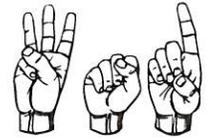




Between Us...



... a monthly communication newsletter with and for our parents.

April 25, 2014 Vol. 32, No. 05

Dates Of Special Interest

May	
2	Parent Teacher Conferences student departure day
3	PROM
4	students return PM
9	student departure day
11	students return PM
16	student departure day
18	students return PM
23	student departure day
26	students return PM
30	student departure day
June	
1	students return PM
6	student departure day
8	students return
12	end of 4th quarter 9 am elementary awards/graduation 1 pm HS awards
13	9 am MS awards/graduation 1 pm Class of 2014 graduation



Message from the Superintendent



Alex H. Slappey

ADVANTAGES Attending a Residential School

At my age I occasionally reminisce about the good old days growing up. When I do so, I also remember growing up deaf in a hearing world which are not always the most pleasant memories. Don't get me wrong, I had a great childhood, but my experiences also forged many of my viewpoints on education.

Some of the less pleasant experiences I had were always wondering what the other kids were talking about in the hall during break. Sometimes I'd ask what they were talking about. The vast majority of the time they would just brush me off with, "oh nothing important" or "I'll explain later." These were frustrating experiences for me. I can recall being in biology class on that awful Friday afternoon of November 22, 1963. It was a typical Friday afternoon and we were reading some mundane biology textbook.

Suddenly there was a commotion in the classroom and everyone started talking to their nearest classmate. Of course I had no idea what it was all about. Shocked and concerned faces were talking excitedly to each other. We were playing Westminster HS that evening for the regional championship so my first thought was it had something to do with that.

Finally I got the courage to ask and a friend explained what had happened. The announcement came over the loudspeaker from the school office. Of course it was a huge shock, but from that point on I had virtually no further information because everyone was too busy talking to each other to bother with the deaf kid.

Of course I wouldn't have that problem today. Modern technology would have me aware and up-to-date

Director's message cont.

immediately. All my family and all the staff at WSD can communicate via sign language so I'd be able to discuss the events as well.

While technology is a wonderful thing and I can't imagine living without it today, it doesn't fix all the issues of being deaf in a hearing world.

Many of the things we take for granted such as flirting with the opposite gender, small talk in the lunch line, asking the cute girl for that first date, and other such rituals of growing up don't lend themselves to using an interpreter or writing notes. While disabled children are better accepted in our schools than during my time, I always ask myself how deep that acceptance is. I had lots of "friends" in school, but most of them were not interested in me so much as they tolerated me because they were nice kids. My best friends, the ones who would spend time with me outside of school tended to be the outcasts, the troublemakers, and the rebels.

With interpreters and a strong language foundation in either ASL or English you can certainly get a good elementary or secondary academic education in our public schools today. However, this requires that strong language foundation to begin with and many of our kids, especially those who can't learn English aurally, struggle to pick up the academics.

It's also a fallacy to think that a deaf child will pick up either English or ASL through an interpreter, especially when the interpreter is the only language model for the child.

We know that 90% of all deaf children are born into hearing families. Despite progress in the last three decades, the vast majority of those families do not know or use ASL. Many of those who do sign have only rudimentary ability which adds little to nothing to a deaf child's language acquisition.

I had a wonderful and supportive family growing up, but they had the same shortcomings that I see with many families today. At the dinner table I was always left out. Family gathering were a colossal bore for me, I hated them for the most part. I never engaged in the important family discussions. I had no idea about the family secrets.

Except for the fact that I had acquired my English foundation prior to my hearing loss and the fact that I was a voracious reader I would never have acquired the strong language foundation I have today.

Then there's the whole child development angle. Children need more than just academics, in fact I'd venture to say that academics are no more important than all the other things we expect our children to acquire during their childhood.

Social emotional development is as important as academics. Without this balance even the smartest kids tend to be loners or rejected by others and this can carry over into adulthood and their careers.

At residential schools like WSD this is much less an issue. Everyone can communicate and every child has an equal opportunity to take advantage of all that school offers. In the evenings most of our students get far more exposure to social emotional development than they would get in a day program. They also get exposure to and interaction with a far richer language model.

Not all deaf children need a residential school experience, many of them do very well in the public day schools. However, those who do need the residential school experience must have that experience to reach their potential.

As we approach graduation I am reminded of the various salutatorian and valedictorian speeches I've heard through my 35 years at WSD. The one thing that most impacts on me is how often they comment on how much of a difference attendance at WSD has made on their lives. They recognize the huge positive impact and they know the difference from what they had prior to coming to WSD. This always makes my year for me.

WSD Birthdays



May

- 02 Hailey Przybylski
- 12 Tyler Burkhardt
- 18 Alex Kubiske
- 28 Julian Chairez, Jr

June

- 02 Tanner Evans
- 03 Emily Koehn
- 05 Joshia Kleist
- 07 Mia Eldred
- 10 Malia Christenson
- 16 Darion Henderson
- 27 Thomas Carroll, Jr.

