

Parent Newsletter



Published by the Department of Special Education

Lincoln Public Schools

MESSAGE FROM THE DIRECTOR:

Exceptionalities Book Display

Kris Reckewey, Ph.D.

Media and literature have a tremendous impact on our lives. Learning from literature helps us to expand our knowledge base and to imagine possibilities. How people are portrayed in literature can affect our assumptions and beliefs. That is why it is so important for our youth to be exposed to literature with characters who have disabilities that demonstrate how someone with a disability can live a full and happy life; literature about people with disabilities can help others learn, understand, and cope.

Mary Flory and Patty Daberkow, members of the Lincoln Public Schools (LPS) Special Education Support Team, and Betsy McEntarffer from the LPS Department of Library Media Services have teamed to create an Exceptionalities Book Display for LPS. This team put together a collection of books that would 1) help others learn about various disabilities, 2) could be used by individuals with disabilities, and 3) feature individuals with disabilities in literature, and 4) through the use of technology, provide access to literature for students with disabilities. As you might guess, the books are both nonfiction and fiction. The Exceptionalities Book Display Team created a book review system on line so that LPS staff can read the books and rate the books for other readers.

As Mrs. Flory, Mrs. Daberkow, and Mrs. McEntarffer reviewed possible books for this collection, they considered a variety of factors. They reviewed the illustrations, story line, lifestyle, and relationships among the characters in the books. Students with disabilities could not be stereotyped and needed to be shown in typical settings with their nondisabled peers. Characters with disabilities needed to be presented as individuals with distinctive personal features. They looked for books that contained stories and illustrations that showed individuals with disabilities in active roles that demonstrated their abilities as well as their disabilities. The standard

for success for the character couldn't be a miraculous change, rather it needed to be one of facing adversity in a positive manner or simply being a part of the story.

In addition to the literature that contain people with disabilities, the display also provides books that share information about specific disabilities. Readers will gain accurate information and a better understanding about disabilities, how to use people first language, and how each child needs to be considered as special because of his/her abilities and unique characteristics. The books provide a wonderful opportunity to share information about disabilities with children in a safe setting, where they are comfortable asking questions as they gain understanding.

We are especially excited about some of the books that are for students who have a disability. There is a beautiful book in Braille that describes color through words and texture. Other books provide additional textures

continued on next page

IN THIS ISSUE

Summer Spotlights

- ⚙ Message From the Director: Exceptionalities Book Display
- ⚙ Five Steps to Better Problem Solving for Teens
- ⚙ The Nebraska Youth Leadership Council
- ⚙ Social Skills Resources
- ⚙ Summer School
- ⚙ Parent-Friendly Strategies for Positive Behavior Support in the Home
- ⚙ 2011 Junior Wheelchair Sports and Recreation Camp
- ⚙ Easterday Recreation Center Programs for Youth with Special Needs
- ⚙ Chicken Pox Vaccinations

MESSAGE FROM DIRECTOR . . . CONTINUED FROM PAGE 1

and sounds to enhance the experience for the reader. Another book can be read aloud by pushing a switch for each page. Mrs. Flory and Mrs. Daberkow report that students absolutely beam when using these books.

We hope you will stop by to look at our collection. It is currently in the hallway at LPSDO in front of the Library Media Services Department. We are pleased to have two

large tables with books displayed and we hope that our collection will continue to grow in the years to come. Thank you to Mary Flory, Patty Daberkow, and Betsy McEntarffer for providing such a wonderful start to our Exceptionalities Book Display. Thanks also to Mr. Bob Reeker and his art students at Eastridge Elementary for loaning their beautiful art for this display

FIVE STEPS TO BETTER PROBLEM SOLVING FOR TEENS

It's no wonder that students with any type of learning difference or special need require extra practice solving problems to negotiate daily life experiences. These students often don't understand the hidden social agenda and the meaning of nonverbal language. To add fuel to the fire, they may suffer humiliation if they say or do anything that indicates they didn't quite "get it." Solving problems requires integrating specific skills and maintaining a positive attitude.

The skills of problem solving include the following (LoGiudice & McConnell, 2004):

- sequencing
- critical thinking
- analyzing
- organization
- communication

As typically-developing students mature, problem solving shifts from one person's perspective, usually his own, to a perspective that views each party to the conflict as a separate agent with an equal interest in the problem (Bowers, Huisingsh, & LoGiudice, 2010a, 2010b). Students begin to think of the consequences of a solution in terms of other people's perspectives and consider how their own actions will affect others.

