

Parent Newsletter



Published by the Department of Special Education

Lincoln Public Schools

MESSAGE FROM THE DIRECTOR

Introducing Jenny Fundus

Lincoln Public Schools Parents,

It is a pleasure to be a part of the Lincoln Public Schools. I have worked the past 13 years in public education in the Omaha Metropolitan Area. I have held several positions within Bellevue Public Schools and Omaha Public Schools. I graduated from Nebraska Wesleyan with my bachelor's degree in Elementary and Special Education. My first teaching position was within Bellevue Public Schools as a resource teacher for students in kindergarten through sixth grade. After working in Bellevue for a short time, I went to work for Omaha Public Schools as a self-contained Behavioral Skills teacher for sixth grade students. In the meantime, I earned my Master's Degree in Educational Administration and Supervision. After finishing my Master's Degree, I returned to Bellevue Public Schools as a resource teacher for one year then I accepted a position as an assistant principal. Since then, I have served as an elementary principal, coordinator and most recently as a Director of Early Childhood Education all within Bellevue Public Schools. In December, 2011, I earned my Educational Doctorate Degree.

Throughout my positions with school districts, I have learned that when parents, teachers, and administrators work together as a team, the student is able to be successful. Communication is the key to make teaming possible. I believe that clear communication and teaming will bring student success. I am eager to learn about the wonderful special education programming offered in Lincoln Public Schools. My goal is to continue the quality staffing and programming that Dr. Reckewey and her team have already established for you and your child.

I look forward to meeting several of you at the Parent Advisory Committee. I am joining an excellent team in Lincoln Public Schools who all want to help make your child successful.

Jenny Fundus
Director of Special Education

Reel Movies for Real Needs with Marcus Theaters for families with children who have any special needs.

LOCATION: Lincoln Grand

LINCOLN TIME: 10:30 am

MORE INFORMATION: www.marcustheaters.com

DESCRIPTION: Reel Movies for Real Needs offers movies with the sound turned down, lights turned up a bit, for all those families and children who are touched by special needs. Come join us as we see a first run movie that is just out, in comfort, knowing our children will have fun, and so will we! Check the website for movie info.

IN THIS ISSUE

Winter Spotlights

- Message From the Director: Introducing Jenny Fundus
- School Wide Positive Behavioral Interventions and Supports
- Temper Tantrum Management for Terrible Two's and Trying Three's
- Helping Children and Youth With Anxiety
- What's New in Special Education 2011-2012
- Parent Advisory Meeting Notes
- Community Opportunities
- Youth Power Soccer is on a Roll in Lincoln
- Easterday Recreation Center Activities
- Community Action Partnership (CAP)

SCHOOL WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Article written by Marnie Zabel, LPS School Psychologist

Within the last 20 years significant increases have been noted with aggressive behaviors, acts of school violence, bullying, and student victimization within school settings and consequently problematic behaviors have become one of the greatest challenges for educators to face. When students are noncompliant, aggressive, disruptive, and/or disrespectful, they impede their own learning as well as the learning of others. Creating a safe, orderly and positive learning environment is crucial in order to enhance learning outcomes for all students.

School wide positive behavioral interventions and supports (SWPBIS) is a proactive approach for addressing student behavior. There is an abundance of research supporting the use of SWPBIS www.pbis.org as a means for reducing and preventing problem behaviors in schools. SWPBIS emphasizes altering the environment and preventing inappropriate behaviors by teaching desired skills and reinforcing appropriate behavior (U.S. Department of Education 2007). It organizes this work around four systems: school-wide, classroom, common areas (e.g. playground, hallways) and individual students. The six key elements to SWPBIS are applied to each system.

