

Parent Newsletter



Published by the Department of Special Education

Lincoln Public Schools

MESSAGE FROM THE DIRECTOR

We've had a great start to our school year! It has been an absolute joy to work with the leadership team in the special education department. Cindy Brunken, Mary Ells, Tanya Hilligoss, Teri Ourada, Mary Phillips, and Susan Safarik are highly skilled professionals who care deeply about staff, students, and families. I am proud to work with them and with our principals, coordinators, and teachers across the district as they provide services to help individual children be the very best that they can be. I am also impressed by my colleagues in the Lincoln Public Schools District Offices who work diligently to make a complex system run so smoothly.

As with any new job, I am learning on a daily basis. It has been exhilarating (it must be, because I am often breathless!). I am thankful that I've had the opportunity to work with all ages of students from birth to age 21 in a variety of settings. My first career and identity was as a speech-language pathologist and then as a resource teacher. The past 12 years as a principal has provided me with another perspective – one that considers the needs of all levels of learners and the importance of the school community. I am looking forward to combining my

general education and special education experiences in this new adventure.

I have a wonderful husband, Kent. You may remember him as a basketball player at East, an ER doctor at St. Elizabeth's, or perhaps in connection with the Lincoln Stars. Maybe you are familiar with his family of educators including Kahoa Elementary's principal, Russ Reckewey. Maybe you've never heard of him. If that's the case, I'm here to tell you that he is truly wonderful. Kent has two sons, Jon and Joel - both tennis players, both in school, one is an undergraduate and the other is in graduate school. Kent and I enjoy time with our family, traveling, playing golf, cooking, and swimming. We are fortunate to have a full and active life.

The down side of this job is that I don't get to see children every day. I miss them tremendously. But the image of those little darlings is the motivating force behind my work each day. It is my mission to support staff and families to help children reach their potential. I am looking forward to working with all of you. Best wishes for a wonderful year!

Dr. Kris Reckewey

A NEW SERVICE DELIVERY MODEL FOR ARTICULATION THERAPY

Speech-language pathologists (SLPs) in Lincoln Public Schools are piloting a new model of delivery for articulation development services. If your child is working on correcting production of a specific speech sound (e.g., "r," "s," "l," "th," etc.), your child's SLP may have contacted you about this new approach. Previously, most students working to improve their articulation skills were seen by the SLP one to two days per week for small group instruction lasting 25-30 minutes. These small groups often included students who were working on different speech sound errors.

"Intense articulation" or "Speedy Speech" is a speech therapy approach used to correct one to two speech sound errors in a very focused, brief, and intense manner.

Students are seen by the SLP individually for 5-7 minutes two to three times per week. The SLP comes to the classroom and works with the student in the hallway. The student receives focused, intense, one-on-one instruction and practice with

continued on next page

IN THIS ISSUE

Fall spotlights

- ☞ Message From the Director
- ☞ Parent Center on the Web
- ☞ A News Service Delivery Model for Articulation Therapy
- ☞ The Most Important Elements of Social Language Development
- ☞ Lincoln Parks and Recreation Programs for Youth with Special Needs
- ☞ Madonna Rehabilitation Hospital's Adaptive Sports and Recreation Program



ARTICULATION THERAPY . . . CONTINUED FROM PAGE 1

immediate feedback. Progress monitoring data is collected during each session. Drill and practice activities are tied to the curriculum as much as possible.

This intense treatment approach has been shown to increase articulation proficiency more quickly than the traditional approach. Many students are able to correct their articulation errors in one to two semesters versus two to three years. The rate of success increases when students have the additional opportunity to practice their skills both at school and at home. Your child may be sharing activities with you to practice at home.

There are several advantages to this approach. Students spend more time learning in their regular classroom and less time away from the classroom in speech therapy. Students do not lose instructional time walking to the speech room. Students can receive speech instruction at different times throughout

the day so as not to miss the same instruction every day. Brief and intense instruction keeps students engaged and increases practice opportunities. Finally, behaviors and group dynamics are not a factor during one-on-one instructional time.

If your student is a part of this new program, the minutes on your child's IEP may be met in a different manner. Instead of your child attending speech for longer periods of time a few times each week, he/she may attend for shorter periods of time, more frequently, in an individualized session. Your SLP may be contacting you to discuss making a minor change to the minutes on your child's IEP.

