**Parent and Professional Letters and Testimonials**

-Parents

-Speech & Language Testimonial Statements

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-Public School Team Chair / Guidance Counselor

-Other Programs and Therapies - Emergency Responders

**Parent**:

When my husband and I first met Carole Flynn at our first consultation we knew that there was something special about her. She was so energetic, compassionate and so understanding about the challenges we were dealing with.

Our son Noah, then 2 ½ years old, had been diagnosed with PDD-NOS at the age of 22 months. At that time we started seeing Carole, Noah only had a few words and was beginning to use some sign language. We were also seeking speech therapy for Noah at a local college but he never seemed to quite feel comfortable. He would usually cry for a good part of the session, take his aggression out by hitting me, and basically had no interest at all in what was being taught by the students and staff at the college.

It wasn’t until we came to see Carole that we saw a huge difference in his behavior. The first few times he was a little scared and unsure of what to think, but within a few visits Carole had his trust and it was amazing to see the transformation. Noah would get so excited to come and play with Carole that his eyes would light up as soon as we pulled in the parking lot. He would even start signing for Carole and couldn’t wait to get in the door and start to play.

It truly was remarkable to see the different signs he picked up and the new words that were beginning to come through as the sessions progressed. Each week my husband and I were just so excited about how much he had learned and how far he had come.

Carole truly is an amazing person with the drive and dedication it takes to create success with each child. Carole helped develop plans for Noah’s communication at home while also providing detailed information showing the strengths of sign language as a promoter for speech.

With her aid, communication with Noah at home has improved greatly and also resulted in a more confident Noah.

-Amy B.

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**Parent:**

We are the parents of a wonderful, smart, talented, spirited child who also has Aspergers Syndrome. Our daughter is thirteen years old, a difficult age for all children. Imagine being twelve years old and have never had a friend’s birthday party, only with family. Birthday parties in our house have always been anticipated with pride, but also a heavy heart and tears not just from our daughter.

Until this year when our daughter turned thirteen, we had not one but two beautiful celebrations. One with our daughters new friends from her “Friday Night Girls’ Club” that she attends at Carole Flynn's “Children’s Language Development Solutions” program.

We filled our house with beautiful flowers, outrageous decorations, the finest food I could make and a three tiered birthday cake and a makeup artist to come do the girls makeup. This year there were still tears, but only those of pure joy.

On Friday nights our daughter has plans, she meets her friends to "hang out". They may eat pizza, design their own sneakers, go to a restaurant or out for ice cream. What she is really getting from this is not only skills and how to act in everyday social life that we all take for granted, but a sense of belonging in a safe, nurturing, and fun group.

How Aspergers presents in our child is along with high intelligence, she is very determined with a fierce need for control. So much so that we have had more therapists over the years who have given up than I can count, in their words "maybe a fresh perspective would be more helpful" - just another way of saying she is too complicated for me.

There were two incidents that happened this year within Carole's group, one where our daughter did not like what was said to her and another where she said something that frightened everyone in the room. The first time this happened she stormed out and refused to go back. We as her parents had been down this road and we nor therapists have never been able to get her to rebound from this. Although she was hesitant to speak to Carole about this she finally did (a huge step for our daughter). She was able to move on from this issue and return to the group. The second time was more severe because she felt embarrassed that she scared everyone, but was again able to return with Carole's help.

We could not help her with this as much as we tried, it was Carole who just would not give up! Carole was relentless, meeting with me to brainstorm ideas, right down to tailoring the group around our daughter. Even when I told Carole she does not want to come back to the group, Carole's response was "well come meet with me anyway I want to help her even if she does not want to return to the group, I care about her and want to help”. This was such a far cry from the “maybe you need a fresh perspective".

From these experiences in the group my daughter is learning how to be flexible when faced with these challenges which has been one of her main goals on her IEP since preschool. Nobody has ever been able to make any progress in that area until Carole got involved.

When your child is handed a diagnosis that will impact their lives so greatly the one thing as a parent you hang on to is that there will be Doctors and professionals that work tireless to help your child, but after a while you realize it just is not the case. If you are lucky you will find some who really cares and see the beautiful things and potential in your child the way you do, this is Carole and this is what every child deserves, she is an angel.