PowerSchool

Q3Honor Roll Q3 Honor Roll 03/31/2014 - Wisconsin School for the Deaf

Q3 Honor Roll - 2013-2014 Q3

Student Name	Grade Level	Level	GPA
Chairez Jr., Julian	12	High Honor Roll	3.738
Duran, Veronica	12	High Honor Roll	3.960
Kangas, Camille Lee	12	High Honor Roll	3.663
Koss, Kori	12	High Honor Roll	3.553
Kubiske, Alexander Joon-Ho Dale	12	High Honor Roll	4.032
Przybylski, Hailey S.	12	High Honor Roll	3.773
Stanton, Shannon Georgian	12	High Honor Roll	3.923
Besaw, Elizabeth Dawn	11	High Honor Roll	3.514
Conine, Madison A	11	High Honor Roll	3.711
Matsche, Lyssa Rae	11	High Honor Roll	3.759
Schulze, Michael Anthony	11	High Honor Roll	3.663
Christenson, Malia Ann	10	High Honor Roll	3.745
Cinefro, Naomi Xin	10	High Honor Roll	3.705
Kangas, Halina Rose	10	High Honor Roll	3.664
Miller, Katelyn Marie	10	High Honor Roll	3.540
Hogan, Jennifer	9	High Honor Roll	3.621
Stoller, Wyatt Samuel	8	High Honor Roll	3.705
Goetsch, Chloe Rose	7	High Honor Roll	3.955
Gonzalez, Roberto Isai	7	High Honor Roll	3.706
Post, Jon Phillip	7	High Honor Roll	3.538
Bongard, Madison Beth	6	High Honor Roll	4.039
Martens, Jalila Hope	5	High Honor Roll	3.579
McClyman, Katie M	5	High Honor Roll	3.996
Rawlings, Cayden James	4	High Honor Roll	3.789
Burckhardt, Tyler John	2	High Honor Roll	3.874
Chapin, Laela Jaye	2	High Honor Roll	3.788
Cuppy, Calvin Lance	2	High Honor Roll	3.540
Eldred, Mia Lin	1	High Honor Roll	3.830
Laurent, Kathleen E	1	High Honor Roll	3.620
Ouimet, Karibella Ivy	1	High Honor Roll	3.830
Squires, Lillian Marie	1	High Honor Roll	3.704
Healy, Daniel	0	High Honor Roll	3.998
Jensen, Lily Katherynn	0	High Honor Roll	3.746
Koehn, Emily Grace	0	High Honor Roll	4.205
Paul, Robert Roderick	0	High Honor Roll	4.039
Sullivan, Donovan R	0	High Honor Roll	3.912
Vollmar, Julia Madeline	0	High Honor Roll	3.955
Dorst, Anna Louise Adeline	12	Honor Roll	3.198
Evans, Tanner Scott	12	Honor Roll	3.196
Fleege, Charlotte Lynn	12	Honor Roll	3.330
Hahn, Gunner Lucas	12	Honor Roll	3.196
Jackson, Kadedra Lorene	12	Honor Roll	3.071
Zepeda-Amador, Jose Luis	12	Honor Roll	3.030
Hopp, Damon Douglas	11	Honor Roll	3.478
Romero, Jesus Daniel	11	Honor Roll	3.030
Coppola, Andrew Gabriel	9	Honor Roll	3.371

Kangas, Dakota James	8	Honor Roll	3.289
Ortiz, Julian Alberto	7	Honor Roll	3.330
Payne, Keisha Monique	7	Honor Roll	3.370
Uriostegui, Lucero	7	Honor Roll	3.245
Page, Tao Yi	6	Honor Roll	3.245
Sims, Faith La Joy	6	Honor Roll	3.205
Carroll Jr., Thomas William	5	Honor Roll	3.329
Fitzgerald, Christopher L	5	Honor Roll	3.037
Payne, Jaeden Benito	5	Honor Roll	3.038
Pocza, Caitlyn B	5	Honor Roll	3.371
Danke, Erian T	4	Honor Roll	3.248
Messer, Kaiden M	4	Honor Roll	3.205
Rooker, Tania G	4	Honor Roll	3.247
Smith, Ra'Nell Monet	4	Honor Roll	3.288
Vollmar, Emma Delia	3	Honor Roll	3.329
Vollmar, Lawson Mark	2	Honor Roll	3.454
Gatch, Jordan Joseph	1	Honor Roll	3.204

WISCONSIN SCHOOL FOR THE DEAF Firebirds



This past winter, the WSD Firebirds winter sports have produced another successful season. Firebirds student-athletes were honored and recognized for their athletic accomplishments during the Winter Athletic Award on March 18, 2014.