If you have questions about this new approach, please contact the SLP at your building or Cindy Brunken, speech-language pathology program supervisor, at 436-1902.

THE MOST IMPORTANT ELEMENTS OF SOCIAL LANGUAGE DEVELOPMENT

Children with typical language development acquire and refine social language skills from early preschool until at least adolescence (Selman, 1981). Numerous studies have found that students with limited or impaired language skills (LI) experience a poor quality of social interactions (Craig & Gallagher, 1985; Hadley & Rice, 1991; Fujiki, Brinton, Robinson, & Watson, 1997; Craig, 1993). Children with language impairments generally exhibit greater deficits in social cognitive processing, particularly decoding emotions and solving social problems (Cohen, Menna, Vallance, Barwick, et al., 1998). These children have trouble inferring how someone else feels, thinking of appropriate strategies to handle social conflicts, and knowing when a conflict has been resolved (Cohen et al., 1998).

Students with age-appropriate social language skills are apt to have friends and be chosen by their peers for teams, parties, etc. They are likely to conduct themselves well on the playground, in the classroom, and outside of school. Those at risk for social skills are likely to encounter difficulty with reading comprehension, interactive school tasks, and unstructured time at school. They are unlikely to acquire and keep friends by compromising and taking other actions to nurture long-term relationships.

Social interactions are dynamic and depend heavily on verbal and nonverbal communication. That may be the main reason children with language impairment and/or children who have difficulty relating to others (autism spectrum disorders) experience impaired social interaction skills (Fujiki, Brinton, Hart, & Fitzgerald, 1999).

A key element of successful social interaction is taking the perspective of another person. This skill is essential to conflict

negotiation and, in general, getting along with others. Students who do not or cannot take someone else's perspective often have difficulty "getting it" in many contexts, including comprehending what they read (character motivation, etc.), realizing why school rules are important, and even appropriately interpreting everyday interactions. The social growth and acceptance of such children may depend on training to help them understand and express their own perspectives and recognize other people's perspectives (Brinton, Fujiki, & McKee, 1998).

In addition to understanding others' perspectives, students require these skills to successfully interact socially within the academic environment:

- Detect, understand, and use nonverbal communication
- Make logical inferences
- Read other people's emotions
- Predict what others intend to do and why
- Interpret context clues to grasp situation dynamics
- State problems clearly
- Propose appropriate solutions to problems or strategies to resolve conflicts
- Evaluate the pros and cons of completed social interactions
- Use tact, be considerate of others, avoid being rude or hurtful
- Consider the long-term relationship consequences of remarks or action

From Social Language Development Test – Elementary Copyright © 2008 LinguiSystems, Inc.

Print this page from linguisystems.com/freedownloads.php

LINCOLN PARKS AND RECREATION

EASTERDAY RECREATION CENTER (6130 ADAMS)

PROGRAMS FOR YOUTH WITH SPECIAL NEEDS FALL 2009



Monday Hi-Time Club (for junior high/senior high youth with special needs)

September 14 – December 7 (12 weeks) - 7:00 p.m. - 8:30 p.m.

Everyone who attends club must pre-register. Registration fee for Fall Club Session is \$12.00. Door-to-door transportation is available for an additional charge of \$42.00 for the Fall Session. Additional charges for some activities. Activities are now based out of Easterday Recreation Center.

Tuesday Fun Club (for grade school youth with special needs)

September 15 – December 8 (12 weeks) - 5:00 p.m. - 6:20 p.m.

Everyone who attends club must pre-register. Registration fee for Fall Club Session is \$12.00. Door-to-door transportation is available for an additional charge of \$42.00 for the Fall Session. Additional charges for some activities. Activities are now based out of Easterday Recreation Center.



Holiday Ceramics (for older youth and adults)

Participants paint 2 -3 pieces of greenware with the assistance of instructors. Class meets on Saturday mornings at Calvert Recreation Center (4500 Stockwell). Call Easterday Center to register.

* Cost includes supplies

Begin	Day	Time	Location	Weeks	Fee\$
Nov 7	Sat	9:30 – 10:45 a.m.	Calvert	3	19.25*
Nov 7	Sat	11:00 – 12:15 p.m.	Calvert	3	19.25*
Dec 5	Sat	9:30 – 10:45 a.m.	Calvert	3	19.25*
Dec 5	Sat	11:00 – 12:15 p.m.	Calvert	3	19.25*

Special Olympics

Lincoln Parks and Recreation sponsors the Lincoln Shooting Stars Special Olympics Team which practices for competitions in bowling, swimming, basketball, track & field, volleyball, golf, roller skating, flag football and bocce. For more information about our team or other teams in Lincoln, call Kerry Zingg at 441-7877.

