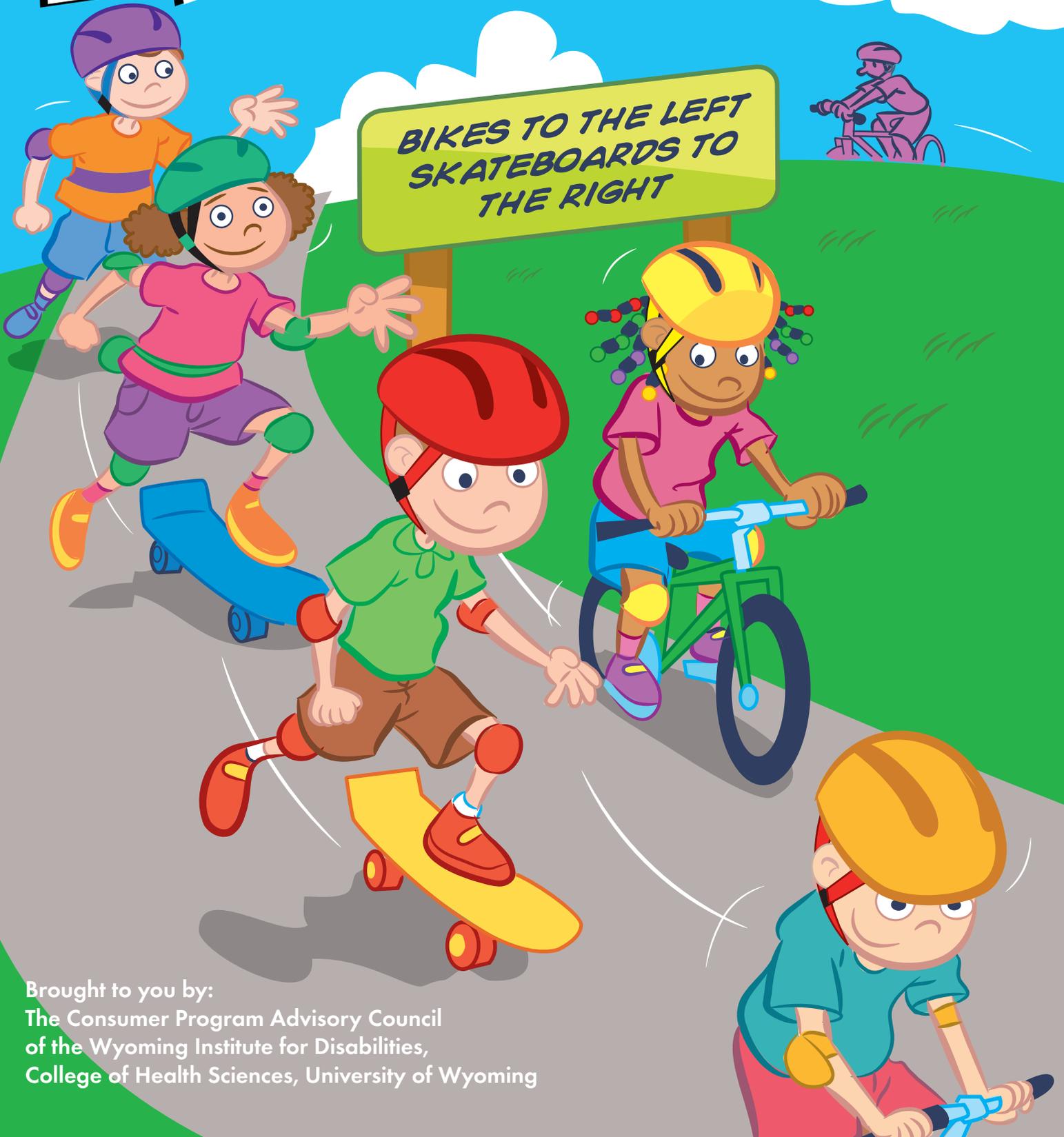


LET'S RIDE!



