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A New Season A New Season Brings Changes, Challenges and New Possibilities

I Love the fall. It's my favorite time of the year. I love the cool weather the fall brings, and seeing the color of the leaves begin to change.

And soon, the holiday season will be upon us. Halloween is just around the corner, followed by Thanksgiving and Christmas.

It's a time when families enjoy spending time together eating and celebrating.

And just like the seasons of the year become new, we are moving on with new seasons of our life as well, called transitions.

We experience transition when we:

- Graduate from school
- Get a job
- Get married
- Have kids

And with each transition, it brings about new challenges and new possibilities. As parents of a special needs children, we strive to prepare them for the many changes and challenges they will have to face in their lifetime.

But combining personal, caregiving, and everyday needs can also be challenging for parents. The following are general caregiving tips to help you and those you care for stay safe, and healthy.

From <http://www.cdc.gov/family/specialneeds/>

Be informed. Gather information about your family member's condition, and discuss issues with others. Being informed will help you make more knowledgeable health decisions and

improve your understanding about any challenges your family might face.

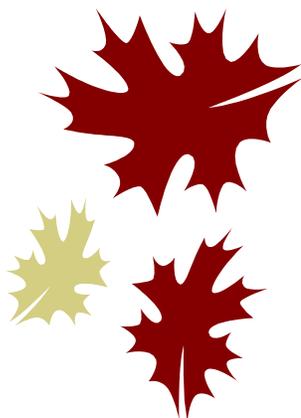
Get support. Accept assistance if appropriate, and ask for help when you need it. Friends, family, health practitioners, support groups, and counselors are just a few of the people available to you.

Be an advocate. Ask questions, document your family member's medical history, and provide pertinent information to his or her caregivers. Be empowering. Think positively, and know what you and your family can do together. Celebrate achievements, and promote independence when appropriate.

Take care of yourself. Stay aware of your own needs. Take some time for yourself. Enjoy a hobby, or visit with friends. Keep balance in the family.

Take time for all family members, regardless of special needs.

These caregiving tips provide families with tools to stay healthy and positive. Keep in mind that these tools are applicable to many family issues. Information, support, advocacy, empowerment, care, and balance can be the foundation for a healthy family and appropriate no matter what the challenge.



TAKE CHARGE OF YOUR HEALTH: ADOLESCENTS WITH SPECIAL HEALTH CARE NEEDS HEALTH TRANSITION PLANNING

◆ **Are You Prepared?**

By age 14, you should start:

- Planning with your parents, doctors, teachers, and school guidance counselor for life after high school.
- Will you attend college or technical school?
- Do you need job training for work?

Be sure to include your health needs in your planning. Will you need special services for work, college or to live independently?

● **Are You in Charge?**

By age 15, you should:

- Talk to your doctors about when and where to start looking for doctors who treat adults.
- Be aware that many pediatric doctors only see patients up to age 18 or 21, when they move from pediatric (or child) services to adult services.

● **Do You...**

- Have a good and basic understanding of your disability/health condition?
- Know how to explain what you need to others?
- Know how to select the best health care provider for yourself? Ask your current doctor for help.
- Know how to make your own medical appointments?
- Know how to schedule visits with your doctor before any problems arise? Write down your questions and take them to the appointment.
- Know how to order your own supplies or refill medications?
- Have a record of your medical history: conditions, dates of operations, treatments, recommendations, etc.
- Know when you need medical help and who to call in case of an emergency? Talk to your primary care doctor about sex and birth control?
- Have an emergency/disaster plan? Register with your Parish Emergency Operations Center if assistance may be needed for emergency services during disasters or other events.

Keep a list of addresses/telephone numbers for your doctors, pharmacy and other health care providers.

● **Are Your Habits Healthy?**

Take steps to "Be Your Best!"

- Eat a healthy diet and maintain a healthy weight.
- Develop an exercise routine that will help you stay physically fit.
- Get enough sleep at night (seven hours or more).
- Avoid drinking, smoking, using illegal drugs, driving unsafely or having unsafe sex.

● **Are You Ready to be on Your Own?**

- Have a basic understanding of your medical condition, health needs and warning signs -be able to explain these to others. Get a copy of your medical history/ records.
- Know how to select the best health care provider for yourself, make your own medical appointments and order medical supplies and refills.
- Keep healthy habits.
- Work with your parents, teachers and guidance counselors to help you decide what special services you may need in the future.

What do You Need to Succeed?

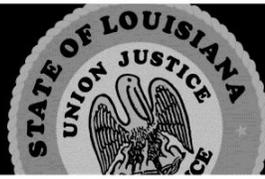
School

Do you have an IEP? An IEP (Individualized Education Plan) is an educational plan that has been formed to meet your educational needs.

If yes, then you may need an Individualized Health Plan included in your IEP if you have a health condition.



Continued on next page



Children's Special Health Services Health Transition Planning

Health Transition Planning (continued)

An Individualized Health Plan is a plan about your health care needs and what services you may require in school because of your medical condition (asthma, diabetes, seizures or other medical conditions) such as:

- ◆ Having handicap-accessible bathrooms or parking spaces
- ◆ Having assistance getting around
- ◆ Having specific times to take medication
- ◆ Having a special diet

If you are a youth with an IEP or if you're getting special accommodations at school (504 services) staff at Families Helping Families can help you prepare for your school transition plan meeting.

Find a Families Helping Families Office Near You

Families Helping Families has nine centers statewide, operated by parents and family members of individuals with disabilities that can assist in transition planning.

<http://laptic.org/fhfcenters>.