1. **Clear Expectations** are defined with behavioral examples in order for students to learn appropriate behaviors. This enables clear and consistent communications with staff and students across all settings. It is recommended that 3-5 positively stated rules are identified, clearly defined, and posted in each area.
2. **Teach Expectations.** Behavioral expectations must be directly taught, modeled, practiced and reinforced in the locations and situations in which they're expected. Just as students need to be taught to read and write, they must also be directly and explicitly taught the life skills of how to interact appropriately within their environments. Rules and routines are modeled and practiced on a regularly scheduled basis (beginning of the year, before and after breaks, towards the end of the year) and reviewed 10-20 times a year
3. **School-Wide Reinforcement System.** Research indicates that students' ability to function successfully within the school is increased when adults "catch students being good." When students are recognized for appropriate behavior, they are more likely to engage in that behavior in the future. All staff members should provide positive reinforcement when students display rule following behaviors in order to see the expected behaviors increase and are sustained over time.
4. **Corrective Consequence System** – A system must

also be put in place for adults to provide students with consistent corrective consequences for behavioral infractions. This system should clearly identify consistent staff responses that appropriately match the level of the behavioral infraction. Consequences should include a teaching component (i.e. reminder of the behavioral expectation, re-teaching and practice).

5. **Data Based Decision Making.** Misbehaviors are documented and include who, what, where, and when. Data is compiled and organized in order to provide feedback to staff at regular intervals (weekly and monthly). Teams evaluate this data across students, time, location, behavior types, consequences, and staff members in order to continually evaluate the systems in place in order to improve behaviors.
6. **Family Support.** Develop family support by making positive contacts, sending home clearly defined school and classroom expectations, and contacting parents when the child is having difficulty at school. It is important to recognize that parents, caregivers, and teachers have a common goal, to help children be as successful as possible. Research clearly supports the efficacy of the partnership between home and school in supporting their student's academic and behavioral success.

SWPBS is a "broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. . . It is a system based on historically validated behavioral practices and effective instructional strategies. At least 80% of the students in SWBIS should be able to recite their school's behavioral expectations and give specific examples of what they look like. Positive interactions between adults and students far exceed the negative. The framework for addressing problem behaviors is function-based, and decision-making is a data-based effort of behavior support teams. All staff, including teachers, administrators, para-professionals, secretaries, custodians, volunteers, cafeteria staff are active participants." (Sugai & Horner, 2003)

References and Resources:

Sprague, Jeff & Golly, Annemieke (2005). *Best Behavior: Building Positive Behavior Support in Schools*. Boston, MA; Sopris West

Sugai, George & Horner, Rober (2002). *The Evolution of Discipline Practices: School-Wide Positive Behavior Supports*. In James K. Luiselli, and Charles Diament (Eds.), *Behavior Psychology in the Schools: Innovations in Evaluation, Support and Consultation* (pp. 23-50). Haworth Press, Inc.

Lincoln Public Schools RtI Three-Tiered Model of Behavior Support, *Essential Elements of Positive Behavior Support System for Tier I of the RtI Behavior Model*, Revised August 27, 2008.

TEMPER TANTRUM MANAGEMENT FOR TERRIBLE TWO'S AND TRYING THREE'S

Temper tantrums are a common behavior problem in young children who often express their anger by kicking and screaming. These types of outbursts are natural, especially in children who are not yet able to use words to express frustrations.

Tantrums typically occur at age 2 to 3 when children are forming a sense of self. The toddler is old enough to have a sense of "me" and "mine" but is too young to know how to satisfy the want. Tantrums are a mismatch between a child's high energy and their low ability to use words to get needs or wants met.

Tantrums typically decline by age 4 and usually run their course within a year. Most all 2 to 4 year olds have an occasional temper tantrum. They usually occur in a particular place with a particular person. They are usually a public display after the child has been told "no" to something they want, and stop when the child gets their wish. What happens with the tantrum depends on the child's level of energy and the caregiver's level of patience and parenting skill. Caregivers can learn how to nurture and discipline effectively. Overly authoritarian parents who exercise too much power and use discipline punitively can learn more effective authoritative parenting. Overly permissive parents who exercise too little power and use too little discipline can also learn to be authoritative parents. As is often the case, balance is important.

Guidelines for Parents/Caregivers

These 10 practical guidelines come from a number of research studies, and are suggested for helping to build self-control and self-esteem. They are offered for parents and caregivers who want to learn healthy ways of dealing with children's anger and temper tantrums because how parents and caregivers respond is critical in tantrum management.

