excited to come to school, where she enjoys reading, learning and time spent with good friends.

Your donation to DSRF helps write success stories just like Lindsey's. We are grateful for your generosity, and we value your trust that we will use your money wisely.

An online donation is the easiest way to contribute to the DSRF. All online donations receive an immediate tax receipt by e-mail. To give online, please visit [www.dsrf.org](http://www.dsrf.org).

Thank you for standing together, hand in hand, with Lindsey and with all those who are walking the lifetime journey of Down syndrome.