There is a well known poem "Welcome to Holland" written by a mother of a special needs child, in this poem she tells so beautifully what it really feels like to have a special needs child. In one part she says " you will meet wonderful people you never would have met" this poem is very near and dear to my heart and I always think of Carole when I reflect on this lovely writing. We are looking forward to our Friday nights for a long time to come.

-Cherilyn and Chris

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**Parent:**

Thank you for a wonderful job; great professionalism, excellent strategies, for your vision and help with Nicole. You lasted her years in Middle school and her first year in Marlborough High School.

This is of a great impact in the life and future of Nicole. Your intervention helped her teachers, therapists and other persons in the school understand what Nicole expressed.

I hope you continue helping other children that need to communicate, and that you continue to excel in your profession. We will always remember you,

-Nichole and Family, Nichole, Hector, Myriam and Jonathan

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**Parent:**

Carole found a way to give Richie a “voice” by adjusting her communication approach to his specific learning style.

Chris

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**Parent:**

To: Massachusetts General Hospital for Children / LADDERS

 1 Maguire Road

 Lexington, MA 02421

Dear LADDERS Members:

I am writing to you to convey this heartfelt letter of recommendation and testimonial for the professional capacities of Carole Flynn, M.Ed., principle and founder of Children’s Language Development Solutions.

My daughter is ten years of age and carries a diagnosis of PDD-NOS and global developmental delay as well as being a patient of LADDERS since the age of 18 months. Over the years we have sought a multidisciplinary approach to treatment. Although she has some word approximations, she is considered non-verbal and communicates utilizing gestures, vocalizations and assistive technology both low and high tech. In recent years we were persuaded by her educational team to place less emphasis on formal sign language instruction to free up other modalities for learning and communicating. We never completely abandoned the use of sign language with her as it was very functional for her to get her needs and wants met, but the focus was placed on other methods of communication.

After attending a recent workshop given by Carole Flynn, where she gave a presentation of her services, we were hoping to improve upon our daughter’s early literacy skills because the traditional methods of early literacy have been ineffective.

We were more than elated to discover Carole’s unique approach to children with special communication and learning needs.

Her approach is a developmental one, based on the whole child. She bases her approach on the child’s lead, strength’s and interests to dynamically build communication, relating and learning from these core elements. She is creative with her use of visuals and materials, talented, respectful and is able to handle the behavioral issues that sometimes surround communication disorders in a supportive, positive and empathetic manner. Her commitment and follow through is a shining example of a cohesive and collaborative working relationship with the entire family.

Our daughter is a visual learner and when given a visual and physical representation of a word through signing and pairing it with text she now has successfully begun to recognize sight words and demonstrate their meanings. She is also now initiating communication and using it spontaneously.

Since those beginnings of our partnership with Carole, as with any successful program, our goals have evolved into incorporating our typically developing daughter’s whose relationship with her sister has long been a strenuous and at times difficult one due to their inability to traditionally communicate together. By reincorporating the use of sign language into the multi-modal approach, it has opened a new world of relating, communicating and learning. It has greatly improved their sibling relationship and it continues to strengthen.

Along with Carole’s dedication to our family, she also embraces the special needs community with her personal initiatives by giving her time through outreach library story times, professional development workshops, and free consultations to parents and fundraising awareness walks. It has been a privilege to be given the opportunity to work in collaboration with such a talented individual as Carole Flynn. She truly exemplifies a professional in her field.

-Michelle G.

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**Parent:**

Carole has used her incredible talent to understand my adult son as an individual, and has adapted her approach and teaching methods to his specific learning style.

  This has resulted in a significant increase in his functional communication. Carole Flynn is a pioneer in her field!

Margaret

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**Parent:**

I have to admit, when I first decided to try Miss Carole’s group I was as nervous as my nine year old autistic son. Kevin has never participated in any extracurricular activities. He has very limited interests, and difficulty socializing with peers. He is generally unwilling to try anything new, and prefers to stay at home and play with me. His behaviors are extremely non-compliant, and he often tantrums in non-preferred situations. I remember how much I had to bribe him just to get him to play group the first few times.

Well, here we are just four months later and WOW how things have changed! The fun and friendly environment of the group helped Kevin become comfortable in no time at all. Not to mention the fact that Miss Carole is extremely patient and kind and her experience shines through in her interactions with the children.

Each session has a unique theme, individually tailored to the children of the group. Positive reinforcement is emphasized through praise and a reward system for good behavior. This has been very motivating in helping Kevin control some of his difficult behaviors.