1. Learn to deal with your own and other's anger. When we feel calm, we can model effective anger and conflict management.
2. Distract or redirect the child when they are misbehaving.
3. Be prompt and brief with discipline. You can pick up and remove your small child from the room immediately and isolate him for two to five minutes. This gives you time to get in control of your emotions. Lecturing is not effective. Be consistent in enforcing rules, especially with older children.
4. Try to discover the reason for your child's anger or temper tantrum. What are they not getting that they

want? It could be attention or for someone to listen to them. It could be a protest for not getting their way or a way of getting out of doing something they do not want to do. Let the child know the behavior is unacceptable, but talk calmly with them.

5. Avoid shaming your child about getting angry. Healthy families allow children to express their feelings, whether they are pleasant or unpleasant. They do not criticize or punish for expressing their feelings appropriately – including anger. Some research studies have found that parents' shaming their child's anger can negatively affect their child's willingness to relieve distress in others.
6. Teach children about intensity levels of anger. Use different words to describe anger (annoyed, mad, irritated, frustrated, angry, furious). Even young children can learn to understand anger is a complex emotion with different levels of energy.
7. Set clear limits and high expectations for anger management, appropriate for your child's age, abilities, and temperament.
8. Notice, compliment, and reward appropriate behaviors. Teaching your child to do the right things is better and easier than constantly punishing bad behavior. Children who get a steady diet of attention only for bad behavior tend to repeat those behaviors because they learn that is the best way to get attention.
9. Maintain open communication with your child. Consistently and firmly enforce rules and explain the reasons for rules in words your child can understand. Listen to your child's protests and use words to describe what their behavior is telling you.
10. Teach understanding and empathy by calling your child's attention to the effects of their actions on others. Invite the child to see the situation from another's point of view. Healthy children feel remorse when they do something that hurts another. Help them develop an internal sense of right and wrong – remember, a little guilt goes a long way.

This article was summarized from the Colorado Cooperative Extension Consumer Series no. 10-248. If you have any questions about the Early Childhood Special Education Program, please contact Mary Phillips at mphil@lps.org, or 402-436-1905.

HELPING CHILDREN AND YOUTH WITH ANXIETY

Anxiety is a natural reaction to stress. It can also be beneficial in some situations. For some children and youth, anxiety can also be excessive, very difficult to control, and interfere with their day-to-day lives at home and at school. According to the National Institute of Mental Health, anxiety is the most common emotional disorder in the United States. There are a number of anxiety disorders such as separation disorder, panic disorder, post-traumatic stress disorder, or anxiety due to a medical condition.

One of our recent professional development offerings focused on anxiety. The staff participating learned about the factors related to anxiety, signals of anxiety, and interventions for school and home. Anxiety certainly exists in schools, but it is also on a continuum. Some students may have mild anxiety that responds to basic reassurance and classroom structure/routines. Other students with anxiety need more significant interventions and strong collaboration between home and school.

Age can impact anxiety. Children who are eight and younger tend to worry more about identifiable events/objects – things like the dark or “monsters under the bed.” Children nine years and older worry more about abstract issues – things like grades, peer relations, or appearance.

Biological and personality traits can also play a role in how children and youth respond to stress and ultimately how stress affects them. Some children have more biological sensitivities. Parents often acknowledge how siblings can differ in their sensitivity to external stimuli. Some infants appear to be born with more sensitivity to external stimuli like light, noise, and the taste and texture of foods. This sensitivity sometimes continues into childhood, the teen years, and adulthood.

Educators can increase their awareness of stress/anxiety in their students by learning the signals that indicate stress and the sources of stress for individual students and for their class as a whole. Signals can include a

more negative attitude, withdrawal or avoidance, or somatic complaints such as headaches. Educators may also see difficulty concentrating or struggles with transitions from home to school or within the school day. Understanding the signals and sources of stress/anxiety can lead to solutions.