About Children's Special Health Services

Children's Special Health Services is a program within the Department of Health and Hospitals' Office of Public Health that provides resources and services for children with special health care needs from birth to age 21. The Children's Special Health Services website has information on resources for transition and paying for health care.

www.dhh.louisiana.gov/CSHS.



TRANSITION RESOURCES

Want to Learn More About ...

School Transition?

Louisiana Department of Education:

http://www.louisianaschools.net/divisions/specialp/transition_services.html

Job Training?

Louisiana Rehabilitation Service:

http://www.laworks.net/WorkforceDev/LRS/LRS_Main.asp

SSI Ticket to Work:

<http://www.socialsecurity.gov/work/aboutticket.html>

Independent Living Programs?

Independent Living Program/Community and Family Support/State Personal Assistance Services Programs:

http://www.laworks.net/WorkforceDev/LRS/LRS_Living.asp

If you would like information from these sites, and you do not have access to a computer, contact the Parent Liaison in your region .

See page 8 for a Parent Liaison in your area..

On the next page is an article about a young man, who with the help of Children's Special Health Services, Families Helping Families and his own perseverance has achieved outstanding goals as he transitioned into adulthood.

Please enjoy, " My Story" by Markos Picou

Continued on next page



The Spotlight's on Marcos Picou

“My Story”

Submitted by a student from Region 3

Hello, Markos Picou here. I am a 19 year old sophomore at Nicholls State University. Pre-med/Biology is my major and I'm proud to say that I finished my first year with a 3.9 GPA. When I think of both the Bayou Land Families Helping Families and Children Special Health Services program as well as the staff members the first word that comes to mind is love. I've been a client of the program for 7 years and these have been the smoothest and challenging years of my life. They are the smoothest because BLFHF and CSHS has helped me cope with my dealings by being exceptionally supportive and informative. On the other hand the years have been challenging because of the various illnesses that have come along. Throughout those years I've had the pleasure to deal with a broken foot, pulmonary embolism, high cholesterol, high blood pressure, and weight problems. With the help of BLFHF and CSHS I was able to find the right doctors and be placed in the right situations to adjust living with said illnesses. In hopes of preventing further setbacks in my life, Bayou Land Families Helping Families and Children Special Health Services provided my family and me with informative pamphlets. Having the opportunity to be a part of this program has been one of the best blessings that I've been given. Knowing that they are just a phone call away is also easing.

With Love,
Markos Picou



10 Basic Steps in Special Education

From: <http://nichcy.org/> National Dissemination Center for Children with Disabilities

Children can have all sorts of difficulties growing up. Sometimes problems are obvious right from the start; and sometimes they don't appear until a child is in school. Some children have trouble learning to read or write. Others have a hard time remembering new information. Still others may have trouble with their behavior. For some children, growing up can be very hard to do!

When a child is having trouble in school, it's important to find out why. The child may have a disability. By law, schools must provide special help to eligible children with disabilities. This help is called *special education* and *related services*.

There's a lot to know about the process by which children are identified as having a disability and in need of special education and related services. This section of NICHCY's website is devoted to helping you learn about that process.

This brief overview is an excellent place to start. Here, we've distilled the process into 10 basic steps. Once you have the big picture of the process, it's easier to understand the many details under each step. We've indicated throughout this overview where, on our site, you can connect with more detailed information.

Step 1. Child is identified as possibly needing special education and related services.

There are two primary ways in which children are identified as possibly needing special education and related services: the system known as *Child Find* (which operates in each state), and by referral of a parent or school personnel.

Child Find. Each state is required by IDEA to identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct what are known as Child Find activities.

When a child is identified by Child Find as possibly having a disability and as needing special education, parents may be asked for permission to evaluate their child. Parents can also call the Child Find office and ask that their child be evaluated.

Referral or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal, but it's best to put it in writing.

Parental consent is needed before a child may be evaluated. Under the federal IDEA regulations, evaluation needs to be completed within 60 days after the parent gives consent. However, if a State's IDEA regulations give a different timeline for completion of the evaluation, the State's timeline is applied.

Step 2. Child is evaluated.

Evaluation is an essential early step in the special education process for a child. It's intended to answer these questions:

- Does the child have a disability that requires the provision of special education and related services?
- What are the child's specific educational needs?
- What special education services and related services, then, are appropriate for addressing those needs?

The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). They can ask that the school system pay for this IEE.

Continued on next page

10 Basic Steps in Special Education

From: <http://nichcy.org/> National Dissemination Center for Children with Disabilities

Step 3. Eligibility is decided.

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA. If the parents do not agree with the eligibility decision, they may ask for a hearing to challenge the decision.

Step 4. Child is found eligible for services.

If the child is found to be a child with a disability, as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, a team of school professionals and the parents must meet to write an individualized education program (IEP) for the child.

Step 5. IEP meeting is scheduled.

The school system schedules and conducts the IEP meeting. School staff must:

- contact the participants, including the parents;
- notify parents early enough to make sure they have an opportunity to attend;
- schedule the meeting at a time and place agreeable to parents and the school;
- tell the parents the purpose, time, and location of the meeting;
- tell the parents who will be attending; and

tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

Step 6. IEP meeting is held and the IEP is written.

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are full participating members of the team. If the child's placement (meaning, where the child will receive his or her special education and related services) is decided by a different group, the parents must be part of that group as well.

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the IEP is written and this consent is given.

If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a state complaint with the state education agency or a due process complaint, which is the first step in requesting a due process hearing, at which time mediation must be available.

Step 7. After the IEP is written, services are provided.

