

Below please find the July 10th edition of the Fairfield SEPTA Summer Star. Please note new Items are shown in Blue. Also note old issue of the SEPTA Star are now on the Fairfield SEPTA Website [www.fairfieldsepta.org](http://www.fairfieldsepta.org)

If you are interested in having something published, please email your copy to [FairfieldSEPTA@gmail.com](mailto:FairfieldSEPTA@gmail.com) no later than Wednesday evening. Your item will run for a max. of three weeks, so send accordingly.

Thank you,  
Joanne Lenz

### **Food of Thought**

Someone's sitting in the shade today because someone planted a tree a long time ago.  
-- Warren Buffett

### **SEPTA Happenings**

#### **NEW SEPTA PROGRAM---SEPTA Goes FISHING!!!!**

We are very excited to offer an Introduction to Fishing! Local Fisherman and State-Certified Fishing Instructor, Fred Frillici, will introduce our kids to the sport of fishing with 3 classroom sessions. The DVD sessions will teach the kids about tackle, bait, casting, clinch knots and much, much more! An exhibit of fish native to Connecticut will also be on display. The 4th and final session will be a fishing expedition to a nearby local fishing spot where the kids can try casting! And maybe even catch a fish! Kids must be 9years old and up to participate! This class will be FREE to SEPTA members! If interested, a special fishing kit including a rod and reel will be made available for \$13.

DATES: Thursdays: July 9, 16, and 23rd

(Fishing Date to be determined by class)!

PLACE: McKinley School

Reading Room (air-conditioned)

TIME: 4:00pm – 5:00pm (maybe a bit longer)

RSVP: Mary Garbe at [marygarbe6@sbcglobal.net](mailto:marygarbe6@sbcglobal.net) or #767-9652

### **Outside Providers Programs**

#### **Summer Tutoring Services**

For Elementary, Middle and High School, Educational Coaching and Consulting, Barbara Greenspan, MA, PsyD [greenspancoachingandconsulting@comcast.net](mailto:greenspancoachingandconsulting@comcast.net) , 203 535-5522  
, Individual/Group, Tutoring, Coaching and Consultation. See attached flyer for information.

#### **Special needs summer camp in Fairfield - ages 4-12**

Harbor Light Summer Adventures is a traditional day camp located in Fairfield , CT for children 4-12 years of age. Our number one priority at camp is to provide a safe and fun environment where campers can learn, grow and make new friends. A carefully selected, experienced and well-trained staff will lead the way as we journey through a variety of exciting theme weeks and traditional camp activities. The “Theme of the Week” complements regular

camp activities and culminates with special celebrations on Fridays. Don't miss out! Join us for a session or an entire summer to remember.

[http://www.harborlightfoundation.org/Summer\\_Camp/Summer\\_Camp.html](http://www.harborlightfoundation.org/Summer_Camp/Summer_Camp.html)

## **Workshops and Conferences**

### **Potential Research Study - "Executive Functioning"**

Dr. Timothy Heitzman, a Assistant Professor in the Psychology Department at Fairfield University is doing some research on executive functioning and needs subjects (elementary age students with disabilities and their families). In order for the district to participate (send letters to parents) he would need BOE approval (he will be seeking it for the fall), but wants to begin this summer with an initial cohort of students and families.

Here is a more specific description of the proposed studies:

First a brief background on the idea. As a developmental neuropsychologist I would be one of the first to note how complicated the term "executive functioning" really is. Despite its complexity, the term is being used by more and more psychologists, providers and parents for a variety of children with special needs. Unfortunately, without the necessary training to understand it, the term quickly becomes ambiguous and less helpful. For example, a deficit in executive functioning is considered to be a principle factor in the behavior of children with ADHD, Autism Spectrum Disorders (ASD) and some Learning Disorders (e.g., Nonverbal Learning Disorders). How can these children share the same deficit if their behavioral profiles are so different? The answer to this dilemma is that executive functioning is not "one" thing but a collection of overlapping cognitive skills and related behaviors. Many children with ADHD have deficits in some executive functions, while children with ASD or LD have deficits in other functions. My work is based on identifying these specific functions, understanding how they develop and how this development can be fostered with treatment.

Two general components of executive functioning involve (1) the capacity to control/organize behavior and (2) the capacity to manage/organize planned approaches to tasks. Developmental research with preschool children has recently found a connection between these executive capacities and temperament (i.e., the style of behavior and reacting to stimulation that a child inherits genetically). Some of my own research has extended these theories to the college level, where I have found similar connections in young adult students. What is unknown at this time is the role that temperament has in the development of executive functioning in school-aged children.

The first goal of my research is to study this developmental connection between temperament and executive functioning in school-aged children who are at risk for problems in executive functioning. For this to take place I am proposing a research plan to have parents endorse the behavior of their child(ren) with two self-report behavior scales. The first is a temperament scale, the second is a brief executive functioning questionnaire. I would mail these scales to intrested parents. Together the scales might take 15-20 minutes to complete. I will score the reports and measure the relationship between them.