Possible solutions and interventions that support students with anxiety focus on establishing routines that help students anticipate what is happening next and when transitions will be taking place. Other interventions include acknowledging small efforts and accomplishments, providing a cool down pass and a place for a student to use a relaxation technique, or providing an alternate activity, if needed.

Many of the solutions at school can also be implemented at home. Helping children prepare for changes at home and establishing a transition routine for mornings and bedtime reduce anxiety. Limiting screen time especially within two hours of bedtime helps children relax and receive adequate sleep, which in turn helps reduce anxiety. Replacing screen time and other media activities with outdoor recreation and exercise also contributes to less stress and anxiety. Simply talking about the school day or journaling can be stress/anxiety reducers.

During the professional development sessions related to anxiety, one of the closing activities was to think about a typical day in school and which parts might be particularly anxiety provoking. That same approach can apply to home and other settings such as daycare environments. It can lead to solutions.

If you would like more information or resources concerning this topic, please contact Susan Safarik, Special Education Department, Lincoln Public Schools.

Some of the information for this article was adapted from materials from the National Institute of Mental Health and materials authored by Paul Fox.

WHAT'S NEW IN SPECIAL EDUCATION 2011-2012

IEPs- Developing Measurable IEPs

- High Use Goals and Progress Monitoring Tools were revised by the IEP Advisory Committee during the summer of 2011. Those revised materials were shared with staff during first quarter.

ILCD- Improving Learning for Children with Disabilities

- ILCD is the improvement and monitoring process required by NDE Special Education Department.

During the 2011-2012 school year, an ILCD District Leadership Committee will use data from NeSA Assessments, ILCD Parent Surveys, and File Review to update our improvement plan.

Occupational and Physical Therapists

- There are 15 Occupational Therapists on staff and 9 Physical Therapists. They provide supports to children from birth through age 21. There is an OT

continued on next page

WHAT'S NEW . . . CONTINUED FROM PAGE 4

and PT on each early childhood homebase team, and assigned to each school building/program.

- An LPS OT (Laurie Miller) completed her Sensory Integration Certification at the national level last year.
- Physical Therapy Team Leader Matt Lunn served as an Advisory Committee member for the development of the Pedi-ICARE training system with Madonna Rehabilitation Research Program.
- Four OTs presented a workshop for LAEYC on Sensory Integration in January and again in March.
- OTs and PTs have presented to classes at UNL (ECSE methods), Creighton, and UNO.
- LPS OTs and PTs volunteer for community medical clinics (Clinic with a Heart, Special Olympic Healthy Athletes, Special Olympic Young Athletes).

Parent Advisory Council

- Parent Advisory Council is scheduled to be held on October 6, November 3, February 2, and March 1. Please turn in the names of your Parent Advisory Council Representatives to Jeannette Pearley at Box 43, Hawthorne. You are always welcome to join us for these meetings.
- Parents are asked to share information with parents at their child's school and to serve as an information resource.

Professional Development

- Courses and flex sessions organized by the Special Education Professional Development Leadership Committee target: Academic Needs, Social Behavior and Mental Health Needs, Collaborative Practices, Service Delivery, and other relevant topics.

- Supporting Learning by Supporting Social Skills is being offered for all elementary classroom teachers and special education staff.
- Understanding Mental Health Needs is being offered for all secondary special education staff.

Psychologists

- We welcome three psychologists who are joining us this year - Gwen Fecht, Kristin Foreman, and Kathy Huff.
- The overall professional development emphasis for the year is Community Connections. Psychologists will learn more about resources and services in our community, pharmacology, and related legal considerations.
- Psychologists assisted with the PBIS Training for secondary teams this summer.

RTI

- The District Response to Intervention (RtI) Committee will continue to meet this year. The group will continue to refine guidelines, decision rules, and effective models for providing RtI services.

Special Education Leadership Team (SPELT) (see supervisor assignment cards)

- Welcome to our newest Supervisor, Jenny Connelly and our new Director, Jenny Fundus.
- We want to continue to provide support for students, families, and staff throughout the district so that students can receive the services they need. We want students to grow in the areas of academics and behavior/social.