Pre-registration is required for all classes, clubs, and Special Olympics.

Call Kerry Zingg, Debra Williams, or Monica Manning at 441-7877 for registration forms or for additional information.



Mark your calendars for these 2010 workshops for youths with physical activity limitations, presented by Madonna Rehabilitation Hospital's Adaptive Sports and Recreation Program.

February Power Wheelchair Soccer at Madonna ProActive
7111 Stephanie Lane
(55th & Pine Lake Road)
Date and time to be announced

April Wheelchair Football
Saturday, April 24
Location and time to be announced

March Power Wheelchair Soccer at Madonna ProActive
7111 Stephanie Lane
(55th & Pine Lake Road)
Date and time to be announced

The criteria to participate in workshops may vary depending upon the activity offered. For additional information, contact Ian Thompson at 486-7766 or ithompson@madonna.org.

DEPARTMENT OF SPECIAL EDUCATION 2009-2010

Kristine Reckewey, Director 436-1932 kreckew@lps.org

(Executive Secretary: Jeannette Pearley/436-1919;

Bookkeeper: Sherrie Fredrick/436-1903; Karan

Hanssen/436-1922)

Responsibilities:

- Overall Department Organization and Operation
- Budget, Staffing and IDEA Grant Coordination
- Compliance Issues at District and Building Levels
- Coordinators/Assistant Principals (monthly meetings)
- Level III Placement Coordination
- Nebraska Department of Education (NDE) Preparation and Maintenance of Claim, Plan and Budget, Audits
- Parent Advisory Committee
- Professional Development and Curriculum and Instruction Study Supports
- Psychologists Supervision
 - Response to Intervention Math (RTI)
 - Special Education Website
 - SPELL Committee
- State and Federal Compliance
- Transportation for Special Education

Mary Ells, Assistant Director 436-1806 mells@lps.org

(Executive Secretary: Jeannette Pearley/436-1919; Secretary:

Margy Wagner/436-1826)

Schools Assigned: Southwest, Scott, Adams, Cavett, Hill

Responsibilities:

- Assist in Overall Management of Department and Office
 - Staff Supervision
- Assistive Technology Services Supervision
- CRS Resource Program
- Curriculum and Instruction Study
- Data Warehouse
- District Wide Assessment: Accommodations, Alternate Assessment, CRT, GDR, NRT
- Expertise in Programs/Services for Students with Autism, Learning Disabilities, Mental Handicaps
- Grants Coordination: Collaborative Project and SCIP Grants
- Homebound Program Supervision
- IEPs and Student Record System (SRS): Monitor, Plan and Implement
- Inclusion Cadre Services Supervision
- Improving Learning for Children with Disabilities (ILCD)
 - Program Evaluation
- Nonpublic Services Supervision
- Professional Development and School Improvement District Committee
- Professional Development Support Team
- Response to Intervention (RTI) K-8 Reading and Writing
- Summer Services Support

Cindy Brunken, Supervisor 436-1902 cbrunk@lps.org

(Secretary: Margy Wagner/436-1826)

Schools Assigned: East, Lux, Eastridge, Holmes, Maxey,

Morley, Pyrtle

Responsibilities:

- Brain Injury Regional School Support Team (BIRSST) and Grant Co-Chairperson
- Curriculum and Instruction Study and Resource Program Assistance
- Expertise in Programs for Students with Speech-Language Impairments
- IEP – Monitor, Plan, and Implement
- Medicaid – MIPS and Medicaid Administrative Outreach Claim
- Parent Newsletter
- Professional Development Supports
- Response to Intervention (RTI) K-8 Reading and Writing
- Speech-Language Program Supervision
- Summer Services Support
 - VIP – UNL Athletic Department/LPS Special Education Co-Chairperson

Tanya Hilligoss, Supervisor 436-1915 thillig@lps.org

(Secretary: Carol Jaber/436-1901;

Secretary: Lisa Fry/436-1905)