The school makes sure that the child's IEP is carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

Continued on next page

10 Basic Steps in Special Education

From: <http://nichcy.org/> National Dissemination Center for Children with Disabilities

Step 8. Progress is measured and reported to parents.

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These [progress reports](#) must be given to parents at least as often as parents are informed of their nondisabled children's progress.

Step 9. IEP is reviewed.

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to participate in these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation, or a due process hearing. They may also file a complaint with the state education agency.

Step 10. Child is reevaluated.

At least every three years the child must be reevaluated. This evaluation is sometimes called a "triennial." Its purpose is to find out if the child continues to be a child with a disability, as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.

Want More Details?

You may find the following sections of our website particularly helpful for understanding the requirements and responsibilities related to the special education process.

You can visit <http://nichcy.org/>

- [Evaluating Children](#)
- [All About the IEP](#)
- [Placement Issues](#)
- [Supports, Modifications, and Accommodations](#)
- [Effective Practices](#)
- [Resolving Disputes](#)
- [Transition to Adulthood](#)

If you would like information from these sites, and you do not have access to a computer, contact the Parent Liaison in your region .

See the list on the next page for a Parent Liaison in your area..

CSHS Parent Liaisons

Thuy Nguyen

Region 1 - Orleans, St. Bernard, Jefferson, Plaquemines

Phone: (504) 896-1340

Fax: (504) 896-1360

Email: Thuy.Nguyen@la.gov

Kay Lewis-Caron

Region 2 - East and West Baton Rouge, East and West Feliciana, Iberville, Pointe Coupee, Ascension

Phone: (225) 242-4890

Fax: (225) 342-4707

Email: klewis@fhfgbr.org

April Young

Region 3 - Assumption, Lafourche, St. Charles, St. James, St. John, St. Mary, Terrebonne

Phone: (985) 447-0896

Fax: (985) 447-0973

Email: April.Young@la.gov

Rose Viltz

Region 4 - Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, Vermillion

Phone: (337) 262-5616 ext. 124

Fax: (337) 262-5399

Email: Rose.Viltz@la.gov

Davelyn Patrick

Region 5 - Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis

Phone: (337) 480-2636

Davelyn Patrick (continued)

Fax (337) 475-8613

Email: Davelyn Patrick

Melissa Harrison

Region 6 -Avoyelles, Concordia, Catahoula, Grant, LaSalle, Rapides, Vernon, Winn

Phone: (318) 487-5282, ext. 206

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Patricia George

Region 7 - Bienville, Bossier, Caddo, Claiborne, Desoto, Red River, Natchitoches, Sabine, Webster

Phone: (318) 676-7488

Fax: (318) 676-7783

Email: Pat.George@la.gov

Evelyn Jackson

Region 8 - Caldwell, East and West Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union

Phone: (318) 361-7316

Fax: (318) 362-3016

Email: Evelyn.Jackson@la.gov

Stephanie Miller

Region 9 - Livingston, St. Helena, St. Tammany, Tangipahoa, Washington

Phone: (985) 543-4165

Fax: (985) 345-8310

Email: Stephanie.Miller@la.gov

News From the Family Resource Center

Hello,
My name is Steven Nguyen. I am the Youth Liaison for the CSHS Family Resource Center. This center helps families learn about and access needed community resources. The center serves families who attend outpatient clinics here at Children's Hospital.

I started this position on September 12, 2012, and there's still a lot to learn! As a youth liaison, my job will be to mentor and support youth patients in the Rehabilitation Department. I'll also provide family input in the Rehab Department's planning meetings. I attended the Rehab Department's annual Ice Cream Social and Reunion and met the department staff.

Just a little bit about myself, I am 23 years old with Spina Bifida. I am currently attending Delgado Community College, pursuing a degree in Computer Information Technology.

I will give you more information about my activities in future newsletters. If you have any questions, you can reach me at: (504) 896-1340 or email me at:

Steven.Nguyen@LA.GOV.



The Story of the Butterfly

From: <http://www.motivationalwellbeing.com/motivational-stories.html>

A man found a cocoon of a butterfly.
One day a small opening appeared.
He sat and watched the butterfly for several hours as it struggled to squeeze its body through the tiny hole. Then it stopped, as if it couldn't go further.

So the man decided to help the butterfly.
He took a pair of scissors and snipped off the remaining bits of cocoon.
The butterfly emerged easily but it had a swollen body and shriveled wings.

The man continued to watch it, expecting that any minute the wings would enlarge and expand enough to support the body, Neither happened!

In fact the butterfly spent the rest of its life crawling around.

It was never able to fly.



What the man in his kindness and haste did not understand:

The restricting cocoon and the struggle required by the butterfly to get through the opening was a way of forcing the fluid from the body into the wings, so that it would be ready for flight once that was achieved.

Sometimes struggles are exactly what we need in our lives. Going through life with no obstacles would cripple us. We will not be as strong as we could have been, and we would never fly.

News From Families Helping Families of Greater Baton Rouge

The Resource Center for Autism Spectrum Disorders (RCASD), a program of Families Helping Families of Greater Baton Rouge presents:



The IEP and Special Education Laws

Presenter:
Cynthia Chesterfield
Educational Support Specialist

Date:
Wednesday, October 17th, 2012.

Time:
11:00 pm to 1:00 pm

Location:
Ascension Parish Library's Galvez Branch's Meeting Room

Address:
Ascension Parish Library—Galvez Branch
40300 Highway 42
Prairieville, LA 70769

To register:
Email Sandra at stranmell@fhfgbr.org or call her at 225.216.7474

FREE

Funding for this workshop is provided by a contract with the Louisiana Department of Education with funds under Part B of the Individuals with Disabilities Education Act of 2004.