LINCOLN PUBLIC SCHOOLS PARENT ADVISORY COUNCIL MEETING NOTES NOVEMBER 3, 2011

Present: Emily Faubel-Beattie; Deb Wilke-Scott; Jessica Boutdy- Holmes; Lacy Holroyd- Clinton; Kim Kouwend- Zeman; Cara Lee- Prescott; Sara Lipke- ECSE; Andi Bishop-Randolph; Angela Rhetus- Lincoln High; Karen Dorsey- Saratoga; Melissa Stake- Lefler; Jenny Meints- Meadow Lane; Julie Schadt- Arnold; Jennifer Cejda- East; Julie O'Brien- Eastridge; Heather Dohrman- Pyrtle; Shelly Watson- Dawes; Gina Pashby- Norwood Park; Loree Woods- Southwest; Carey Winkler- Fredstrom; Lanny Boswell- Maxey; Annette Powers- Goodrich; Krystin Hite- Huntington

Announcements

- Jenny Meints shared information about how to begin planning when you have a child with special needs.
- Requests for permits to attend a different school must be submitted to Student Services by January 4, 2012.

Discussion Stations

Parents rotated among four stations to ask questions and share ideas about assistive technology, multidisciplinary teams and reports, individual education plans, and behavior supports. A description of each discussion follows.

continued on next page

PARENT ADVISORY MEETING NOTES. . . CONTINUED FROM PAGE 5

Assistive Technology

Patty Daberkow and Michelle Moser, speech-language pathologists and members of the School Support Teams, presented various assistive technology devices used to support some students with written expression needs.

Multidisciplinary Team (MDT)

Jenny Connelly and Kris Reckewey hosted the MDT station where they shared information about the Student Assistance Team (SAT) Process and Response to Intervention (RtI) and how those two processes could lead to a Multidisciplinary Team (MDT) Meeting. During the MDT 1, the team reviews information about the student including interventions and progress, current strengths and areas of concerns, and then determines whether or not assessment needs to occur, and if so, in what areas. The team would then reconvene after the assessments are completed for the MDT 2.

At that time, the reason for referral would be reviewed, health status considered (including any medical reports), and the child's present level of performance would be discussed (including strengths and needs). The team would go over the current assessment results and determine whether or not the student meets verification criteria according to Nebraska Department of Education (NDE) Rule 51 as a child with a disability in one or more of 13 areas allowed in Rule 51. Whether the child qualifies or not, the team would put together recommendations about how to best support the student.

In order to verify for special education services, a student must meet the criteria outlined in Rule 51, there must be a documented adverse effect on educational performance, and it must be determined that a need for special education is evident. This process is followed every three years after the child is first enrolled in special education services, however, there may be times when the team decides to convene earlier.

Parents/Guardians may choose to move directly from the MDT 2 to the Individual Education Plan (IEP) meeting, or they may choose to meet at a different time to develop the IEP. The information gained from all of the information collected at the MDT 2 is used to help guide the contents of the IEP.

We appreciated parents' input about what works well within this process and their suggestions for improvement. Parents liked having the option of proceeding from the MDT 2 directly to the IEP meeting. They also mentioned how useful it was to have specific data about their child's performance. Ongoing, consistent communication was also appreciated.

Parent Advisory Council representatives expressed an interest in sharing this information with parents at their schools as this process can seem overwhelming the first time parents participate. Avenues for that could be through special parent groups, PTO/PTA, and/or meetings during parent/teacher conferences. They also thought it would be helpful to have a listing of acronyms used in special education (MDT, IEP, CBM, RtI, SAT, etc.)