The best part of all is that Kevin is learning how to socialize and interact appropriately with peers and that he has made new friends! He now e-mails them, and looks forward to seeing them at play group each week! I cannot say enough about how rewarding this experience has been for both Kevin and me!

-Patty B.

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**Parent:**

My son and I met Carole several years ago at a yoga class. Her gift connecting to teens with language, social and communication impairments was evident from the get-go. Carole's presence was the highlight of the yoga class for my son!

For the past two years, Carole has worked weekly with my son and another young man, both on the autism spectrum, at Children's Language Development Solutions.

She has done an amazing job facilitating a natural flow of conversation between the two of them, all the while patiently coaching them on good listening skills, as well as formulating appropriate responses.

Through yoga and games, Carole coaxes language out of her students, increasing both their verbal fluency and their social pragmatic skills.

  We have seen tremendous improvement in our son's ability to make conversation in a variety of social situations. He has been able to transfer the myriad skills he works on with Carole, such as making eye contact and listening and responding to the other speaker, all in a natural way.

We are very pleased with his progress!

Sincerely,
Lisa T.

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**Parent (supplement):**

When we enrolled in Carole Flynn's group, we were looking for a program where our daughter could connect with other girls her age. What we found was so much more. Our 12 year old daughter, diagnosed with Aspergers Syndrome, OCD, and mood disorder, has constantly struggled to make and maintain friendships.

Within the group, our daughter feels accepted, well-liked, important and very much included. All of this success is due to Carole Flynn. The way she connects with each child is beautiful, this is not only evident to the parents, but the children as well. Carole believes in their full potential. When you are a parent of special needs child, at times all you hear are the issues being discussed and all the things the children may never accomplish.

Carole does not see it that way, she believes in the children and that is what every child needs. We as parents all believe in our children and our hopes and dreams but when you have someone else see what you see, it will make a difference.

Carole has been able to get our daughter to feel comfortable to share things that are going on in her life, just like you would with a friend. Our daughter has a place to go every Friday night to be with her new friends and listen to music, dance, learning songs in sign language, even a private concert just for the girls in her office! I would have to say the happiest day I have seen our daughter this year was at the girls group recently, Carole had just taught the girls to sign to a popular song, then invited the moms to come in and watch and join in. Our daughter was engaged, happy and very proud to have learned how to sign a song so quickly, it was a very special moment for me.

This has given her a voice, she can now say what she doing on the weekends within the community. She looks forward to going every week, Carole and her group has given us hope that things can and will get better.

Having a child struggling in so many areas, it has been a blessing to have found Carole. Carole is incredibly supportive with the parents, she meets with the moms every week to listen to our struggles with raising a special needs child and figure new ways to improve each girl’s experience. We will soon be working with her one on one, Carole will be teaching our daughter sign language, something our daughter has always been interested in. We are excited to see what new doors this could open up for her.

We are looking forward to working with Carole for a long time.

Cherilyn and Chris

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**Parent:**

My daughter, Nicole, originally came to know Carole thru our towns Adaptive Park and Recreation program called "Girls Club." It gets girls together to socialize and have fun on Friday nights. Through the program Carole has facilitated great activities for the girls. They have such a good time, and don't even know that they are being "taught." Nicole has opened up quite a bit since attending the group and I think Carole is the reason why. She has the ability to get kids to communicate freely.

Nicole has recently started seeing Carole on a one to one basis. Nicole truly enjoys working with Carole on these nights. They read, write, sign and a little exercise, too! We look forward to many more positive outcomes throughout our time with Carole at CLDS.

Thanks Carole.

Laura P.

Parent of Nicole

13 yrs. old

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**Parent:**

My son age 12 has been working with Carole Flynn over the last year to identify and implement strategies to improve his organizational skills in order to address his executive function challenges.

Carole has been able to utilize very creative ideas to engage my son as well as give him tools to use in his everyday activities. Carole works very well with him and their sessions are very productive. She is able to work with him to find his interests and use them to motivate him to adopt the learning strategies.

I have referred another family to Carole and their son has been working with her for six months and making nice progress as well. Carole has been a pleasure to work with and has made great recommendations to help my son deal with his challenges.

-Rita H.

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**Parent:**

We’ve been very happy with the services you have provided us and the results that have been achieved. The alternative forms of processing which you have provided have benefited my child with spelling and comprehension of written text.