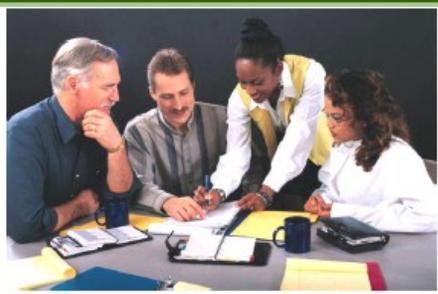


Effective communication is the key to building better relationships between families and schools.

Effective Communication

Learn ways to improve your communication skills.

Make your IEP meetings more productive with effective communication.



Refreshments will be served!!!!

Presented by:
Cynthia Chesterfield and Ursula Brown

Date: Friday, October 26, 2012
Time: 9:00 am – 12:00 pm
Location: Bains Lower Elementary (Family Service Center)
9792 Bains Road
St. Francisville, LA 70775

To register contact: Cynthia Chesterfield at (225) 216-7474 or email- cchesterfield@fhfgbr.org

Funding for this workshop is provided by a contract with the Louisiana Department of Education with funds under Part B of the Individuals with Disabilities Education Act of 2004



Come join us!!!!
Wednesday October 24, 2012
Time: 6:00 pm – 8:00 pm

Qualifying For and Maintaining Government Benefits

As well as.....

- Forced Heir Laws in Louisiana
- Inheritance Limits and SSI/Waiver Money
- Transfer of Rights
- Other related topics

Presented by: Peter Losavio
Attorney At Law
Appointed by the Special Needs Alliance

Location:
Families Helping Families of GBR Training Room
2356 Drusilla Lane
Baton Rouge, LA 70809

To register contact Cynthia Chesterfield at (225) 216-7474 or email cchesterfield@fhfgbr.org

Light refreshments will be served!!!

Funding for this workshop is provided by a contract with the Louisiana Department of Education with funds under Part B of the individuals with Disabilities Education Act of 2004



Concerned about the availability of jobs in your community?



Job Opportunities for Individuals With Disabilities

Presented by: Lynn Champagne
LA Workforce Commission

Date: November 7, 2012
Time: 10:00 am-12:00 pm

Location: Families Helping Families of GBR
2356 Drusilla Lane
Baton Rouge, La 70809

Light Refreshments Served!!

To register contact Cynthia Chesterfield at (225) 216-7474 or email- cchesterfield@fhfgbr.org

This workshop is supported under a contract with the Louisiana Department of Education with funds under Part B of the Individuals with Disabilities Improvement Act of 2004



GUMBO IS:

**A SPORTS PROGRAM FOR
YOUTH & ADULTS WITH
PHYSICAL OR VISUAL
DISABILITIES**



Organized track & field competitions in 4 areas of the state (North, South, Central, and Southwest).

Sports Clinics introducing Paralympic sports such as track/field, swimming, powerlifting, archery, wheelchair basketball, boccia, equestrian, cycling, tennis, table tennis, judo, fencing, sit volleyball.

State Invitational Track & Field Meet held in the fall for those who qualified at the regional spring meets.

State Boccia Tournament (held in either North or South Louisiana on alternating years).

Training workshops for coaches, officials, and classifiers.

Disability Awareness programs presented to groups such as University classes, LEA's, LAHPERD State Convention, LRPA State Convention, and community based organizations such as the Elks, Kiwanis, Lions, etc.

Overnight Winter Sports Camp for prospective State Team members.

Travel for selected State Team, also known as the Louisiana Mudbugs, to a National Qualifying Meet outside of Louisiana.

Opportunities for qualification and travel to the National Junior Disability Championship (NJDC) as a member of Team GUMBO. The next NJDC will be held in Rochester, MN July 6-13, 2013.

A Learning Experience! Fun! A Chance to Meet New Friends! Sportsmanship! Teamwork!

Winning with Pride! Losing with Dignity!

Developing active minds, strong bodies, self-confidence, discipline, and independence!

GUMBO IS NOT: SPECIAL OLYMPICS

Be a part of GUMBO!



**See our website at
www.gumbogames.com**

Contact Pam Carey 1-800-259-7200 ext. 17, email carey33452@aol.com

2012 STATE GUMBO INVITATIONAL MEET

The weather cleared just in time for the State GUMBO Invitational Meet which was held Saturday, September 29, 2012 at Tioga High School in Pineville. Over 60 athletes from all across the state were there to compete. Athletes who came to state qualified by placing 1st, 2nd, or 3rd at one of their regional meets that was held in the spring. Young athletes qualify to participate in GUMBO events by having a physical or visual disability. Here are a few of the highlights from the State Meet:



Christian Worrell-
Bossier City



Brinesha Harris-
Shreveport



Jasmine Jefferson-
New Iberia



Denzel Parker-Marrero
Jeanne' Keretz-Walker



Kristian Bellard-Mamou
Javaris Marshall-Shreveport
K'von Albert-Prairieville

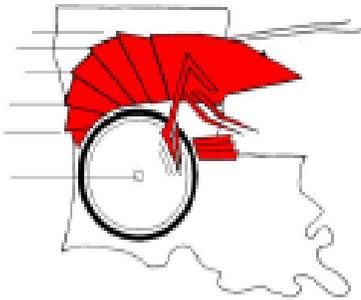


Ashleigh Strange-Shreveport



Hannah Mire-New Iberia
Jensi Istre-New Iberia
Rhiannon Dykes-Shreveport

GUMBO



Games uniting Mind & Body

PRESENTS THE

2012 GUMBO Annual Boccia State Tournament

What: Statewide Boccia Competition for students & adults with a physical or visual disability.