Characteristics that enhance the ability to maintain a positive attitude for effective problem solving include the following (LoGiudice & McConnell, 2004):

- flexibility
- self-confidence
- ability to suspend judgment
- respect for self and others
- appropriate appraisal of personal strengths and weaknesses

This five-step framework will help your child find the best solutions to his/her problems.

Step 1: State the problem in one clear sentence.

- What is the problem?

- Who owns the problem (one person or more than one person)?

Step 2: Think of solutions.

- Is there more than one good way to solve the problem?
- What help or resources do I need?

Step 3: Predict what will happen for each solution.

- What are the pros and cons of each solution?
- What will the consequences be of each action?

Step 4: Try a solution.

- What's the best solution and why?
- What are the steps I need to follow to do the solution?

Step 5: Justify my solution.

- What was the outcome?
- What were other people's reactions to the outcome?
- Did my solution work and why?
- What could I have done differently?

Encourage your child to use the steps as he/she learns to solve problems intentionally. Students who know how to identify a problem, prioritize its importance, brainstorm logical solutions, plan, implement what to do, and evaluate the outcome of their choice, have important life skills. They are able to approach everyday social problems in an organized, logical manner with the flexibility and confidence they need to do well in school and in life.

From Social Language Training Adolescent by Linda Bowers, Rosemary Huisingsh, and Carolyn LoGiudice

LoGiudice, C., & McConnell, N. (2004). Room 28: A social language program. East Moline, IL: LinguSystems, Inc.

Bowers, L., Huisingsh, R., & LoGiudice, C. (2010a). Social language development test adolescent. East Moline, IL: LinguSystems, Inc.

Bowers, L., Huisingsh, R., & LoGiudice, C. (2010b). Social language training adolescent. East Moline, IL: LinguSystems, Inc.

THE NEBRASKA YOUTH LEADERSHIP COUNCIL (NYLC)

Theresa Ourada, PhD

*Congratulations to Haley Waggoner, Justyn Free,
Stephanie Ingram, Cynthia Mooney
for being selected to represent
Lincoln Public Schools
on the
Nebraska Youth Leadership Council*

The Nebraska Youth Leadership Council (NYLC) members are selected from young people across Nebraska. Participants must live in Nebraska, be between the ages of 14 -21 years old, have been identified with a disability, and want to serve as a leader. The council is co-sponsored by the Nebraska Departments of Vocational Rehabilitation and Special Education. Haley has served on the NYLC for the past two years. Justyn, Stephanie, and Cynthia were recently selected and are new members to the NYLC.

The members share their personal experiences with the other council members to support other young people with disabilities, which include the major differences between being a high school student and joining the adult world. They “believe that young people should have a voice in the things that affect them and hope to better the existing services provided to young people through our advocacy efforts.” The members “give presentations to students with disabilities and to adults who work with high school students to let them, know what works best when working with” students with disabilities. They have also filmed a Youth Employment Video.

For more information about the NYLC, please email the NYLC facilitator, Kristi Berst, at kristi.berst@nebraska.gov or call (402) 595-1639.

Information adapted from the State of Nebraska Home Page/
Nebraska Youth Leadership Council

SOCIAL SKILLS RESOURCES

Children’s social growth is influenced throughout their development by parents, siblings, peers, teachers, and other significant people in their lives. What we reinforce, punish, or model influences this social growth. We also know some children do not acquire appropriate or positive social skills simply by being exposed to prosocial behavior. Some children and youth need to have direct instruction in positive social skills. With new skills or replacement behaviors in the area of social development, children are more successful in and out of school.

When teaching social skills in school, teachers have to attend to several areas. They must think about the most effective interventions to teach these skills. Teachers need strategies and materials that help students initially acquire new or more positive social skills. They also need interventions that help students generalize these skills across different environments. Finally, the instruction must help students maintain their new skills over time.

To help students initially acquire new skills, generalize those skills across environments, and maintain the skills over time, there must be several components to the instruction. Those components are directly teaching social skills, modeling the skills, coaching, and reinforcing the use of the skills. Directly teaching social skills include being specific about the skills being taught and helping students see how the skills will help them be more successful. Examples and non-examples of the skills are often used in direct teaching of social skills. Modeling

social skills includes adults and peers using the skills on a consistent basis, using technology such as videos, live demonstrations such as role-playing, puppets, or books. Coaching is verbal instruction or cueing that focuses on the skills and how to use them in many different environments. Vitaly important is reinforcing the new skills.