Attached to this is the recognition list.



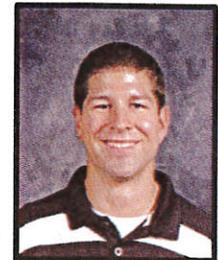
Early in March the WSD Girls basketball team reflects on and celebrates their winter season with record 11-8 at the StoneFire place. Coach Eby told the team that he was proud the team's consistence and a great attitude on and off court. Congratulations on the coaches and the student-athletes.

Kori Koss was named Indian Trails Conference Player of the Year for Girls Basketball. Congratulation to Kori! Coach Eby was also named National Deaf Interscholastic Athletic Association (NDIAA) Girls basketball Coach of the Year.



Varsity girls' basketball had its first winning season since 1985, the team's record was 11 wins and 8 losses. The team won back to back Central States Schools for the Deaf (CSSD) Championships. This was one of most memorable moments after defeating Indiana Varsity 50-45 in the championship game. The girls finished 3rd at Great Plains Schools for the Deaf (GPSD) Tournament after losing in close game to New Mexico's team in semifinal.

The boys finish season strong with 9-12 record, they showed much improvement on the season compared from last year's 3-18 record. The Special Olympics basketball team has its successful season too, and advanced to the sectionals tournament.



Spring is here which means Track &Field. WSD is proud to host the Great Plains School for the Deaf Track & Field Championships on April 26, 2014 at Delavan-Darien High School. This Track & Field Championship will be filled with energetic and dedicated athletes from 9 schools for the Deaf. Please see flyer attached.

The Firebird Athletic Department has announced the four recipients (one male, one female each from and middle school and high school) of the Firebirds' Student-Athlete of the Month

Female (Middle School & High School)

Male Middle School & High School)

Month of January: **Jazmin Victorino** and **Naomi Cinefro**

Month of February: **Madison Bongard** and **Kori Koss**

Month of March: **Chole Goetsch** and **Halina Kangas**

Andrew Coppola and **Wyatt Stoller**

Julian Ortiz and **Tanner Evans**

Christopher Fitzgerald and **Damon Hopp & Daniel Romero**

Please be sure to FOLLOW US on Twitter and Instagram for the latest scores, news and information at #WSDeafAthletics.

Also LIKE on our Wisconsin School for the Deaf Facebook page! If you already did, thank you for your support!



Best regards,

Matthew Eby, Athletic Director

2013-2014 WINTER SPORTS AWARDS

March 18, 2014

Welcome - Matthew Eby, Athletic Director

Middle School Girls' Basketball Awards –

Amy Dignan & Michelle Johnson

Middle School Boys' Basketball Awards –

Darrick DuBois & Steven Healy

Academic Bowl Awards - Susan Dupor

Special Olympic Awards –

Christopher Rawlings & Ron Corrigan

Varsity Cheerleading – Julie Holma

Varsity Girls' Basketball Awards –

Matthew Eby & Martha Muller

Varsity Boys' Basketball Awards –

Michael Eldred & Troy Truelove

SPECIAL RECOGNITIONS:

SPECIAL OLYMPIC BOWLING

Firebirds Plaques:

Most Outstanding Player: Alexander Kubiske

Most Valuable Player: Charly Fleege

Most Hustle Award : Kadedra Jackson

2014 Special Olympics State Basketball
Tournament

VARSIY CHEERLEADING

Firebirds Plaques:

Most Spirit Award: Kalu Cha

Captain's Award: Jasmine Perkins

Most Improved Award: Madi Conine

VARSIY BOY'S BASKETBALL

Season Record (9-12)

ITC Conference Record 5-5)

Firebirds Plaques:

Most Outstanding Athlete: Jerome Payne

Coaches Award: Damon Hopp

Most Improved Player: Tanner Evans

Gunner Hahn:

CSSD All-Tournament, ITC All Conference 2nd
Team, Deafdigest Sports All-American, National
Deaf Intercollegiate Athletic Association (NDIAA)
Honorable Mention

Jerome Payne:

CSSD All-Tournament, ITC All-Conference 2nd
Team

Damon Hopp:

CSSD All-Tournament, ITC All-Conference
Honorable Mention

Tanner Evans:

GPSD All-Tournament

VARSIY GIRLS' BASKETBALL

Season Record (11-8)

ITC Conference Record (4-6)

First Place Trophy: Central States Schools for the
Deaf (CSSD)

Third Place Trophy: Great Plains Schools for the
Deaf (GPSD)

Firebirds Plaques:

Most Outstanding Player: Kori Koss

Best Spirit: Lyssa Matsche

Rookie of the Year: Alaqua Cox

Kori Koss:

CSSD & GPSD All-Tournament Team, ITC All-
Conference Player of the Year & First Team,
Deafdigest Sports All-American, National Deaf
Intercollegiate Athletic Association (NDIAA) First
Team All-American, Selected USADB HS All Star
All-Walworth County _____

Ka Youa Xiong:

CSSD All-Tournament team, ITC All-Conference
Second Team, National Deaf Intercollegiate
Athletic Association (NDIAA) All Americans
Honorable Mention, Selected USADB HS All Star

Anna Dorst:

GPSD All-Tournament Team

Elizabeth Besaw:

CSSD All-Tournament Team, ITC All-Conference
Honorable Mention

Coach Matthew Eby:

National Deaf Intercollegiate Athletic Association
(NDIAA) Coach of the Year

Wisconsin School for the Deaf – Health Center



309 W. Walworth Avenue
Delavan, WI 53115

Ph. # 262-728-7144

VP # 262-725-0251

Fax # 262-728-7168

VP # 262-394-1217

Email: dame.nelson@wisd.k12.wi.us

Self Care Tips



Keep Your Child Home When...



- Oral temperature is above 100°F.
- Cold symptoms serious enough to interfere with child's ability to learn.
- Cough causing difficulty breathing or moderate to severe chest pain.
- Diarrhea or vomiting
- Undiagnosed rash or open sores with drainage
- Headache severe enough to interfere with learning
- Abdominal pain accompanied by elevated temperature, vomiting or diarrhea
- Sore throat serious enough to interfere with swallowing or accompanied by fever or rash.
- Head lice infestation. **Nits must be removed to prevent reinfection.** Student may return to school once live lice treated and nits removed.
- "Pinkeye" - if drainage present or discomfort interferes with learning. Must be on antibiotics for 24 hours before sending to school.
- Any bacterial infection until student has been on antibiotic therapy for 24 hours.

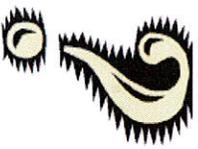
Chickenpox: This viral disease is not life-threatening, but is very uncomfortable and contagious. If your child has a fever, is itching, and begins to sprout pink or red spots (with watery centers) on the back, chest, and/or face, the chances are good it is chickenpox. Keep your child home until all lesions are dry and crusted over.

Ear Infections: These can be contagious and unless properly treated can cause permanent hearing damage. Keep child home and seek medical attention if child is moderately uncomfortable, pain has lasted more than 5 days, or drainage is present from ear.

Sore Throat: Strep throat is highly contagious condition caused by a bacterial infection. Usually it is accompanied by a fever. A child with strep throat needs to be kept home, medically evaluated and treated with antibiotics. A child with strep throat may return to school after being on antibiotics for 24 hours as long as they are feeling well enough. Seek medical advice for any sore throat accompanied by fever, pus in back of throat or rash.

Rash/Sores: Our skin is a very sensitive organ and is often the first to indicate something is going on in our body. Therefore, children may develop rashes for all sorts of reasons. Do not send your child to school if rash is accompanied by fever or is spreading. Seek medical advice if your child develops a rash with open sores or blisters, has severe itching, or is unrelieved by home treatments.

**When to Keep
your Child
Home From School**



Too sick for school?

Your son says he is not feeling well. He looks okay, but you are not sure if you should send him to school or keep him home. Your daughter wakes up with a rash. Should she go to school? Deciding when to send your child to school and when it is best to keep your child home can be a difficult decision. The following information is offered to hopefully make the decision easier for you. If you have questions please contact your physician.

Children, because of the way they interact with the environment (touch more things, wash hands less), come into contact with viruses and bacteria that can cause illness.

The good news is that their immune systems usually respond rather quickly to fend off and overcome any infection. A rise in temperature, a rash, vomiting and diarrhea are all ways the body responds to an infection.

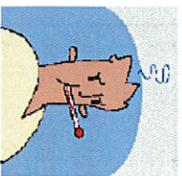
Young children, because of their less experienced immune systems, can become ill rather frequently. It is not unusual for children to have between 6-10 colds each year. Colds and upper respiratory infections are usually caused by a virus.

While no one feels good when they have a cold, viruses tend to hang on for as long as three weeks. It is difficult for success in school if a student were to miss that many days.

While you don't want your child to miss school, neither do you want to send a sick child to school and endanger him or her or other children as well.

Our goal is to encourage children towards habits of good nutrition, proper rest and exercise, and proper dental care and personal hygiene. This will result in good health and good attendance and give a child a head start towards a good education.

Use this following guidelines in deciding when a child is too ill to be in school:



Temperature: The oral

temperature should be below 100°F for 24 hours without the assistance of Tylenol before returning to school. If your child has a temperature of 100°F or greater, this indicates an infection of some nature. If your child develops a fever in school you will be notified, and possibly ask that you take your child home.