One particular area of benefit has been the proper use of homonyms. My child would consistently write the phonetic spelling of a word and through the use of sign language and other techniques, the proper spelling and usage of words have been re-enforced and this has significantly improved my child’s command of the English language.

Also, your suggestions and recommendations have benefited us with our daily routines. Simple step-by-step suggestions for the morning get ready for school routine have made it easier for us and reduced the level of stress which we sometimes encountered. Thanks for all your help.

-Debbie

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**Parent:**

Thank you so much for your creative ways to reach out and engage Bailey in a meaningful communication program. It's a "start of something new!"

Sincerely,

Liz D.

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**Speech/Language Pathologist:**

It is with pleasure that I write this letter of reference for Carole Flynn.  Carole worked at the Marlborough Early Childhood Center from 2004 – 2007.  She worked as a sign language consultant for the school district on many levels, including the preschool.  Carole was able to come into my integrated preschool classroom one to two times each week during the school year.  She worked directly with the children and guided the staff in using sign language during structured activities as well as free play.

  Carole presented herself as a caring and well-spoken professional, whose primary interest was in helping the children succeed.  Her knowledge and experience with sign language was evident, and the classroom staff looked forward to Carole’s time in the classroom as much as the children did.

  Both the staff and the students learned so much from Carole during her weekly visits.   It was clear to see this in their spontaneous use of sign language during songs, stories and routine activities as the school year began to wind down.  The exciting part for me to witness was the increase in the children’s’ overall communication success.

  The three and four year olds responded well to Carole’s gentle tone as she modeled and helped them form signs.  She was particularly skilled at collaborating with me on a particular song or story that happened to fit into the lesson plan or theme of the month.  She worked through these activities with me several times to choose the best words to emphasize with sign, always keeping the developmental level of the students in mind.

  I enjoyed Carole’s reminders that a child will always rise to the level of expectation that is presented to them.

-Jeanne Kittredge, M.S., CCC-SLP

Speech – Language Pathologist

Integrated Preschool Teacher

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**Speech/Language Pathologist:**

As a speech/language pathologist in the Marlborough Public Schools, I have had the opportunity over the past three years to work closely with Carole Flynn. Carole is an outstanding professional who typically works with our most communicatively challenged students. Through her patience, diligence and commitment to her students, she has achieved amazing results.

I have observed Carole working with a diverse range of students including those who are cognitively impaired, non-verbal, non-communicative, as well as children who are on the spectrum.  Carole takes time to get to know each child, and to establish a caring and trusting rapport with both the child and their family. She devises innovative plans for each of her students which are unique and individualized based on the needs of the child and their family.

  She has knowledge of language acquisition and development which serves the student as she creates and implements her plans for the child to succeed in developing vocabulary and language skills, concepts, social interactions, and expression of basic needs, ideas, emotions and interests.

  Carole uses a variety of techniques to facilitate each individual child’s progress including sign language, play, picture boards, games, music, and materials which are of interest to the child and serve to motivate them in learning. Her students love her and enjoy working with her.

  She has the ability to ‘get students to do things’. I have witnessed children whose communication skills were limited to vocalizations and choosing between two objects or pictures in order to indicate basic needs, learn to use complete sentences and to initiate, of their own volition, an interaction based on their interests. She has even taught some of her most challenged students to read.

  I have watched students who acted out in frustration due to their inability to communicate, learn appropriate behaviors and become happier and more cooperative because of improved communication skills resulting from Carole’s work. The skills are not only for functional or practical purposes, but are the basis for the relationships that her students have with their families, peers and teachers. She is truly giving her students and their families a ‘gift’.

Carole is invested in every child she interacts with and she clearly believes in their ability to learn and progress. She has proven over and over that “it is never too late and that you never know how far they can go”. It has been my pleasure to work with her and to learn from her!

-Beth Boyce

Speech/Language Pathologist

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**Applied Behavioral Therapist:**

I have had the pleasure of knowing Carole Flynn for the past three years. Throughout this time, Carole has proved herself to be a strong, empathetic, and honest individual who dedicates her life to helping those with special needs and their families.

Our professional relationship began when Carole served as Marlborough Public Schools District Sign Language Consultant. I would meet with Carole and the speech and language pathologist weekly to establish a total communication approach to learning and communicating within the substantially separate classroom.