The Special Education Department has been able to acquire many new resources to help with social skills instruction. You may be hearing about Superflex. The Super Heroes in Superflex help students think more flexibly, increase their knowledge of social expectations, and be more aware of their own behavior. Teachers may be talking with you about executive functioning skills or those skills that help students decide what activities to pay attention to and which activities they choose to do. Executive skills help students to plan and organize activities as well as manage emotions. Resources such as the book, Smart but Scattered are available to assist teachers in helping students strengthen their executive skills. Skills Streaming materials are available to secondary teachers to help teach basic social skills through role-playing and discussion.

We are very excited to have these resources to help with the work of teaching and promoting positive social behavior. We know this work will help students gain skills that will help them be successful in school and beyond.

Susan Safarik, Supervisor, Special Education Department

SUMMER SCHOOL

Summer is just around the corner! As in past summers, Lincoln Public Schools is offering summer services for students who received special education services during the 2010-2011 school year. Services will be offered for students who currently receive instruction in Early Childhood Special Education and Middle School for three weeks between June 27-July 15. Information about elementary summer school programs are available at your child's home school. Dates and times for elementary programs will vary.

High School students and VOICE students (Grades 9-age 21) who currently receive special education instruction will be offered services for six weeks between June 8-July 20.

Summer Services Registration booklets are available in each school building and can also be found online at www.lps.org. Your child's IEP manager will discuss with you those goals/objectives that may be recommended for your child during summer services. As you register your child, please plan for your child to attend school each day that summer services are in session.

Please contact the principal and/or coordinator/assistant principal at your child's elementary school for additional information. At the middle and high school levels, please contact the special education coordinator for additional information.

PARENT-FRIENDLY STRATEGIES FOR POSITIVE BEHAVIOR SUPPORT IN THE HOME

Adapted from a booklet published by Autism Asperger Publishing and the Council for Exceptional Children

- Establish and follow a predictable routine (e.g., regular time to get up and go to bed; read a book before bedtime; homework done at the kitchen table; etc.).
- Provide behavioral rules and chores to promote social skill and independence practice at home.
- Positively state behavioral expectations (e.g., "Walk, please." instead of "Do not run.").
- Be consistent (e.g., yes means yes and no means no).
- Stay calm and use a calm voice.
- Teach specific behavioral expectations regularly (e.g., as a family, talk about what it means to be safe, show respect, and follow rules at home, etc.).
- Give clear, specific directions, and make sure you have your child's attention before doing so (e.g., do not give the child directions from a different room than the one in which you are standing).
- Follow through with what you say (e.g., avoid giving ultimatums as they are rarely followed).
- Set an example and model good behavior: actions speak louder than words (e.g., if you are concerned about something, model how to work through the problem without displaying negative behaviors).
- Have patience with children (e.g., allow them extra time to explain something to you if they are having difficulty communicating, as opposed for finishing a sentence for them).
- Try to anticipate behaviors before they occur—be proactive (e.g., if you know your child has a hard time with homework or chores at home, before you ask him to do the task, set him down, review the instructions, practice with him, and afterwards reward him with specific praise for doing it).
- If you need to provide redirection, get at your child's level and make sure she pays attention before providing the redirection; remind your child of the behavior expectations (e.g., Susie, you need to do your chores before you go to the movie with friends).
- Provide your child with reinforcement for positive behavior (e.g., stay up 5 extra minutes; read an extra book together; watch a favorite movie together).
- Avoid too much down time (e.g. always have a schedule of activities and tasks for your child to do that includes some choices to be made by the child).
- Spend quality time with your children whenever possible (e.g., go to the park, movies, etc.; go on a walk or outing together).
- Make a road travel bag to take to restaurants, doctor's offices, etc. Only use this bag when traveling to an appointment or during vacation. Fill the bag with fun, age appropriate activities for children to do (e.g., books, music, toys, games, etc.).
- Be sure to provide engaging activities for children throughout the day.
- Have fun with and enjoy your children this summer!