Individual Education Plans (IEP)

- Parents may request an IEP review any time during the year.
- Teams may also do a minor revision to the IEP to revise a goal, when needed.
- If goals are met, the team can do a minor change to raise the level of independence.
- If goals are not being met, a student may be making incremental progress each quarter. Many students need an entire year to meet their goal.
- Goals are written to meet grade level standards.
- If students do not seem to be making progress, the team should analyze the service delivery model(s) instructional interventions, and strategies that are being used.
- How are service minutes decided upon? This is a team decision based upon the individual needs of the student. Teams must consider location, frequency, balance among services, service delivery models, and how the services will be coordinated to work together.
- What is the role of the School District Representative? The School District Representative is a position required in Rule 51. The role of this team member is to explain services, make sure services are implemented for the child, and to answer procedural questions.
- The ultimate goal of our work is always independence. Teams have to plan for this along the way and as students get older.
- How do parents know what accommodations a child needs when they are not at school to see what their child needs? Conversations between home and the school team are important. Which strategies that are successful at school can also be used at home? Schools can videotape or parents can observe to see how their child is performing at school.
- How can parents learn about all of the processes in special education? It is our job to explain special education processes and help parents understand their



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

Adaptive Recreation Club Programs

Fun Club

Grade School

Begins	Day	Time	Location	Weeks	Fee
Jan 24	Tue	5:15-6:30 pm	Easterday	13	\$13.00*

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

*Transportation available for an additional fee of \$52 for winter/spring session. Call 441-7901 to register.



Hi-Time Club

Jr Hi - High School

Begins	Day	Time	Location	Weeks	Fee
Jan 23	Mon	7:00-8:30 pm	Easterday	13	\$13.00*

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

*Transportation available for an additional fee of \$52 for winter/spring session. Call 441-7948 to register.



Adaptive Recreation Holiday Ceramics

Ages 17 and over

Begins	Day	Time	Location	Weeks	Fee
Jan 14	Sat	Session 1: 9:30-10:45a; Session 2: 11a-12:15p	Calvert	3	\$21.25*
Feb 11	Sat	Session 1: 9:30-10:45a; Session 2: 11a-12:15p	Calvert	3	\$21.25*
Mar 10	Sat	Session 1: 9:30-10:45a; Session 2: 11a-12:15p	Calvert	3	\$21.25*
Apr 14	Sat	Session 1: 9:30-10:45a; Session 2: 11a-12:15p	Calvert	3	\$21.25*
May 5	Sat	Session 1: 9:30-10:45a; Session 2: 11a-12:15p	Calvert	3	\$21.25*

Participants will paint 1-3 pieces of greenware with the assistance of instructors. (*Includes the cost of project supplies)
Call 441-7877 to register.

Developmental Play for Children with Special Needs and Their Families

Ages 6 months – 5 years

Ager Play Center (1300 S 27th)

Tuesdays, 6-8 p.m.

Winter Session: January 24- March 20

Spring Session: April 3-June 5, 2012

Cost: \$70/per session/family (Need based scholarships are available)

The Developmental Play Program has been specifically designed for families of very young children with special needs.

We offer: A safe family friendly environment, structured activities, opportunities to interact with other parents, professional presentations, adaptive toys to accommodate children of all abilities, trained staff and volunteers, an opportunity for siblings to play together and a special time to PLAY with your child!



Adaptive Recreation Creativity Camps

Art Extravaganza Camp

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

Ages: 13 – young adults

Meets: 1 week

Begins: July 16

M-F 1:15-4:15 pm *\$54 person

*Door to door transportation is available for \$20 for the session.



continued on next page

EASTERDAY RECREATION CENTER . . . CONTINUED FROM PAGE 8

Drama Camp

Activities include beginning theatre 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 23

M-F 9:30am – 3:00 pm *\$97/person

*Door to door transportation is available for \$20 for the session.



Adaptive Recreation SumFun 2012 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**

Begins: June 11, June 18, June 25, July 9

M-F 9:00 am-2:30 pm *\$75/person per session

*Door to door transportation is available within Lincoln for an additional fee of \$20 per 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 2012 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.

Lincoln Shooting Stars Special Olympics Team

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. (The Young Athletes Program is for athletes ages 2-7). **Call 441-7877** for more information and registration forms. We also offer Unified competition in many sports.