Cold/Cough: A runny nose is the way many children respond to pollen, dust, or simply a change in seasons. Many runny noses are caused by allergies and allergies are not contagious so you don't need to keep your child home. If your child has a moderate or severe cough or symptoms that

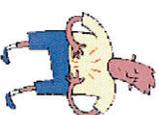


make him/her moderately uncomfortable, keep him/her at home to provide extra rest, and push fluids. Seek medical advice if your child has severe difficulty breathing or is becoming dehydrated.

Headaches: Children are encouraged to remain in school with headaches unless it interferes with learning. Keep a log of when headaches occur, and what relieves them. Over the counter pain medication is only given at school if a medical consent is signed by the parent.



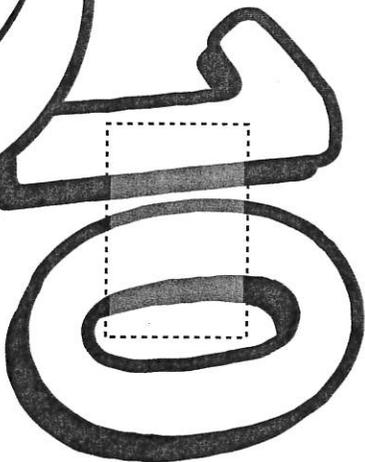
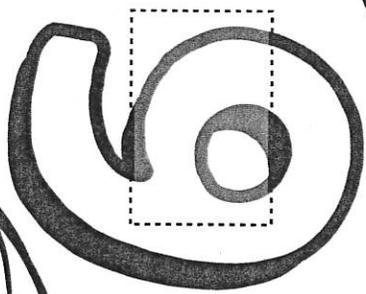
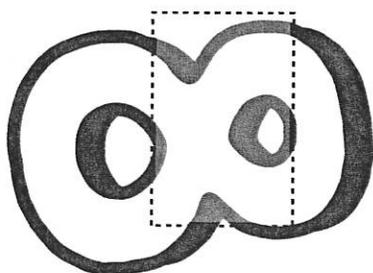
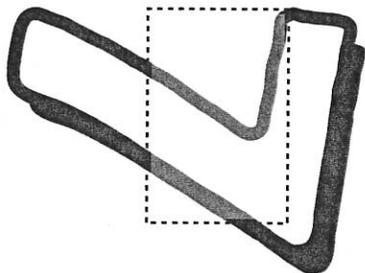
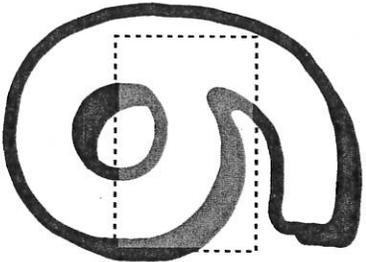
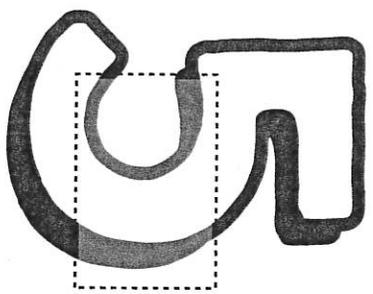
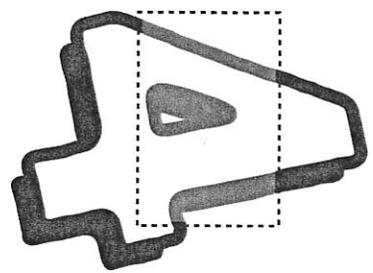
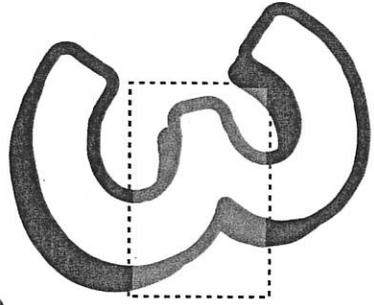
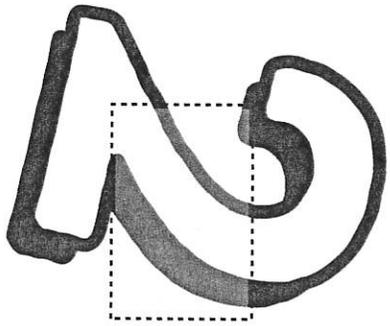
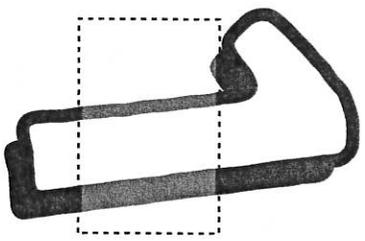
Abdominal Pain/Nausea: Students are encouraged to remain in school unless pain is accompanied by fever, vomiting, or diarrhea. Abdominal pain, like headaches, can be experienced by children who are anxious or feel stress. It is of more help to the student if we can help him/her find the source of the anxiety and deal with that rather than stay



home. If your child has no other symptoms and eats meals without any problems, he can be sent to school. Please make sure the school knows how to reach you in case diarrhea and/or vomiting occurs or pain increases and your child needs medical attention.