When: Saturday, November 10, 2012 Time: 8:00 a.m. - 4:00 p.m.

Where: Southern Hills Recreation Center, 1002 Bert-Kouns Industrial Loop, Shreveport, LA 71118

Who: Students or adults having a physical or visual disability and knowledge of the game of Boccia.

Cost: Free & Lunch will be provided for participants.

Pre-registration is mandatory by November 2, 2012

You may register online at www.gumbogames.com

For more information and registration contact:

Pam Carey, 1-800-259-7200 x17, carey33452@aol.com, fax - 318-640-4299

INDOOR

BOCCIA

RULES FOR GUMBO

(Games Uniting Mind and Body)

Revised 10/04/12



Addendum to
A Resource Guide for the Conduct of Athletic Competition for
Students with Physical or Visual Disabilities

BOCCIA RULES FOR GUMBO

(Addendum to Games Uniting Mind and Body Resource Guide)

10/04/12

INTRODUCTION

Boccia for GUMBO is a competitive game that is played one-on-one. It is played on a specially marked court, usually with a hard surface. The object of the game is to throw or bowl game balls so that they land as close as possible to a special target ball. The game begins with a player throwing the white target ball onto the court. The opponent then takes turns trying to throw or bowl their game balls as close as possible to the target ball. When all the game balls have been thrown, a referee determines the points awarded to the individual based on measurement of how close the game balls are to the target ball. The game requires mental planning and strategy in trying to place game balls for maximum scoring. It also can develop or increase hand/eye coordination. Boccia is a sport in which individuals with severe physical limitations can participate and develop high levels of skill. Boccia is a Paralympic sport and an official sport of the National Disability Sports Alliance (NDSA).

DEFINITIONS

1. **Jack** is the white target ball.
2. **Ball** is one of the red or blue balls.
3. **Side** in individual boccia, is defined as one (1) single competitor.
4. **Court** is the playing area enclosed by the boundary lines. This includes the playing boxes.
5. **Match** is a competition between two sides when a specified number of ends are played.
6. **End** is one section of a match when the jack ball and all the balls have been played by two sides.
7. **Assistive Device** is the term used to describe an aid to playing the game (such as a ramp or chute). The term includes all parts of the device, whether permanently attached or not.
8. **Violation** is any action committed by a player, side, substitute, aide, or coach which is against the rules of the game.
9. **Throw** is the term used for propelling a ball onto the court. It includes throwing, kicking, or releasing a ball when using an assistive device.
10. **Dead ball** is a ball which has gone out of the court after it has been thrown, has been removed from the court by the referee following a violation, or has not been thrown when a side's time expires.
11. **Disrupted end** is when balls are moved outside the normal order of play, either accidentally or deliberately.
12. **V Line** is the line that the jack ball must cross over and remain over to be considered in play.

EQUIPMENT AND FACILITIES

1. **Boccia balls** – a set consists of six red, six blue, and one white jack ball. Boccia balls used in sanctioned meets must meet the criteria laid down by the International Boccia Committee. Ball weight: 275 gr. +/- 12 gr.; Ball circumference: 270 mm +/- 8 mm.

2. **Measuring device** – a tape measure that has a locking mechanism, a compass, and/or a locking pointer. All must lock into place for accurate measurement during movement.
3. **Scoreboard** – must be visible by all players.
4. **Timing equipment** – an accurate means of tracking time. This may be a stopwatch. Each player is allowed one (1) minute to release the ball. Time begins when the referee indicates it's the player's turn.
5. **Dead ball container** – this container should allow the players to see how many balls are in the box. It should be placed at the side of the court near the V on the court.
6. **Color/side indicator** – any device that clearly allows the players to see which side should play.
7. **The Court**
 - a. The surface should be flat and smooth such as a tiled or wood gymnasium floor. Surfaces should not be greasy, highly waxed, or outdoors.
 - b. The dimensions of the court are 12.5m x 6m (refer to Appendix A, Court Layout).
 - c. All court markings will be between 2 cm and 5 cm in width and must be easily recognizable. Adhesive/court tape should be used to mark lines. 4 cm or 5 cm tape should be used for external boundary lines, throwing line, and the V line. 2cm tape should be used for internal lines, such as the line dividing playing boxes and the cross.
 - d. The throwing area is divided into six throwing boxes.
 - e. The area between the throwing line and the V line marks the area that a jack ball must land beyond to be valid. The tape for the V line should be placed on the side of the line that is considered to be the non valid area of play.
 - f. The cross "+" marks the replaced jack position and is also the position used to place the jack for a tie break end.
 - g. All measurement of the outside lines is measured to the inside of the relevant line. Lines inside the court are measured to the center of the tape.

ELIGIBILITY FOR PLAY

Boccia is open to all GUMBO athletes or other students with physical or visual disabilities. Indoor Boccia is a very strategic, competitive game which requires mental planning in trying to place game balls in a position for maximum scoring. Typically, GUMBO athletes in classes 1-2 will play in the B1 division. Players who lack the ability to throw the ball may be eligible for competition in the B3 division which allows for an assistive device and a sport assistant. GUMBO athletes in classes 3-9 and V1-V4 are eligible to play in the Open division.