2011 JUNIOR WHEELCHAIR SPORTS AND RECREATION CAMP

Come join the fun this summer at the 2011 Junior W/C Sports and Recreation Camp. This sports day camp is designed for youth with a primary physical disability diagnosis, ages 5 - graduation. Youth with mild cerebral palsy, spinal cord injury, spina bifida, lower leg amputation or other physical impairments qualify to participate. Participants do not need to be active wheelchair users, but sports will be played in a manual wheelchair. Participants must be able to propel a wheelchair throughout the activity and have sufficient range of motion, along with strength and endurance to participate, as some activities may be strenuous.

During the week, campers will enhance their coordination skills and wheelchair maneuvers, become acquainted with sports equipment and improve athletic ability. The children are divided into age specific groups, as well as level of sport ability for the week. For those new to adaptive sports they are introduced to the basic skills of



the sport, along with rules and equipment used. There is also the opportunity for those more advanced with the adaptive sports to continue with developing their skills. The overall goal is for campers to have a great time, make new friends, and improve their athletic skills. The camp is scheduled for July 25th - July 29th, 2011. The camp is hosted on the campus of Iowa School for the Deaf at the Lied Multipurpose Complex in Council Bluffs, Iowa. This camp is funded through grants and private donations. There is no fee to participate

with this camp. The camp has a nurse on staff to assist with nursing needs. The camp provides transportation to Omaha/Council Bluffs Metro, and also has one that transports children from Lincoln.

If you are interested with additional information, please contact Jena Munson at Alegent Health Immanuel Rehabilitation Center at (402) 572-2276 or jena.munson@alegent.org

MADONNA ADAPTIVE SPORTS AND RECREATION PROGRAM

Madonna Rehabilitation Hospital
5401 South Street
Lincoln, NE. 68506

Upcoming Adaptive Sport and Recreation Events:

Youth Bowling Bash - for youth with physical limitations
Saturday, August 6, from 1-3pm

Youth Power Wheelchair Soccer 4-week Session
Coming to Lincoln in Fall 2011

For more information visit www.Madonna.org, or call Linda Ohnoutka, at 402-483-9554





EASTERDAY RECREATION CENTER ADAPTIVE RECREATION PROGRAM (FOR YOUTH WITH SPECIAL NEEDS)

6130 Adams St, Lincoln, NE 68507 • (402) 441-7901; (402) 441-7877
kzingg@lincoln.ne.gov • dwilliams@lincoln.ne.gov • mmanning@lincoln.ne.gov

Recreational Club Programs

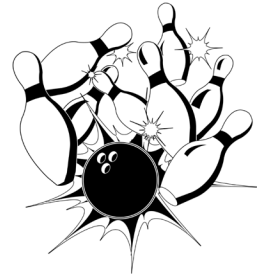
Hi-Time Club

Jr Hi - High School

July 11 Mon 7:00-8:30 pm Easterday 5 \$5.00*

Varied recreational and social activities with additional fees for some activities plus \$1/month dues.

*Transportation available for an additional fee of \$17.50 for summer session. Call 441-7948 to \r.



Adaptive Recreation Co-ed Bowling League

Four Person Teams; (Ages 17 and over)

Begins June 18 Sat 1:00-3:30 pm Hollywood Bowl 9 wk 7.00/wk

Teams bowl three games each week following regulation league rules and handicaps. Trophies will be awarded. Pre-registration required. This session will be held at Hollywood Bowl.

Adaptive Recreation Holiday Ceramics (Ages 17 and over)

We have 2 sessions of classes each week.

Begins June 11 Sat Session 1: 9:30-10:45am; Session 2: 11a-12:15p Calvert 3wk \$21.25*

Begins July 9 Sat Session 1: 9:30-10:45am; Session 2: 11a-12:15p Calvert 3wk \$21.25*

Begins Aug 13 Sat Session 1: 9:30-10:45am; Session 2: 11a-12:15p Calvert 3wk \$21.25*

Participants paint 1-3 pieces of greenware with the assistance of instructors. (*Includes the cost of project supplies.) All classes are held at Calvert Recreation Center (4500 Stockwell).

Adaptive Recreation Creativity Camps

Art Extravaganza Camp

Will be held at Easterday Recreation Center (6130 Adams Street). Campers will receive instruction on painting, drawing, ceramics, and pottery.

Ages: 13 – young adults Meets: 1 week
Begins: July 18 M-F 1:15-4:15 pm *\$55 person

*Door to door transportation is available for \$17.50 for the session.



Drama Camp

Activities include beginning theater concepts, creative movement, and set design. Campers will prepare and perform a short play. Camp is based out of Auld Pavilion (1650 Memorial Drive) in Antelope Park.