BOX TOPS REALLY COUNT!



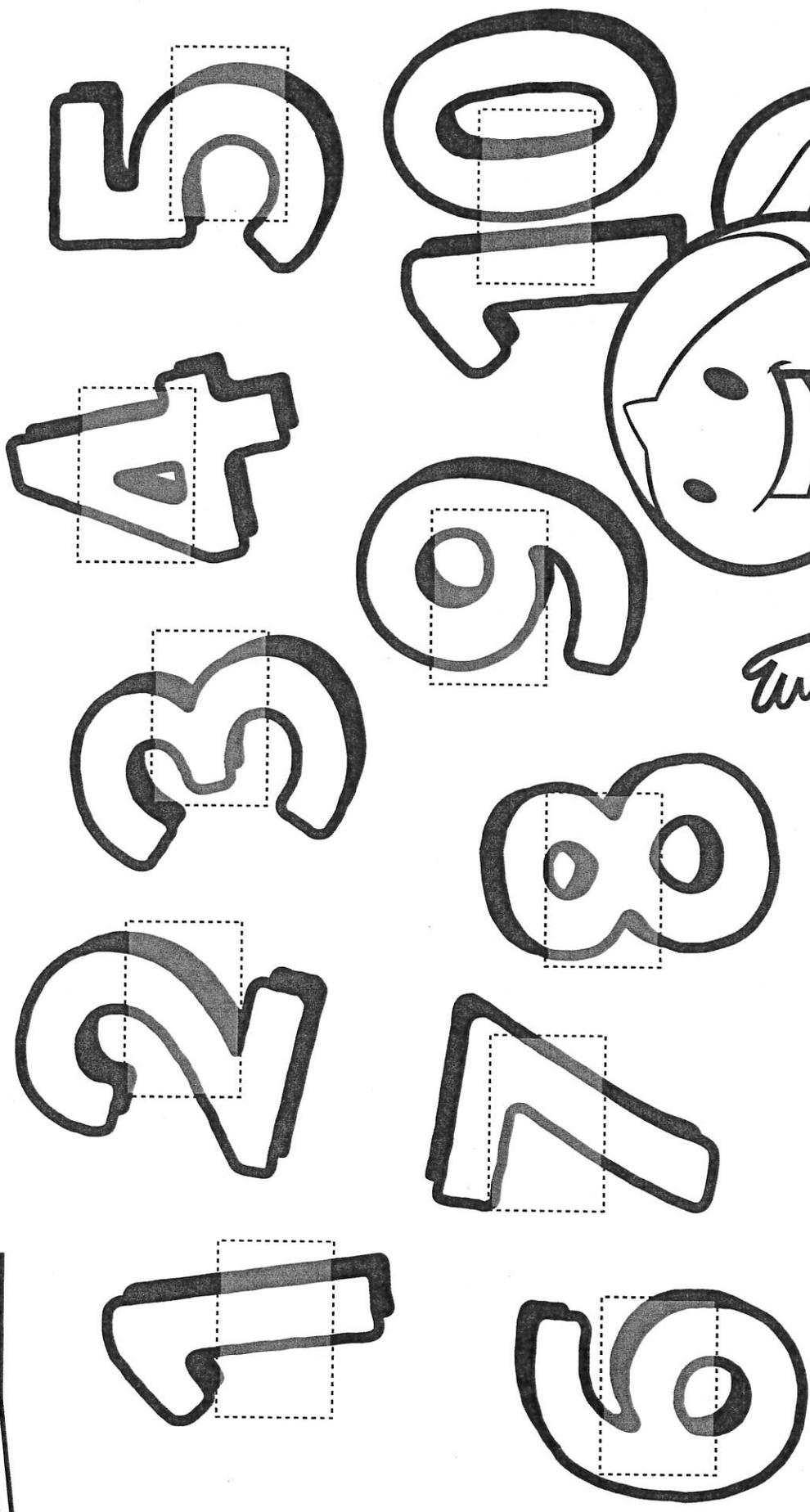
Collecting Box Tops for your school is as simple as counting to 10!



Thank you for helping! Every Box Top you collect is worth 10¢ for your school. To see more ways to earn cash for your school, go to bte.com



¡LAS TAPAS DE CAJA REALMENTE CUENTAN!



¡Recolectar tapas de caja para tu escuela es tan fácil como contar de 1 a 10!

¡Gracias por tu ayuda! ¡Cada tapa de caja que juntas vale 10¢ para tu escuela! Para ver más maneras de ganar dinero para tu escuela, puedes ir a btfe.com.