The second goal of my research is to measure the effectiveness of a parent workshop tailored to (a) giving parents information about executive functioning, (b) helping them to identify the specific nature of executive functioning associated with the behavior of their child(ren) and (c)

developing home-based programs to address these specific behaviors. This second aspect to my research will branch off of the first goal mentioned above. Parents who describe significant problems with executive functioning in their child(ren) during the first stage will be invited to participate in the second phase, which has multiple steps:

First, participating children will be given additional tests of executive functioning to measure a baseline level. These tests will be computerized and paper-pencil tests that together will take approximately 30 minutes. Then the parents will participate in small groups (e.g., 3 parents in each group) for eight weekly sessions over the summer. Each session will last approximately 90-minutes. Following these sessions the children will participate in follow-up testing to measure the effectiveness of the program.

Results of each phase could be presented at a meeting for parents and/or teachers at a later time.

Dr Tim heitzman can be reached at 254-4000 ext 3395 or at [tim.heizman@gmail.com](mailto:tim.heizman@gmail.com)

### **Wrightslaw Conferences & Training**

July 30, 2009: Dobbs Ferry (Southern Westchester County), NY - Special Education Law and Advocacy Training sponsored by The Children's Hearing Institute. Speaker: Pete Wright.

<http://www.wrightslaw.com/speak/09.07.ny.htm>

### **"Free Items need a good home"**

Attached are photos of the two items which are in need of a new home.

I know that the GIANT brand half-wheeler sells for \$350 new, and the Baby-Jogger II - 20 is pretty pricey, too. Hopefully, someone in the SEPTA community can put these to good use and not bear the burden of the expense. They came from a family in Westport that was moving and their son is now 9 and they were going to 'toss' them. They are in excellent condition and I just had to take them back home with me!

Feel free to have them contact me directly at [pajharvey@aol.com](mailto:pajharvey@aol.com) or my cell phone # is 203-913-9441. If anyone can use either of these, please let me know. I do need to get them out of my garage, so if there isn't anyone interested, I will find another avenue to find a good home for them... Thanks!

Pam



**Barbara Greenspan, MA, Psy.D.,** has degrees in psychology, organizational management and computer science. She uses an integrated set of skills and her knowledge of learning, positive reinforcement and psychology to help students achieve their optimal level of success. As a tutor, coach, consultant, and educator she uses a comprehensive model that takes into account all aspects of a student's life. She provides services in the area of educational improvement, motivation, career development, life transitions and leadership. She works with students of all ages, professionals and entrepreneurs. She provides services for remedial and gifted students and for students that just want to get ahead.

Rates: \$70/hour: Rates are negotiable and I will work with every family to provide a reasonable rate based on income and frequency of services. Services can be one single area of focus or a combination of services.

### Summer Tutoring Services

#### Academic

#### *Elementary, Middle and High School*

**Educational Coaching and Consulting**  
(203) 535-5522  
**Barbara Greenspan, MA, PsyD**  
[greenspancoachingandconsulting@comcast.net](mailto:greenspancoachingandconsulting@comcast.net)  
**Individual/Group**  
**Tutoring, Coaching and Consultation**

- Homework Skills
- Study Skills
- Academic/Motivational Coaching
- Goal Setting
- Summer Catch-up/Jumpstart
- Writing/Communication Skills
- Reading Buddies
- Parent Strategies And Coaching To Help Your Student



**! Homework Skills:** Students learn to manage their homework and will learn skills to help them organize the homework process such as time management, project management, utilization of resources, motivational strategies and assignment completion. Parents learn skills to help their child manage the homework process and motivate their child through the daily homework routine.

**! Study Skills:** Learn essential life long skills to prepare for quiz's, tests and exams as well as how to manage the test taking process. From multiple choice to essay tests students learn the art of test taking.

**! Goal Setting:** For students who want to improve their overall academic functioning or are interested in a particular academic discipline and want to prepare themselves for their future endeavors. This includes strategies and skills for academic as well as extra curricular activities.

**! Academic/Motivational Coaching:** For students who experience low self-confidence and low self-esteem academically or socially and as a result are having a difficult time with school performance or socialization. Students learn skills to help them manage the school experience more effectively. A combination of academic and/or social skills strategies are employed to help the student improve his or her school experience and academic results.

**! Summer Catch-up/ Jump Start:** For students who need to catch-up and review material that has been previously covered in the curriculum or for students that just want to get ahead, keep their skills active or enjoy the academic experience. Students will need to discuss with teachers or school guidance counselors what materials would be helpful to review (text-books, work sheets, past assignments/exams or just practice.) Students return to school with improved academic functioning and more self-confidence.

**! Reading Buddies:** For elementary school students who want to enhance their reading abilities, or want to increase their joy of reading. Students from Pre-K to 6<sup>th</sup> grade will experience a number of different modalities in reading: Being read to and learning to read on your own, book discussion, dictionary skills, writing your own stories in pictures and words, or acting out characters. This is a fun and entertaining way for young students to learn reading skills and improve their reading ability.

**! Parent strategies and coaching your child** is a major part of their success. Learning how to set reachable and appropriate goals for your student and to maintain a loving bond with appropriate guidelines and boundaries will be an important part of their academic achievement and attitudes about school and schoolwork.

**! Writing and communication Skills** are important for all subjects. Students learn or improve their writing skills and learn how to manage the writing process, by organizing their ideas, resources, following the grading rubric, time management, vocabulary and understanding their strengths.