Brought to you by:
The Consumer Program Advisory Council
of the Wyoming Institute for Disabilities,
College of Health Sciences, University of Wyoming

Produced by the Consumer Program Advisory Council (CPAC) of the Wyoming Institute for Disabilities (WIND), College of Health Sciences, University of Wyoming, whose members are:

Susan Bentley, CPAC Chairperson	George Garcia
Molly Bentley	Fred Lamb
Karen Bowyer	Richard Leslie
Kendall Corbett	Keith Miller
Dorothy Cronin	Brenda Oswald

A special thank you to Dorothy Cronin, executive director of the Wyoming Brain Injury Association, for her expertise in developing this coloring book. Without her input, many factors related to traumatic brain injury prevention and effects would have been missed.

This volume is dedicated to all the past and present members of WIND's Consumer Program Advisory Council (CPAC) who have so richly contributed to the development of the series.

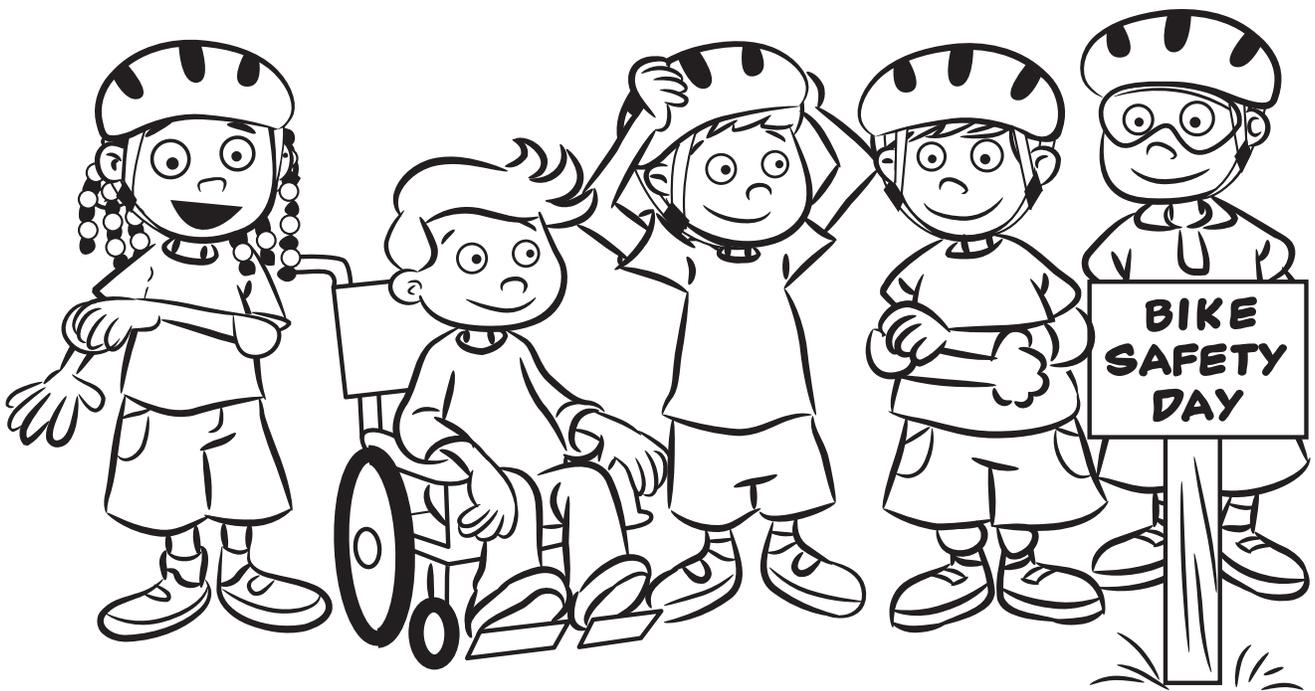
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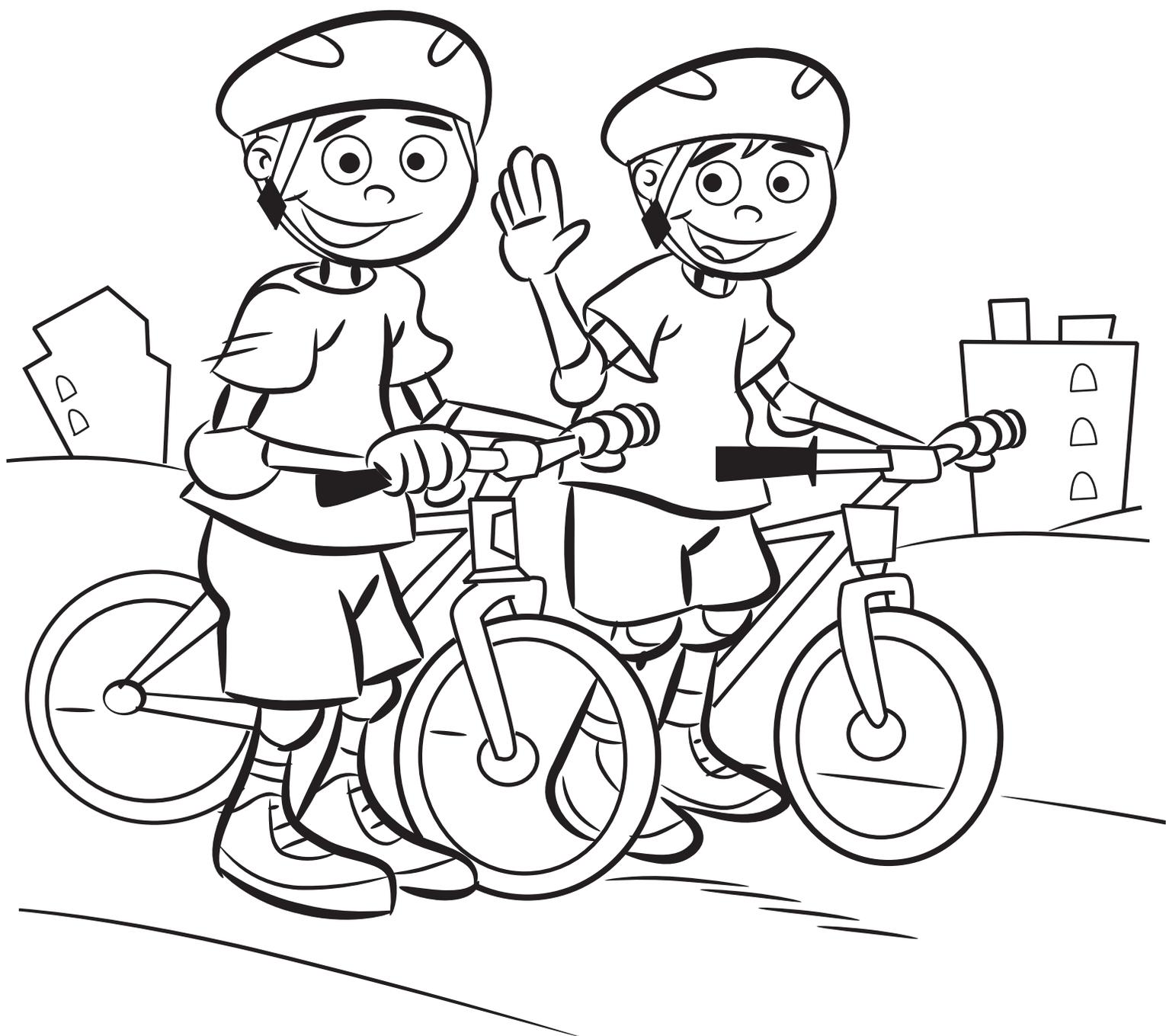
LET'S RIDE!