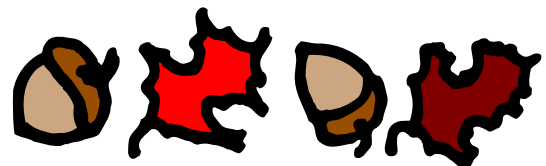
Schools Assigned: Southeast, Bryan, Irving, Pound, Beattie,

Calvert, Humann, Prescott, Rousseau, Saratoga, Sheridan,

Zeman

Responsibilities:

- Audiologists, Educational Interpreters, and Itinerant Hearing Resource Teachers Supervision
- Books on Tape Services
- Deaf and Hard of Hearing Programs/Services
- Community Based Education
- Curriculum and Instruction Study Assistance
- Functional Curriculum for Student with Significant Needs
- Contracts In Coordination
- Professional Development Supports
- Regional Program for the Deaf
- Summer School Coordination
- Surrogate Parents Appointments
- Visual Impairment Program/Services: Vision Resource Teachers, Mobility Specialists Supervision
- VOICE Program Supervision/Transition with Teri Ourada



Mary Phillips, Supervisor 436-1907 mphil@lps.org

(ECSE Registrar: Judy Hornung/436-1920;

Mary Prai/436-1909)

Schools assigned: Lincoln High, Goodrich, Lefler, Park, Belmont, Campbell, Elliott, Everett, Fredstrom, Lakeview, McPhee, Randolph, Roper, West Lincoln

Responsibilities:

- Early Childhood Special Education Program/Services: Child Study and Home Base Supervision
- Early Childhood Outcomes Monitoring
- Early Childhood Planning Region Team Chairperson and Regional System and Support/Change Grant
- Early Childhood Curriculum and Instruction Study
- Improving Learning for Children with Disabilities (ILCD):
 - Early Childhood Indicators
- Medicaid - MIPS
- Paraeducator Staff Development and Rule 11 Compliance
- Physical Therapy and Occupational Therapy Program/Services: OT/PT Supervision
- Professional Development Supports
- Summer Services Support



Susan Safarik, Supervisor 436-1918 sbuchan@lps.org

(Secretary: Mary Prai/436-1909)

Schools assigned: Northeast, North Star, Culler, Mickle, Schoo, Arnold, Brownell, Clinton, Hartley, Huntington, Kahoa, Kooser, Meadow Lane, Norwood Park, Pershing, Riley

Responsibilities:

- Behavioral Disorders Program/Services: Behavioral Skills Program, Special Education
- Alternative Program and Yankee Hill Program Supervision
- Behavioral Specialists and Behavioral Therapists Supervision
- Expertise in Programs/Services for Students with Behavioral Disorders
- Cedars Youth Service System Residential Program Supervision
- Child Guidance Residential Program Supervision and Rule 18 Compliance
- Contracts Out Coordination and Rule 19 Compliance
- Curriculum and Instruction Study Assistance
- MANDT Training Program Supervision
- Professional Development Supports
- Program Review Committee
- Response to Intervention (RTI) Behavior
- Summer Services Support



PARENT CENTER ON THE WEB

Lincoln Public Schools now offers a new Parent Center on the Web site at www.lps.org.

Go to the LPS Web and look for the Parent Center along the top navigation bar.

What will you find?

Quick links to LPS info such as:

- Calendars (student, staff, special events)
- Employee address search
- Links to elementary, middle and high schools
- A wide variety of forms: attendance, health, facilities

- Home school lookup
- Honors
- Lunch menus and information for purchasing meals
- Student services
- Publications such as Important Information Booklet, Annual Report, Community News

The site also features a new item called ParentNotes, providing the most current information of interest to parents: services, resources, data, and news from around the school district, as well as links to services and resources in the community.





LINCOLN BOARD OF EDUCATION



Barbara Baier
Kathy Danek

Kevin Keller
Lillie Larsen
Don Mayhew

Richard Meginnis
Ed Zimmer

E. Susan Gourley, Superintendent

5901 O Street • Lincoln, NE 68510 • Mailing Address: P.O. Box 82889 • Lincoln, NE 68501-2889

An Equal Opportunity/Affirmative Action Employer

5/09

Non-profit Org.
U.S. Postage
PAID
Lincoln, Nebraska
Permit 158

Lincoln Public Schools
P.O. Box 82889
Lincoln, NE 68501