Ages: 13 – young adults Meets: 1 week
Begins: July 25 M-F 9:30am – 3:30 pm *\$100/person

*Door to door transportation is available for \$17.50 for the session.



Adaptive Recreation SumFun 2011 Day Camp

SumFun is a camp designed to meet the needs of youth with mental and physical disabilities. The program offers a wide range of recreation activities which provide opportunities for social interaction and aid in the development of physical and social skills. SumFun is designed to provide a paid staff to participant ratio of 1-4. Activities will include arts & crafts, games, music, sports, swimming and field trips. Participants will be assigned to camp groups according to their age. Enrollment is limited. Registrations are taken on a first come, first served basis. Call 441-7877 (Easterday Recreation Center) for further information or to register. Camp is based out of Auld Pavilion (1650 Memorial Drive) in Antelope Park.

Ages: 5-21 Each Session lasts 1 week with the exception of July 5 which is a 4 day camp

Begins: June 20, June 27, July 5*, July 11
M-F 9:00 am-2:30 pm *\$70/person per session

*T-F 9:00 am-2:30pm *\$56/person for July 5 session

*Door to door transportation is available within Lincoln for an additional fee of \$17.50 per session.

*Door to door transportation is available within Lincoln for an additional fee of \$14.00 for July 5 session.

If the camper has not previously attended SumFun, Fun Club, or Hi-Time Club, please register in person at Easterday Recreation Center (6130 Adams). Bring the completed "Adaptive Recreation 2011 Summer Camps Application Form" with you. Call Monica at 441-7948, Kerry at 441-7877 or Debra at 441-7901 to arrange a time. If the applicant has previously attended any of the adaptive recreation programs listed above, you may mail the application form.



SPECIAL OLYMPICS



Lincoln Parks and Recreation sponsors the Lincoln Shooting Stars team with competition in Basketball, Bocce, Bowling, Flag Football, Golf, Roller Skating, Swimming, Track & Field, and Volleyball. Our team is open to athletes from ages 8 on up. Call 441-7877 for more information and registration forms.

Summer Practice Schedules

Bocce & Unified Bocce

For ages 8 and above
Saturdays, 9-10:30 a.m.
Easterday Park
6130 Adams St
6/4, 6/11, 6/18, 6/25
7/9, 7/16, 7/23, 7/30, 8/6
Tourney – 8/13-14

Unified Bowling

For ages 8 and above
Saturdays, 1-2:30 p.m.
Parkway Lanes
2555 S 48th St
Cost: \$7 for 3 games
7/9, 7/16, 7/23, 7/30
8/6, 8/20, 8/27
9/10, 9/17, 9/24
Bowlers must have 15 scores
by 9/24

Flag Football

Team is currently ages 16 & above.
Call if you are under 16 years.
Saturdays, 10:30 am-12 noon
Easterday Park
6130 Adams St
7/9, 7/16, 7/23, 7/30
8/6, 8/20, 8/27
9/10, 9/17,
10/1, 10/8, 10/15
Tournaments – 9/24 & 10/22

Intro to Soccer

For ages 8 – 18
Thursdays, 5:30-6:30 pm
Easterday Park
6130 Adams
6/9, 6/16, 6/23, 6/30
7/7, 7/11, 7/18, 7/24, 7/30

Golf

Ages 8 & above
Levels of practice/competition
include
1. Intro to Golf/Golf Skills
2. Alternate Shot 9 hole
3. Unified Golf 18 hole
Tuesdays, 4-5:30 pm
Ager Junior Golf
3761 Normal Blvd
(Normal Blvd & South St)
Cost: \$3/week
Practices are ongoing, weather
permitting,
April – October.
Need based scholarships are avail-
able for athletes living with their
families who cannot afford the ad-
mission fees. Call Kerry at 402-441-
7877 for more information

CHICKEN POX VACCINATIONS

Starting for the 2011-12 school year, Nebraska will require a second dose of varicella (chicken pox) vaccine for all students age 5 and older who have not had chicken pox. An estimated 10,000 of the 35,800-plus students at LPS have had the disease (mostly high school students).

One dose of varicella vaccine, or evidence of having the disease, has been required for school and seventh grade entry since 2004.

To prepare for the change, LPS nurses are notifying families of students who have a record of only one varicella vaccine, and/or no record of having chicken pox.

For more information contact Marge Theel, 436-1655.