Within this classroom instruction is delivered based on the principles of Applied Behavior Analysis (ABA) to help develop academic and social skills in the context of structured teaching sessions, as well as, providing instruction to increase the independence of students. This is where Carole’s expertise in language development came into play.

  Carole provided my classroom with sight word reading program that she developed based on the kindergarten reading curriculum used within the general education classroom, provided hands on sign language training to solidify students’ communicative attempts, and helped create social skills groups that were focused around language development.

Her commitment to her job and educational material and tools should be commended. Within this consultative time, she personally opened my eyes to her ability to receptively and expressively communicate with students with a variety of needs. In particular, Carole helped reach one student on a level that is impressive. This student had a diagnosis of autism and severe cognitive disabilities. He was non-verbal, had limited communication, and engaged in high rates of aggressive behaviors. He had emerging skills in the area of sign language and Carole helped teach this child to communicate his basic wants and needs. She was able to work with the family and the professionals on his team to provide a collaborative multi-modal approach to language development.

To this day, when this student sees Carole, he lights up and immediately gravities to her, holds her hand, and communicates in any way he can to her. This connection is the student’s way to show gratitude to Carole and a subliminal “thank you.”

  This story is only one of many. Since Carole’s transition to opening her business, Children’s Language Development Solutions, I have extended my professional relationship to personally support her business. I believe in the work she does and have recommended her services to many of the families that I work with.

It is with great pleasure that I write this letter to support Carole and her continued efforts to support children and their families.

-Jana Amaroso-Gustafson

ABA Substantially Separate Lead Therapist

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 **Applied Behavioral Therapist:**

Sign language is a form of communication that I use with my students on a daily basis.  With Mrs. Flynn’s guidance, my students have made gains in both receptive and expressive language development.

Pairing sign language with visual supports and expressive language help students learn using a total communication approach. In my personal opinion, total communication is vital for academic and social success.

Whether sign language is used to foster early language development, or used on a daily basis to help an individual express their wants and needs, it is an essential part of communication for thousands of individuals across the nation.

-Suzanne Nuccio

Lead Applied Behavior Analysis Therapist

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**Resource Room Teacher:**

I had the pleasure of working with Carole Flynn for the 2007-2008 school year. She came into the room for a specific student with multiple challenges, however, she was a benefit to all the students in the classroom.  We worked together to help the children understand the content using multiple facets, including sign language.

  Carole would instruct a Guided Reading group involving the student she was there for,  and had a way of teaching them to understand the text.  One of the struggles in the classroom is the students comprehending what they have read.  Through using sign language the student was able to communicate with the other students, work through the stories and progress in her reading level.  Her presence made the student feel more a part of the classroom community as well as continue to progress in her academic skills.

  There is a big misconception, one I had myself, that sign language is for the deaf community.  Having Carole in my classroom taught me that there is so much more to it.  Sign language creates a foundation of language for children.  It is a stepping stone to using paper and pencil and current technology (eg: iPhone, iPad, etc).

  With Carole there, the student was able to access the curriculum in a much larger capacity.  It made me a more thorough teacher just by observing her.  What she has is a gift and it should be shared with more children.

-Nicole Foley. M.Ed.

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**Resource Room Teacher:**

Carole Flynn provides invaluable consultation to the kindergarten/grade one resource room in which I teach.  The children in the room present with significant language/learning needs.  Over the past three years, Carole's consultations include:

* Providing sign language instruction to the teaching staff and students to facilitate comprehension.
	+ Morning meeting vocabulary and sentences
		- Months, days, numbers, poems, songs, subjects/schedule
	+ Alphabet
	+ Pictures that accompany letters of the alphabet
	+ High frequency word journals
	+ Concept of the week
		- Same/different, square/round, together/apart, in-front/behind, etc.
	+ Math concepts
		- Numbers, greater than/less than, bigger/smaller
	+ Stories for monthly book studies
		- Miss Bindergarten Gets Ready for Kindergarten, Ginger, The Panda Palace, The Little Engine that Could (to name a few)
* Creating sign language picture cues to affix to teaching materials
* Discussing student's progress and providing teaching suggestions

  The language development of the children in the resource room is delayed by two to three years (chronologically they are five to eight years old).  Many of the students come from homes in which English is not the primary language.  Due to these challenges, the children require alternative strategies to learn language and reading.