coloring book

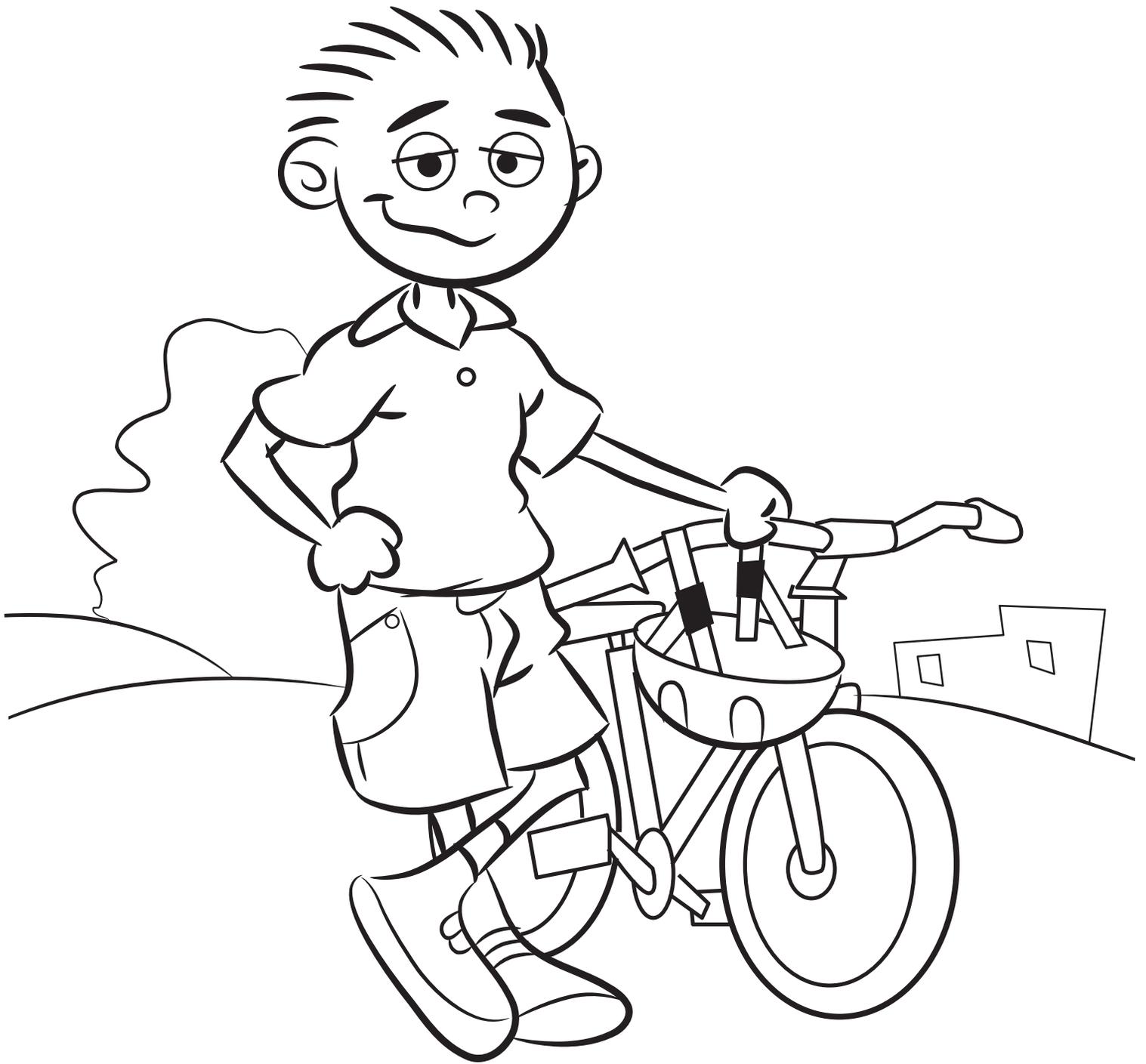


Story development by members of
The Consumer Program Advisory Council of the Wyoming Institute for Disabilities
College of Health Sciences
University of Wyoming

Illustrated by Luke McDonnell • Graphic design by Elizabeth Ono Rahel



Hi! Our names are Ben and George.



This is our friend, Fred.



We are in Mrs. Smith's classroom.