13 Dazzling Discoveries Kids Can Make with Outdoor Apps

Hit the road, dig in the dirt, watch the night sky -- all with apps that offer deep exploration of the natural world.

Angela Zimmerman Editorial Content Manager April 9, 2014



Whether you have a plant-loving preschooler or a photo-snapping teen, a great hand-held tool can offer a more interactive experience -- and really boost what kids can learn -- under the sun and stars. From exploring nature trails to spotting constellations, try using an app to open the doors to the wide world outside. These apps can help kids of all ages uncover the wonders of nature ... and even turn them onto a new outdoor hobby.



Dig in. *The Lorax Gardener* is a delightful gardening game for little ones with a green thumb. Older kids can use *Plants HD* to impress with plant facts when you're outside exploring nature together.



Make a feathered friend. *A Field Guide to North American Birds* is an invaluable resource for ornithologists of all ages interested in learning about the species in the skies.



Put your best foot forward. Use *Google Maps* to chart your way through trails unknown, and brush up *Bear Grylls' essential survival skills* before trekking into the wilderness.



Get snap-happy. Nature's canvas is teeming with color in the spring. Preschoolers will love *Out-A-Bout* for the way that storytelling, photography, and outdoor play intersect. Teens can use *Pics-Art -- Photo Studio* to snap, edit, and share vibrant photos.



Join an outdoor classroom. Kids can submit nature photos and contribute to global research missions through *Project Noah*. *Leafsnap* will help them identify plants and trees and build an online library.



Look up. The information-packed *NASA App* will help kids as young as 7 identify springtime stars and constellations, and *Mobile Observatory* is a terrific tool that older kids can use to map the cosmos.



Take off! Go big this spring! *National Parks by National Geographic* is a handy way to plan an unforgettable trip to one of 25 national parks. And *Google Earth* can give kids a sneak peek into the natural splendors that await.

5 Teen Behavior Problems: A Troubleshooting Guide

Is your teenager rebelling, defying your curfew, or hanging out with questionable kids? Here's how to nip behavior problems in the bud.

WebMD Feature

By Christina Frank

Reviewed By Brunilda Nazario, MD

To be fair, no one has ever pretended that parenting a teenager was going to be easy. Still, until your own kids reach that stage, it's tempting to believe your family will be immune to teen behavior problems. No, you tell yourself, *your* teenager will never talk back, stay out too late or pierce her eyebrow.

Dream on.

Teenagers are basically hard-wired to butt heads with their parents, says Stuart Goldman, MD, director of psychiatric education at Children's Hospital in Boston. "Adolescence is a time of rapid change for kids both physically and cognitively," he explains. "It's the task of the teenager to fire their parents and then re-hire them years later, but as consultants rather than managers."

But that doesn't mean you have to take it lying down. With the right approach, you can troubleshoot the following teen behavior problems in a relatively civilized fashion.

Teen Behavior Problem 1:

Your Teen Seems To Hate You

One minute your sweet child is begging you to come on the class trip or to lie down with her while she falls asleep. Then, seemingly overnight, she starts treating you like dirt, discounting everything you say and snickering at your suggestions. If you look closely, you'll see that you've been through this before, when she was a toddler -- only instead of shouting "no!" like a two-year-old would, a teenager simply rolls her eyes in disgust.

"It's so hard for parents when this happens," says Nadine Kaslow, PhD, a psychologist specializing in kids and families at Emory University in Atlanta. "But part of adolescence is about separating and individuating, and many kids need to reject their parents in order to find their own identities." Teens focus on their friends more than on their families, which is normal too.

Your Solution

Sometimes parents feel so hurt by their teens' treatment that they respond by returning the rejection -- which is a mistake. "Teenagers know that they still need their parents even if they can't admit it," says Goldman. "The roller-coaster they put you on is also the one they're feeling internally." As the parent, you need to stay calm and try to weather this teenage rebellion phase, which usually passes by the time a child is 16 or 17.

But no one's saying your teen should be allowed to be truly nasty or to curse at you; when this happens, you have to enforce basic behavior standards. One solution is the good, old-fashioned approach of: "If you can't say something nice, don't say anything at all." By letting your teenager know that you're here for him no matter what, you make it more likely that he'll let down his guard and confide in you once in a while, which is a rare treat.

Teen Behavior Problem 2:

Communication Devices Rule Their Lives

It's ironic that teenage forms of communication like instant messaging, texting, and talking on cell phones make them less communicative, at least with the people they live with. In today's world, though, forbidding all use of electronic devices is not only unrealistic, but unkind. "Being networked with their friends is critical to most teens," says Goldman.