DIVISIONS OF PLAY

GUMBO utilizes three (3) divisions of play. Each division is played by competitors of either sex. Age divisions are: Bantam (aged 5-9 years); Junior (aged 10-14); Senior (aged 15-22, if still in school); and Master (over 21 or out of high school). Play and age divisions may be combined, depending on the number of athletes registered in each division. The three divisions of play are as follows:

NOVEMBER 10, 2012 - SHREVEPORT ATHLETE ENTRY FORM

PRINT OR TYPE

FIRST NAME: _____		LAST: _____		TELEPHONE NUMBER: () _____	
ADDRESS: _____			CITY: _____		BIRTHDATE: Month: Day: Year: _____
ZIP: _____		PARISH: _____		SCHOOL: _____	
GRADE: _____		RACE: _____			
AGE ___5 ___6 ___7 ___8 ___9 ___10 ___11 ___12 ___13 ___14 ___15 ___16 ___17 ___18 ___19 ___20 ___21 ___OVER 21		DIVISION: ___ BANTAM 5-9 ___ JUNIOR 10-14 ___ SENIOR 15-21 ___ MASTER (OVER 21)		DISABILITY: ___ VISUALLY IMPAIRED ___ NEUROMUSCULAR ___ AMPUTEE ___ SPINAL CORD INJURED ___ CEREBRAL PALSY ___ OTHER (Describe): _____ _____	
SEX: ___M ___F		WHEELCHAIR USER: ___ YES ___ NO		CLASSIFICATION: (Use description below) Classification will determine event to be entered. ___ B1 (Classes 1-3 throwers) ___ B3 (Classes 1-3 ramp users) ___ B5 (Open division)	
MEDICAL INSURANCE CO: _____ POLICY #: _____ <small>(8 Digit Medical Number, if applicable)</small>		EMERGENCY CONTACT: NAME _____ PHONE _____			

Coach: _____
 Address: _____

Phone: _____
 Email: _____

Class B1 (Boccia 1):

The athlete uses a wheelchair (manual or electric) for daily activities. The athlete has sustained grasp and release action and sufficient functional range of movement to consistently and independently propel a Boccia ball into the court. (Typically includes the GUMBO athletes classified as 1a, 1b, 2 & possibly 3 who have limited but functional upper body movement.)

Class B3 (Boccia 3):

The athlete uses a wheelchair (manual or electric) for daily activities. The athlete has no sustained grasp or release action, but may have arm movement. The athlete has insufficient functional range of movement to consistently propel the ball into the court. The athlete requires the use of an assistive device, also known as a ramp to assist with propelling the Boccia ball. Players in this class require an assistant to move the ramp. (Typically includes the GUMBO athletes classified as 1a, 1b, 2 without functional upper body movement.)

Class B5 (Boccia 5):

The athlete has a physical or visual disability and may or may not use a wheelchair for daily activities. All players, in this division must play from a sitting position and are not assisted in any way. The chair may be a wheelchair or a chair furnished by the tournament director. (Typically includes GUMBO athletes classified as 3-9 and V1-V4).

*Students with visual impairments who have no prior experience in GUMBO competitions, must provide a copy of the current visual acuity with registration.

Participation in this event makes the athletes eligible to be a member of Paralympic Sports Club Louisiana. Please check one to become a member:
 Yes ___ No ___

Pam Carey, GUMBO Program Coordinator
 Deadline: October 29, 2012
 Entries must be completed, signed and mailed or faxed to
 2840 A Military Hwy
 Pineville, LA 71360
 FAX to 318 640-4299

**PERMISSION TO PARTICIPATE IN
2012 LOUISIANA GAMES UNITING MIND AND BODY
GUMBO - BOCCIA**



RE: _____
(Participant's Name)

This permission form has been signed only after understanding and considering the following:

GUMBO: *Includes Track/Field and Boccia competition for persons with physical disabilities or visual impairments. Participants will compete against other athletes in the same age and disability classifications. Track and field competition is held each year in Shreveport, New Orleans, Lafayette, and Pineville. The annual Boccia State Tournament will be held in one area of the state each year. Regional Boccia Tournaments may be held in different areas of the state.*

SUPERVISION: *All competition events will be regulated according to the GUMBO handbook, Official Rules, Policies and Procedures Governing Athletic Competition for the Physically Disabled. Trained GUMBO officials will supervise all events.*

REQUIREMENTS: *Athletes may participate if eligibility requirements are met. (See eligibility/classification, GUMBO handbook.) Athletes may enter one division of play for individual Boccia in the Regional and/or State Boccia Tournament. Athletes agree to abide by all rules, including the code of conduct outlined in GUMBO handbook.*

EXPECTATIONS AND INSTRUCTIONS: *I understand and appreciate that participation in sports, despite all reasonable precautions implemented for my safety as a participant, carries a risk of **SERIOUS INJURY, INCLUDING AGGRAVATION OF MY DISABILITY**. I also understand and appreciate that controlling that risk is a responsibility that I, as a participant, must share. I agree to abide by any decision by my coaches or of any event official relative to my ability to compete in the events safely. I assume all risks associated with participation in this competition, but not limited to falls, contact with other participants, being struck by objects, the effects of the weather, including heat and/or humidity, my becoming ill, or my suffering any other personal loss while participating in this activity. I understand that alcohol, tobacco, or any illegal drug use will not be tolerated at any GUMBO function.*

CONSENT FOR MEDIA REPRODUCTION: *I grant permission to all of the foregoing to use any photographs, motion pictures, recording, or any other record of this event for any legitimate purpose.*