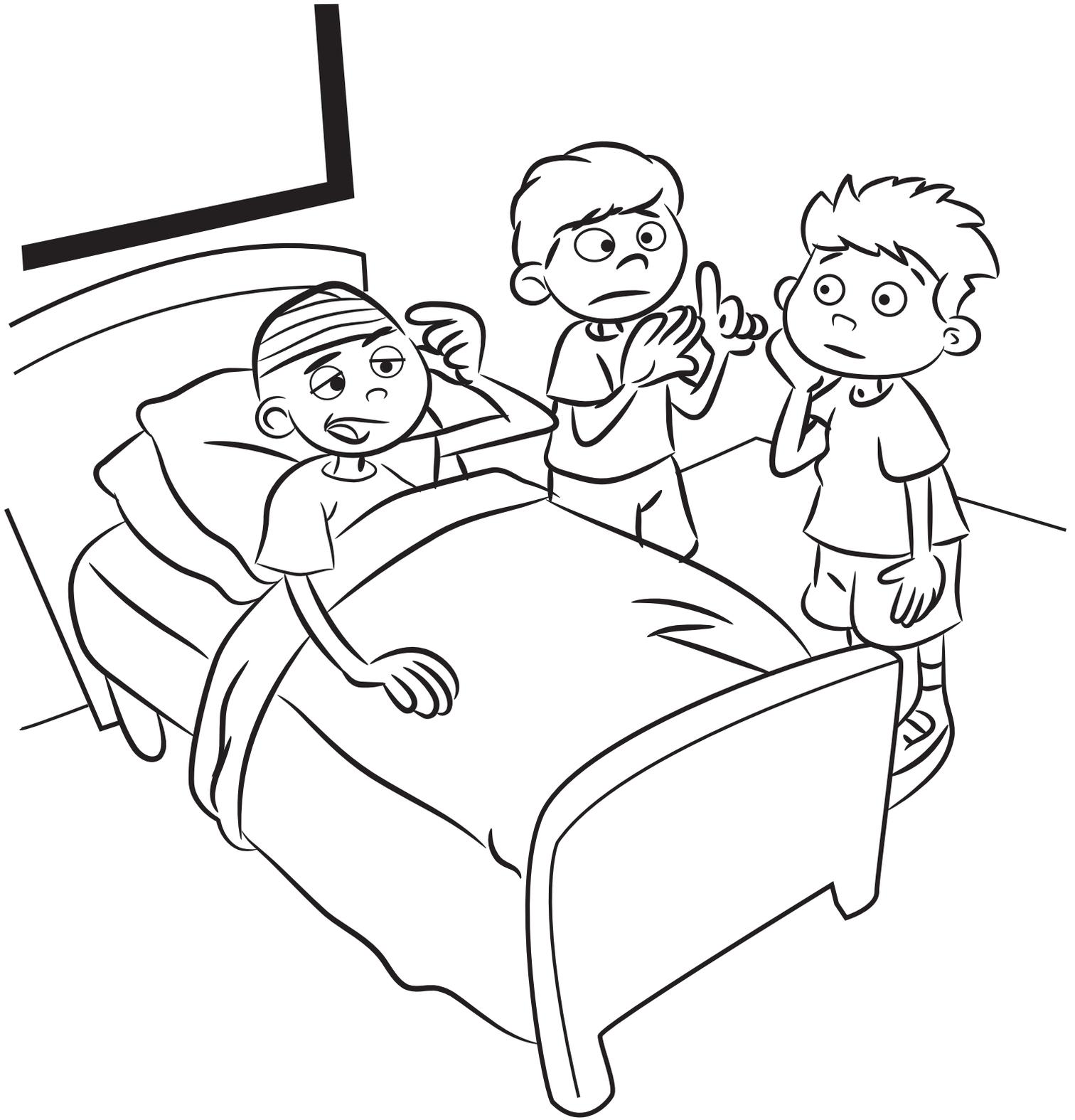
We like to ride our bikes to school.



Fred yells, "Yikes!"