  Sign language provides an excellent platform to facilitate comprehension and expression.  The children find signing fun, interesting and motivating.  The motor component taps into an additional sense that provides one more strategy to learn difficult material.  Understanding basic concepts and the written word are mysteries to these children. Sign language is the bridge to comprehension.  For example, one student was repeatedly reprimanded for getting out of line.  Once the concepts "in-front/behind" were introduced and paired with the sign, it became clear that for all these months he did not understand the meaning of standing behind someone in a line.  Now we say and sign the word "behind" and the boy stays in line!

This story is one of numerous instances we observe on a daily basis in which sign language makes a critical difference.

  The teaching staff puts in the extra effort to learn and use the signs that Carole teaches us.  The students are the real success stories from the three-year consultation and collaboration that Carole has provided.

-Norine Elliott

K-1 Resource Room Teacher

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 **Public School Team Chair / Guidance Counselor**

Carole Flynn has provided invaluable direct services to students and consultation to the staff in our school. The children with whom Carole has worked present with significant language/learning needs. Carole’s direct service and consultations include:

* Providing sign language instruction to teaching staff and students to facilitate comprehension
* Creating sign language picture cues
* Working with a variety of specialists to develop reading and comprehension skills across curriculum content areas

Carole has worked with children whose language is delayed by two to three years.  Some of the students come from homes in which English is not the primary language.  Others had such significant expressive language delays that one was previously thought to be a selective mute.

Carole provides alternative methods for these students to learn language and reading. Sign language serves as a means to facilitate comprehension and expression. These children and their typically developing counterparts find signing fun, interesting, and motivating.

At our school, we use multi-sensory strategies throughout our school day so the motor component of sign language taps into an additional sense that provides one more strategy to learn difficult material.

-Paula Thornton

TEAM Chairperson/Guidance Counselor

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**Emergency Responders:**

“Very informative, thank you for the tools and new ways to help deal and communicate with the autistic population!”

“Thank you for the visual materials that will go in our trucks to help us deal with the autistic population and others who have difficulty communicating!”
 “I loved Carole's approach and strategies to help keep all calm and make it easier to work with those who have trouble communicating!”

-Sudbury Fire Department

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**Horse Therapy:**

We were connected to Carole Flynn through mutual clients and she surpassed all of the rave reviews we heard. Carole helped us to create a 6 week sign language training/ workshop for us this fall, tailored to our needs as a therapeutic horseback riding center.

From day one Carole had us mesmerized by her enthusiasm and engaging teaching style and passion for the work she does. She showed us that sign language is not just used for children who have hearing or communication challenges, but for all students it is beneficial in accelerating speech development; in processing, retaining, retrieving, and expressing information.

We work with a wide range of students and had many questions for Carole about how to implement and effectively use sign within our lesson plans. Carole was very flexible and helped us to learn a supplemental language for the barn and riding that would be easy to use. Each week we reviewed the previous week’s signs and learned new signs that we could immediately and effectively implement in our lessons to help facilitate and improve language and communication, behavior, social and emotional skills, achieve individualized goals and build self-esteem.

Carole helped us create a collection of “Boardmaker” and sign symbols to use with our students in conjunction with the sign. Since we started using these tools with our students we have noticed improved auditory processing skills (the added visual input helps); improved motor planning skills by using the hands; and new levels of engagement and focus from our students. Sign is a fun and interactive way to have students participate and interact with one another.

Our work with Carole has made deep impressions on all of us and has renewed our passion and showed us many new opportunities for our students to succeed. I would recommend Carole to anyone. She seems to have a magical touch with children and adults- she had us all begging for more time with her!

I cannot thank Carole enough for the all of the skills and renewed passion that she has given us- she is an inspiration and is so wonderful to share her gifts with us all. Her love of children and passion for helping them succeed is contagious- if only more teachers could work with Carole!!

-Allie Dingman

Director of Programming, Instructor and Volunteer Coordinator

Friends For Tomorrow, Inc

Therapeutic horseback riding program in Lincoln, MA

"You changed my life as a teacher by giving me a new way to communicate with my students, I'm so grateful!"

"Thank you Carole for all that you have taught us and for inspiring us to try new things and become better teachers!"

"Thanks for showing your incredible gifts of communication and language relationships, you are truly inspirational, I have gained new joy in life!"

-Friends for Tomorrow: Horse Therapy Program for Children with Special Needs