Winter/Spring Practice Schedules

Basketball:

- Location: Easterday (6130 Adams St)
- Day: Saturday (Jan 21-Mar 31)
- Time: 10:45-11:45a – Unified youth (ages 8-14)
1:15-2:15p – Individual & Team Skills; Level A skills
2:00-3:30p – Half-Court
3:30-5p – Full-Court



Roller Skating

- Call 441-7877 for updated information.

Swimming:

- Location: Lincoln Northeast High (2635 N 63rd St (east side entrance #38))
- Length: January 21-May 5 (we don't meet every week; call for schedule)
- Day: Saturday
- Time: 10-11:15a
- Fee: Free



Golf:

- Location: Ager Junior Golf (3761 Normal Blvd)
- Length: April 3 – May 8 (Spring practice)
- Day: Tuesday
- Time: 4-5:30p
- Fee: \$3/wk



Track & Field:

- Location: Lincoln High track (21st & J)
- Length: March 4-May 6
- Day: Sunday
- Time: 1:30-3:30p
- Fee: Free

Volleyball

- Location: Easterday & Belmont
- Length: February 4-May 5
- Day: Saturday
- Time: 8:30-10a
- Fee: Free



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EASTERDAY RECREATION CENTER . . . CONTINUED FROM PAGE 8

Young Athletes Program

The Young Athletes Program is an innovative sports play program for children ages 2-7 with intellectual disabilities, designed to introduce them to the world of sports prior to Special Olympics eligibility at age eight. Children learn the basics of running, jumping, throwing, catching, striking, and kicking through guided activities. Siblings and friends are encouraged to register and participate.

- Location: Easterday (6130 Adams St)
- Length: February 4 – March 31 (We will not meet 3/24)
- Day: Saturday
- Time: 10-10:30a
- Fee: Free

YOUTH POWER SOCCER IS ON A ROLL IN LINCOLN

Lincoln, Neb.-- Last September, nearly a dozen elementary and middle school-aged youths from Lincoln came together to learn about and play power soccer. Their coaches came from Madonna's Adaptive Sports & Rec program and Total Respiratory and Rehab.

For some participants, this was a new way to play a sport they love. For others, it revealed they can still be involved in sports, despite medical conditions or injuries. For all of the athletes, it was a social opportunity with peers. It provided a boost of confidence while engaging in an important healthy activity; it was equally rewarding for the participants, coaches and event hosts, which is why it's returning – bigger and better than last year.

A free one-night workshop for beginners has been added and will take place on Wednesday, March 21, from 6:45-7:45 p.m. at Madonna ProActive, 7111 Stephanie Lane (55th and Pine Lake Road) in Lincoln. The hour-long session is ideal for anyone who is interested in learning to play power soccer or who has questions about the rules of the game. "We think this will be a great introduction to the game. It's a non-competitive environment ideal for anyone who is just learning the sport," said Madonna Adaptive Sports and Recreation Program Leader Linda Ohnoutka. "Kids and parents can come to the beginner workshop and get a sense of how the game is

played. Plus, it's a great jump-start for the series, which begins the following week," she added.

The Power Soccer spring series begins March 28, and continues every Wednesday until May 2. Youth will have organized practices with the beginners meeting for skill instruction and organized drills from 6:30-7:30

p.m., and the intermediate group immediately following, from 7:30-8:30 p.m. Each session is limited to 12 participants in each group, so early registration is encouraged. The cost for the six-week series is \$70 and includes a shirt, team and individual photo, and certificate. Following the six-week instruction series, a game and post-event party will take

place the afternoon of Sunday, May 6, at ProActive.

For more information about registration and/or financial assistance, contact Rick Haith, at 402.483.9474 or rhaith@madonna.org.

Madonna Rehabilitation Hospital provides a complete range of inpatient and outpatient rehabilitation for patients of all abilities. Through highly specialized programs and services, Madonna offers individualized treatment and support to help every patient heal in mind, body and spirit – and ultimately live life to the fullest. Madonna Rehabilitation Hospital is located at 5401 South Street in Lincoln, Nebraska, 68506; 402-489-7102; www.Madonna.org.