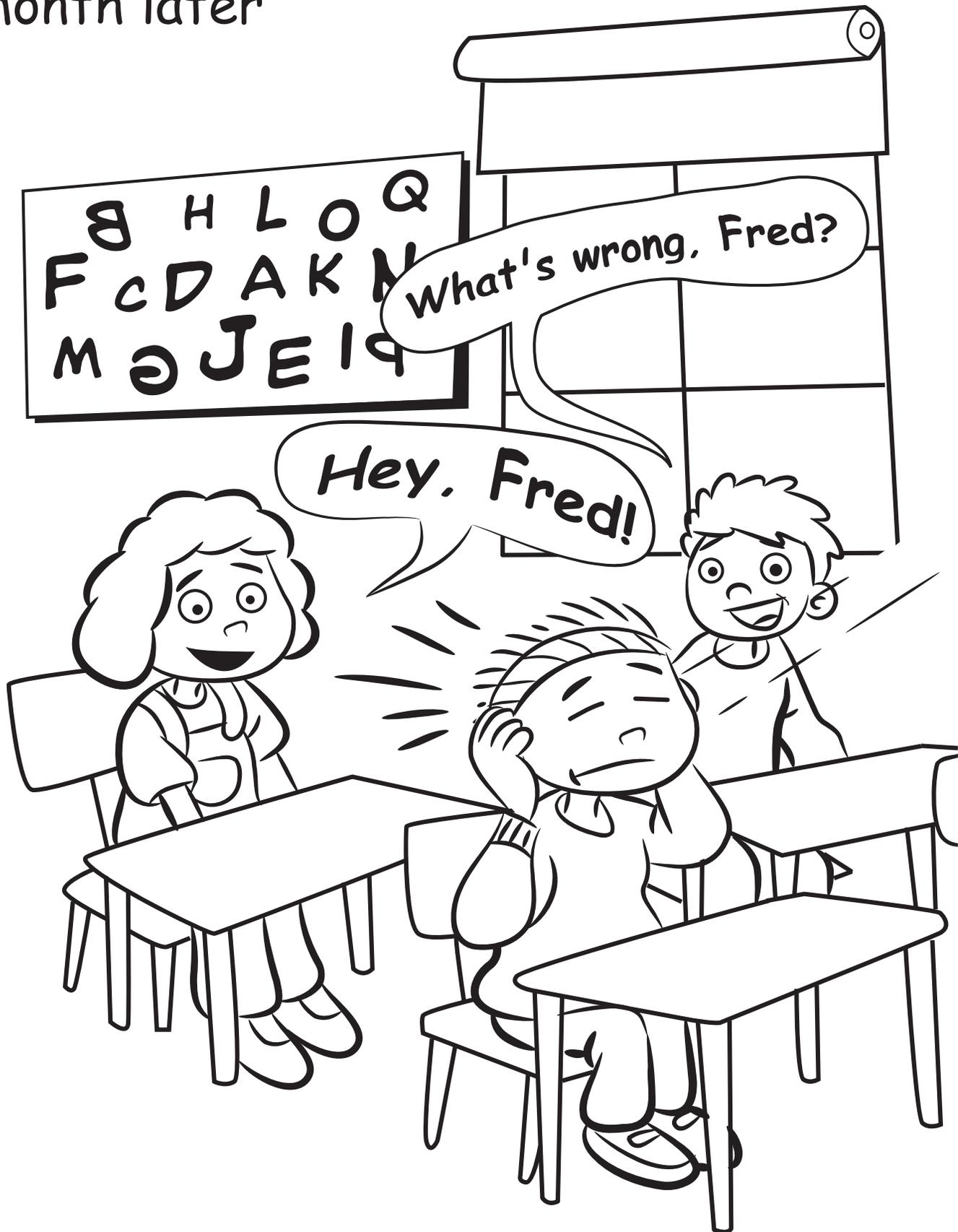


Ben asks, "Are you ok?"



My doctor says I have a brain injury.

One month later



Fred says, "School is a lot different than I remembered it."