MEDICAL VERIFICATION AND CONSENT: *We, parent and/or guardian and contestant, attest that the applicant is physically able and has sufficiently trained for the competition and that the contestant's physical condition has been verified by a licensed, medical doctor, and that we consent to any need medical treatment for contestant.*

INSURANCE: *I understand that the Department of Education, Louisiana GUMBO Inc., and Families Helping Families at the Crossroads does not or may not carry any insurance relative to the Louisiana Games Uniting Mind and Body (GUMBO), or for the injuries of participants. I represent that the participant has insurance or some type of medical coverage.*

PARENTAL/GUARDIAN CONSENT: *I release and waive, and further agree to identify, hold harmless or reimburse the Department of Education, GUMBO Inc., Louisiana Elks Association, all sponsors, the individual members, agents, employees and representatives thereof, as well as coaches or supervisors, from and against any claim which I may have, known or unknown, directly or indirectly, for any loss, damages or injuries arising out of, during, or in connections with my child's/my participation in the Louisiana Games Uniting Mind and Body (GUMBO), excepting occurrences resulting from gross negligence and wanton intentional misconduct.*

Signature: *Signature is Required For Entry*

Print:

Parent/Guardian _____

Parent/Guardian Signature _____
(Athlete if over 21)

Street Address _____

Date _____

Entries must be completed, signed and mailed or faxed to

Pam Carney, GUMBO Program Coordinator

781.631.6333

City, State, Zip _____

Telephone: _____

Halloween Health and Safety Tips

From <http://www.cdc.gov/family>

For many people, autumn events like Halloween and Harvest Day are fun times to dress up in costumes, go trick-or-treating, attend parties, and eat yummy treats. These events are also opportunities to provide nutritious snacks, get physical activity, and focus on safety.

Below are tips to help make the festivities fun and safe for trick-or-treaters and party guests.

Going trick-or-treating?

- S** Swords, knives, and similar costume accessories should be short, soft, and flexible
- A** Avoid trick-or-treating alone. Walk in groups or with a trusted adult.
- F** Fasten reflective tape to costumes and bags to help drivers see you
- E** Examine all treats for choking hazards and tampering before eating them. Limit the amount of treats you eat

- H** Hold a flashlight while trick-or-treating to help you see and others see you. Always WALK and don't run from house to house.
- A** Always test make-up in a small area first. Remove it before bedtime to prevent possible skin and eye irritation.
- L** Look both ways before crossing the street. Use established crosswalks wherever possible.
- L** Lower your risk for serious eye injury by not wearing decorative contact lenses
- O** Only walk on sidewalks whenever possible, or on the far edge of the road facing traffic to stay safe
- W** Wear well-fitting masks, costumes, and shoes to avoid blocked vision, trips, and falls
- E** Eat only factory-wrapped treats. Avoid eating homemade treats made by strangers.
- E** Enter homes only if you're with a trusted adult.
- N** Never walk near lit candles or luminaries. Be sure to wear flame-resistant costumes



Expecting trick-or-treaters or party guests?

- Provide healthier treats for trick-or-treaters such as low-calorie treats and drinks. For party guests, offer a variety of fruits, vegetables, and cheeses.
- Use party games and trick-or-treat time as an opportunity for kids to get their daily dose of 60 minutes of physical activity.
- ◆ Be sure walking areas and stairs are well-lit and free of obstacles that could result in falls.
- ◆ Keep candle-lit jack-lanterns and luminaries away from doorsteps, walkways, landings, and curtains. Place them on sturdy tables, keep them out of the reach of pets and small children, and never leave them unattended.

Remind drivers to watch out for trick-or-treaters and to drive safely.

Follow these tips to help make the festivities fun and safe for everyone!



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

Halloween Scramble

Unscramble the letters under the blanks to find out what you can do to help stay safe while trick-or-treating.