COMMUNITY ACTION PARTNERSHIP



What is Early Head Start?

Early Head Start is a comprehensive federally funded child development program offered through Community Action Partnership of Lancaster and Saunders Counties. EHS serves low-income pregnant women, children ages birth to three, and their families. A small number of slots are also available to families of children with verified disabilities whose families have household incomes above the federal poverty guidelines.

Early Head Start enhances children's school readiness by offering individualized support in the following areas: Physical, mental and dental health services; nutrition assessment and guidance; services to meet the special needs of children with disabilities and their families; and family case management support.

Emphasis on Learning in the Home

In our home-based Early Head Start program, you and your child have the opportunity to work with a Family Advocate in the comfort of your own home for 90 minutes each week. Family Advocates will provide fun ways for you to help your child learn and grow, put you in touch with community resources that help to meet your needs, and support you as you work to provide positive opportunities for your child.

Your family home is already a rich environment full of learning opportunities. We want to help you enhance that environment by supporting your relationship with your child in an exciting way through home visits. In home-based Early Head Start, we come to you!

Learning Can Be Fun!

By enrolling in Early Head Start, you and your child will have the opportunity to enjoy activities and learning experiences together. Here are some details about what you can do in our program:

Engage in fun activities with your child like reading books or singing songs.

Visit with your Family Advocate about what exciting things your child has experienced since the previous

visit. Did your child crawl, stand, walk, or make a new sound?

Set Goals with your Family Advocate as you plan activities for your family and your next visit.

Review plans with your Family Advocates about the activity for the week, then offer feedback about the activity.

Socialize with other enrolled families at playgroups. Playgroups take place at Community Action, the local pumpkin patch, parks, water parks, and other fun locations!

How do I enroll my child?

Step 1

If you live in *Lancaster County*, call Community Action at (402) 875-9385, or if you live in Saunders County, call Wahoo Public Schools Head Start/Early Head Start at (402) 443-4250 to schedule a time to fill out an application. When you call we will talk about enrollment requirements and let you know what paperwork you will need to have at the time of application.

Step 2

Come to your scheduled appointment with all of the paperwork that you need and work with a member of our staff to complete the application.

Step 3

When your family is invited into the program, you will receive a letter and a phone call from your Family Advocate to schedule a time for your first home visit.

For more information about the program, please visit the Community Action web site: www.communityactionat-work.org. We can't wait to hear from you!

Madonna's TBI support group meets every 2nd and 4th Thursday of the month from 4-5 p.m. at Madonna, in the Nemaha Room. All are invited to attend their support group.

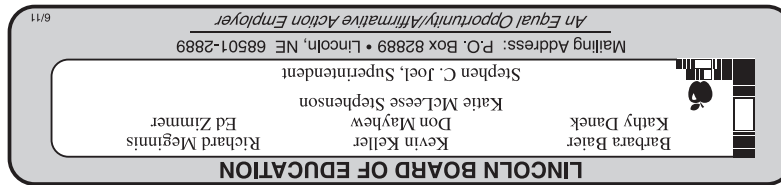
For more information contact:

Dr. Paula Ray (402)483-9625;
pray@madonna.org

Amy Potter (402)483-9687 or
apotter@madonna.org

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The 9th Annual ASD Network State Conference
“Learn Today... Impact Tomorrow”
WHERE: Cornhusker Marriott Hotel in Lincoln, NE
The Cornhusker Marriott Hotel can accommodate our
large group with ease & comfort! The conference will be
the only event going on at the hotel during these dates.
Complimentary, reserved parking will be available in
the Cornhusker Hotel parking garage and an additional,
attached garage.

*Registration will open in January 2012.
Keynote speakers
Drs. Robert & Lynn Koegel of the UCSB Koegel Autism
Center. The topic will be Pivotal Response Treatment
Phil Strain, Director of PELE Center
The topic will be Peer-Mediated Training
*This year's conference will feature a breakout strand on
Young Children with Autism.
MORE INFORMATION TO COME!!!

2012 ASD CONFERENCE APRIL 12 & 13, 2012