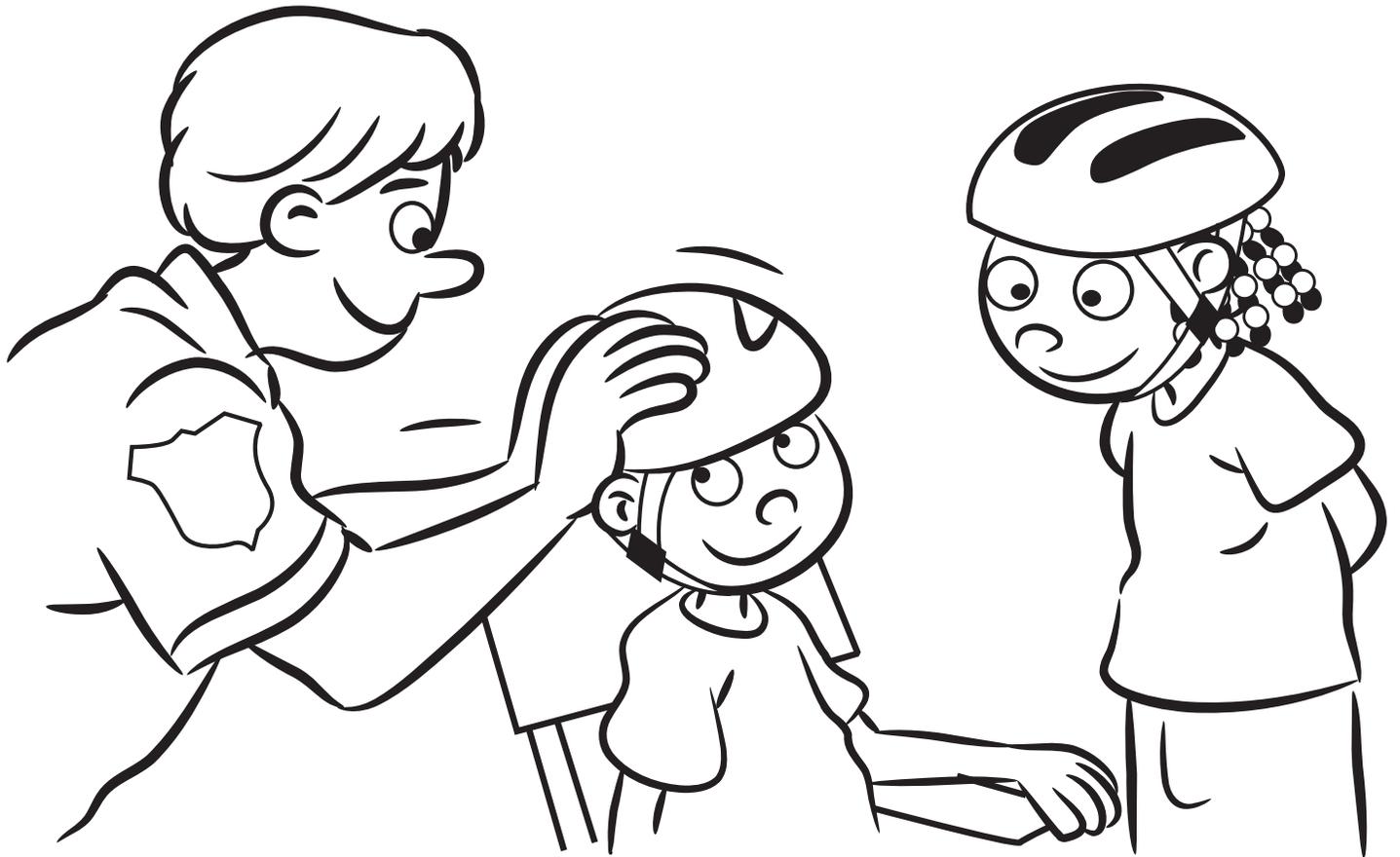


How are you, Fred?



Fred says, "Ahhh! This feels better."

Helmet Fitting Day



Fred says, "I learned I need to wear my helmet."



How to Fit a Bicycle Helmet

Step 1: Size

Measure your head for approximate size. Try the helmet on to make sure it fits snugly. With it sitting flat on top of your head, make sure the helmet doesn't rock side to side. Use the sizing pads that come with new helmets to securely fit the helmet to your head. Mix or match the sizing pads for the greatest comfort. Remove the padding when your head grows. If the helmet has a universal fit ring instead of sizing pads, adjust the ring size to fit the head.

Step 2: Position

The helmet should sit level on your head and low on your forehead—one or two finger-widths above your eyebrow.

Step 3: Buckles

Center the left buckle under the chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This is easier if you take the helmet off to make these adjustments.

Step 4: Side Straps

Adjust the slider on both straps to form a “V” shape under, and slightly in front of, the ears. Lock the slider if possible

Step 5: Chin Strap

Buckle your chin strap. Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap.

Step 6: Final Fitting

- A. Does your helmet fit right? Open your mouth wide...big yawn! The helmet should pull down on the head. If not, refer back to step 5 and tighten the chin strap.
- B. Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle, shorten the front strap by moving the slider forward. Buckle, retighten the chin strap, and test again.
- C. Does your helmet rock forward into your eyes? If so, unbuckle, tighten the back strap by moving the slider back toward the ear. Buckle, retighten the chin strap, and test again.
- D. Roll the rubber band down to the buckle. All four straps must go through the rubber band and be close to the buckle to prevent the buckle from slipping.

Adapted from <http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/easystepsweb/images/EasyStepsEngColor.pdf>



Safe kids are cool kids!