Your Solution

Look at the big picture, advises Susan Bartell, PhD, an adolescent psychologist in New York. If your child is functioning well in school, doing his chores at home and not completely retreating from family life, it's probably best to "lay off." It's also OK to set reasonable limits, such as no "texting" or cell phone calls during dinner. Some parents prefer not to let teens have computers in their rooms, since it makes it harder to supervise computer usage, and this is perfectly reasonable. Many experts also suggest establishing a rule that the computer has to be off at least one hour before bedtime, as a way to ensure that teens get more sleep.

One good way to limit how many minutes your teen spends talking on his cell and texting: Require him to pay his own cell phone bills. And do your best to monitor what your child does when he's online, particularly if he or she is using networking sites like MySpace and Facebook. You still own the home and computer -- so check into parental Internet controls and software to monitor use of any questionable web sites.

Teen Behavior Problem 3:

Staying Out Too Late

It's 10:30 p.m. and you told your daughter to be home by 10 p.m. Why does she ignore your curfew again and again?

"Part of what teens do is test limits," explains Goldman. "But the fact is that they actually want limits, so parents need to keep setting them."

Your Solution

Do some research before insisting that your child respect your curfew because it's possible that yours is unreasonable. Call a few of your kids' friends' parents and find out when they expect their kids home. Goldman suggests giving kids a 10-minute grace period, and if they defy that, to set consequences -- such as no going out at night for a week.

If it seems like your child is staying out late because she's up to no good, or doesn't feel happy at home, then you need to talk with her and figure out what might be going on. However, if your curfew is in line with what's typical in your teen's crowd, then it's time to set consequences and then *enforce them* if your teen continues to break your rules. When you make a rule, you have to mean it. You can't bluff teenagers -- they will always call you on it.

Teen Behavior Problem 4:

Hanging Out with Kids You Don't Like

You wince every time your son traipses through the door with his greasy-haired, noisy buddies. Should you suck it up, or say something?

Your Solution

Kids can wear weird clothes, pierce their lips, act rudely and still be decent kids, says Bartell, who advises parents to hold off on criticizing something as superficial as fashion in their kids' friends. "Teenagers are so attached to their friends that it's like criticizing them directly."

On the other hand, if you know that your child has taken up with a group of troubled teens who skip school and do drugs, a talk is in order. "Without putting him on the defensive, tell your child you're concerned about who he's hanging out with and that you're worried he's doing drugs," says Bartell. While you can't forbid your child to hang around with certain kids, you can intervene and try to nip dangerous behaviors in the bud. Don't be afraid to ask for professional help about hanging out with a crowd engaged in negative behavior. Counseling or family therapy can help.

Teen Behavior Problem 5:

Everything's a Drama

Every little thing seems to set your daughter off lately, and the more you try to help, the more she sobs or shouts or slams the door.

Part of being a teenager is feeling things intensely, so what may seem like no big deal to you is hugely important to her.

Your Solution

Parents tend to trivialize the importance of things in teenagers' lives, says Bartell: "What happens is that kids feel misunderstood, and eventually they will stop telling you anything. Right now it is the most important thing in the world that her best friend is flirting with her boyfriend, and you need to take it seriously."

Don't offer advice, disparage her friends or try to minimize it by saying that one day she'll see how silly high school romances are. "Just listen and sympathize," says Bartell. And put yourself in her position -- because, after all, you were once there yourself.

[View Article Source](#)

SOURCES: Nadine Kaslow, PhD, psychologist, Emory University, Atlanta, GA. Stuart Goldman, MD, director of psychiatric education, Children's Hospital, Boston, MA. Susan Bartell, PhD, adolescent psychologist, New York, NY.

Reviewed by [Dr. Linda Nadeau, MD](#) on August 22, 2011

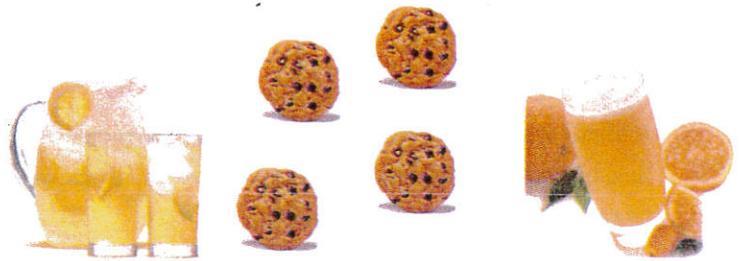
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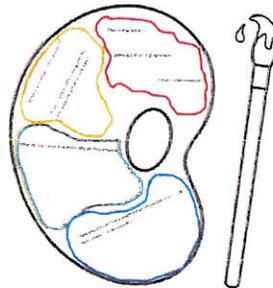
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- Scavenger Hunt Games



- Write to the Artist



Friday May 2, 2014

Grade Level	Period Attending Art Show
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1 st Grade	3
2 nd /3 rd Grades	4
9 th & 10 th Grades	5
11 th & 12 th Grades	6
4 th Grade	7
5 th Grade	8
MS	9
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