Talking to Children About Brain Injury

After a relative or friend has a brain injury, life can be especially hard for children. Parents often say that they have trouble explaining injuries to their children. Explaining the following points to your child may help him or her better understand what has happened to their family member or friend. Your child may feel better if he or she understands what is going on and be less scared. Talking about the injury also opens the lines of communication and lets them know it is okay to talk to you about it.

The brain controls how the whole body works. After the brain is hurt, it may send out the wrong signals to the body or send out no signals at all. A person with a brain injury may have trouble walking, talking, hearing, or seeing. They may even need a machine to help them breathe.

The person with a brain injury may look the same, but usually they will act different from before. The person may walk slowly or use a wheelchair to get around. They may get tired easily and sleep a lot. Paying attention may be harder for them. They may not remember what you say to them. They may have trouble understanding a joke or telling a story. They might say or do things that are strange or embarrassing. They may get angry more easily.

The person might be upset because of the changes caused by their injury. There may be things that the person with a brain injury cannot do anymore, like playing soccer or going swimming. If other people laugh or treat the person differently than before, the person may feel sad and cry easily. Sometimes a person with a brain injury will be very angry about the injury and might get mad and yell a lot.

Getting better after a brain injury takes a long time, even longer than getting better from a broken leg. Getting better may take months or even years. Sometimes people with a brain injury have problems for the rest of their lives. Still, they can feel better and learn new ways to do things.

Brain injury changes people, sometimes a little, sometimes a lot. You might be confused by the changes you see. Still, you love and care about the person anyway. Even though they might seem sad or mad sometimes, remember that they still love and care about you too. Try to remember that the changes are caused by a brain injury. Then the changes will be easier to accept.

The National Resource Center recently published a book entitled, *A Kid's Guide to Brain Injury*. The book helps teach children about brain injury and its effects, and the content is geared for children ages 6 to 14. If you are interested in purchasing this book, contact the National Resource Center to request a catalog at (804) 828-9055 or visit the Web site at www.neuro.pmr.vcu.edu.

Let's Ride! is the fourth in a series of coloring books designed by the Wyoming Institute for Disabilities' (WIND) Consumer Program Advisory Council (CPAC). WIND is a division of the College of Health Sciences at the University of Wyoming. These coloring books promote young children's disability awareness. Each book highlights a different disability, to teach young children that children with disabilities may do things differently, but they're still just kids. *Let's Ride!* focuses on Fred, a friend of the characters we've already met. Fred becomes brain injured in a bicycle accident. The story talks about some of the ways Fred adapts to his brain injury, and how his friends and teachers help him adapt.

We hope that the coloring book will be used to provoke discussions about the acceptance of persons who are different than us and that differences in others is a natural and desirable part of life. A good place to start is to discuss "People First Language."

People First Language is easy to learn—people come first before their disability. If we use words that put the disability before the person, we tend to only see the disability, not the many characteristics that make up the person. Here are examples of positive phrases and negative phrases. Note that the positive phrases put the person first.

Positive Phrases	Negative Phrases
A person who uses a wheelchair	Wheelchair bound, confined to a wheelchair
A person with an intellectual disability A person with a cognitive disability	Retarded person
A person a visual impairment	The blind
A person who is deaf People with hearing impairments	Suffers a hearing loss
A person with a specific disability (for example, brain injury)	Afflicted with a brain injury
A person with a speech impairment	Dumb, mute
A person with a disability	A disabled person, handicapped



A FORCE FIGHTING FOR PEOPLE WITH DISABILITIES



The Consumer Program Advisory Council (CPAC) of the Wyoming Institute for Disabilities (WIND) is a group of individuals with disabilities and family members working together to create educational resources for disability awareness in Wyoming.

The CPAC holds quarterly meetings to create, organize, and distribute its awareness projects. All members of the CPAC are also members of the larger WIND Advisory Committee, which advises WIND on policy issues and the needs of persons with disabilities.

WIND Mission Statement

“The mission of the Wyoming Institute for Disabilities is to assist individuals with developmental and other disabilities and their families to achieve their desired quality of life by promoting and supporting full community inclusion, community membership, independence, productivity, and social participation.”

Comments and Suggestions

Comments and suggestions on this coloring book project (its usefulness, suggestions to make it better, ideas of topics for future books, etc.) are welcome and encouraged. Please send your comments and suggestions to:

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