1. Walk on

E I A S K D W S L

2. Stay in

O S G P R U

3. Avoid

T A E S N R S G R

4. Carry a

G T A H F S I L H L

5. Ask your parents to check your

S E T T A R

For more health games and tips, visit www.cdc.gov/family/kids



ILLUSTRATIONS: (1) SID WALKS (2) GROUP OF STRANGERS (3) FLASHLIGHT (4) FRANKENSTEIN

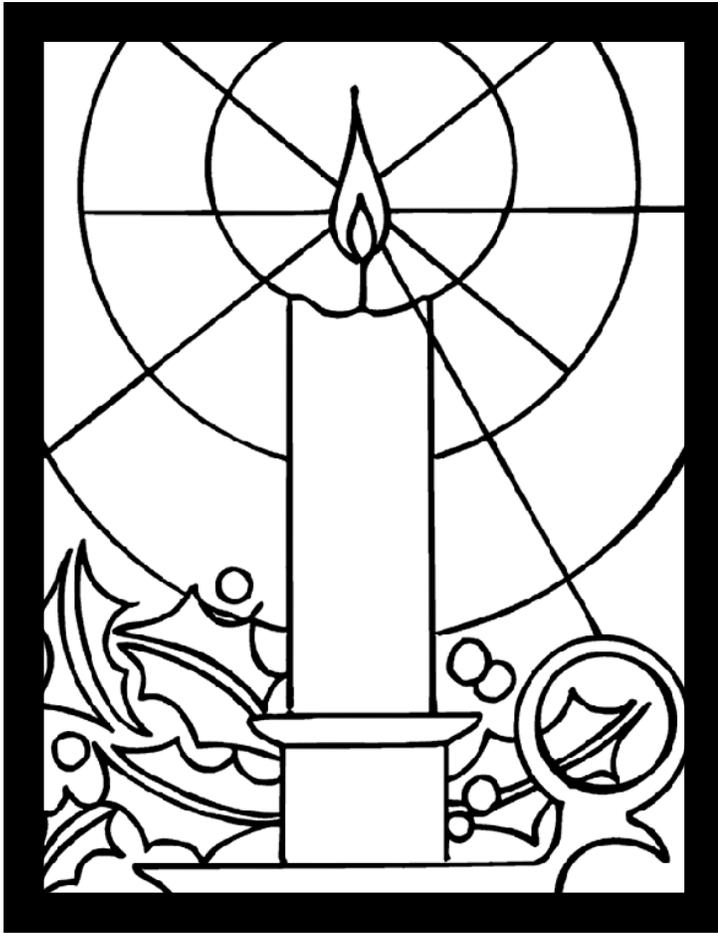
CS110481



www.ActivityVillage.com • Keeping Kids Busy



www.ActivityVillage.com • Keeping Kids Busy



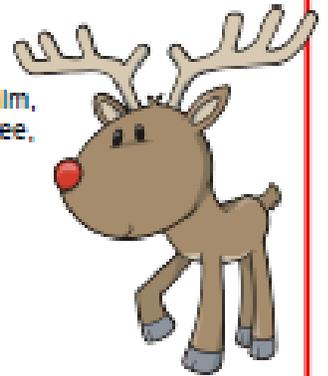
Rudolph, The Red-Nosed Reindeer

Rudolph, the red-nosed reindeer
Had a very shiny nose.
And if you ever saw him,
You would even say it glows.

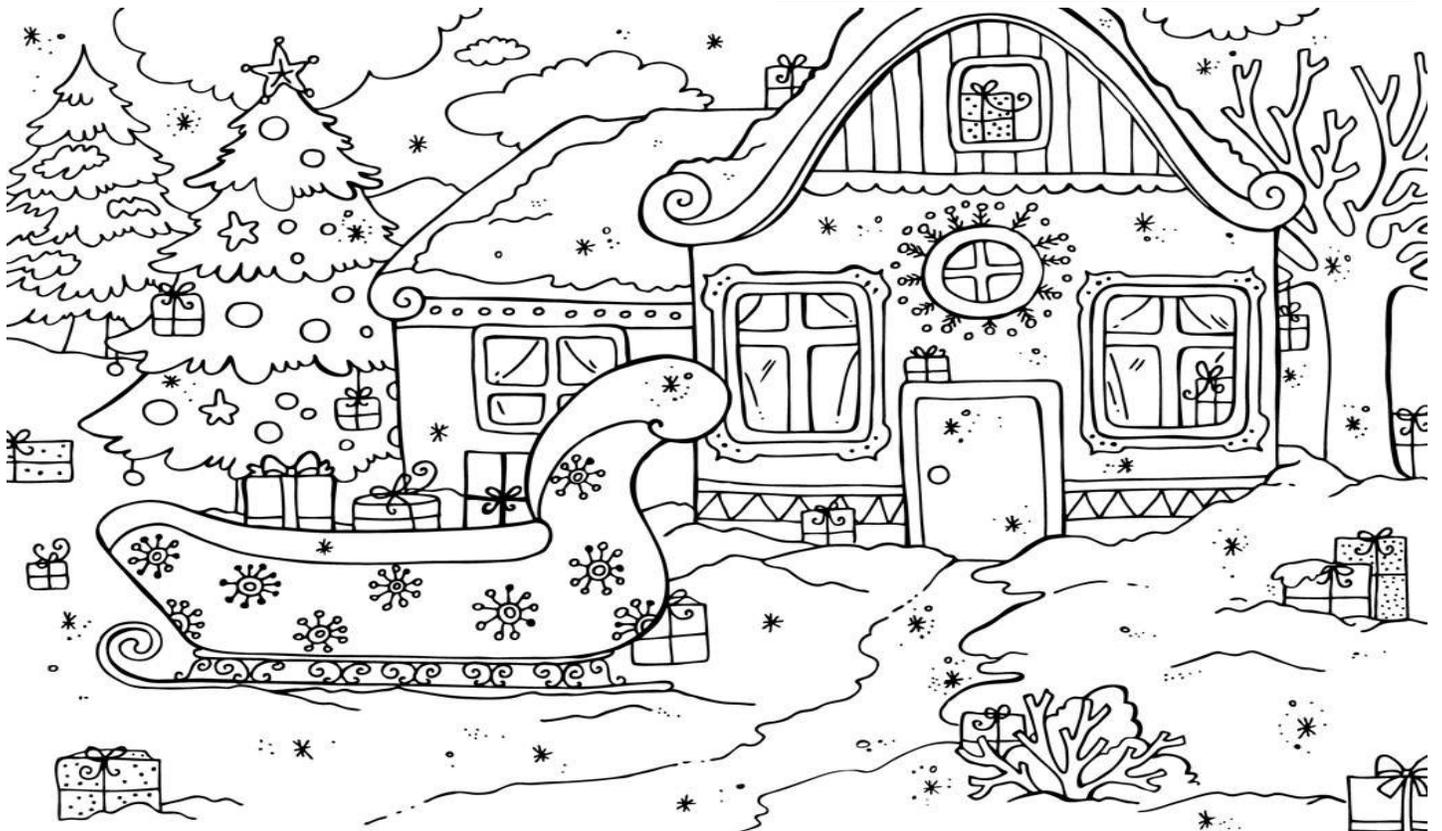
All of the other reindeer
Used to laugh and call him names.
They never let poor Rudolph
Join in any reindeer games.

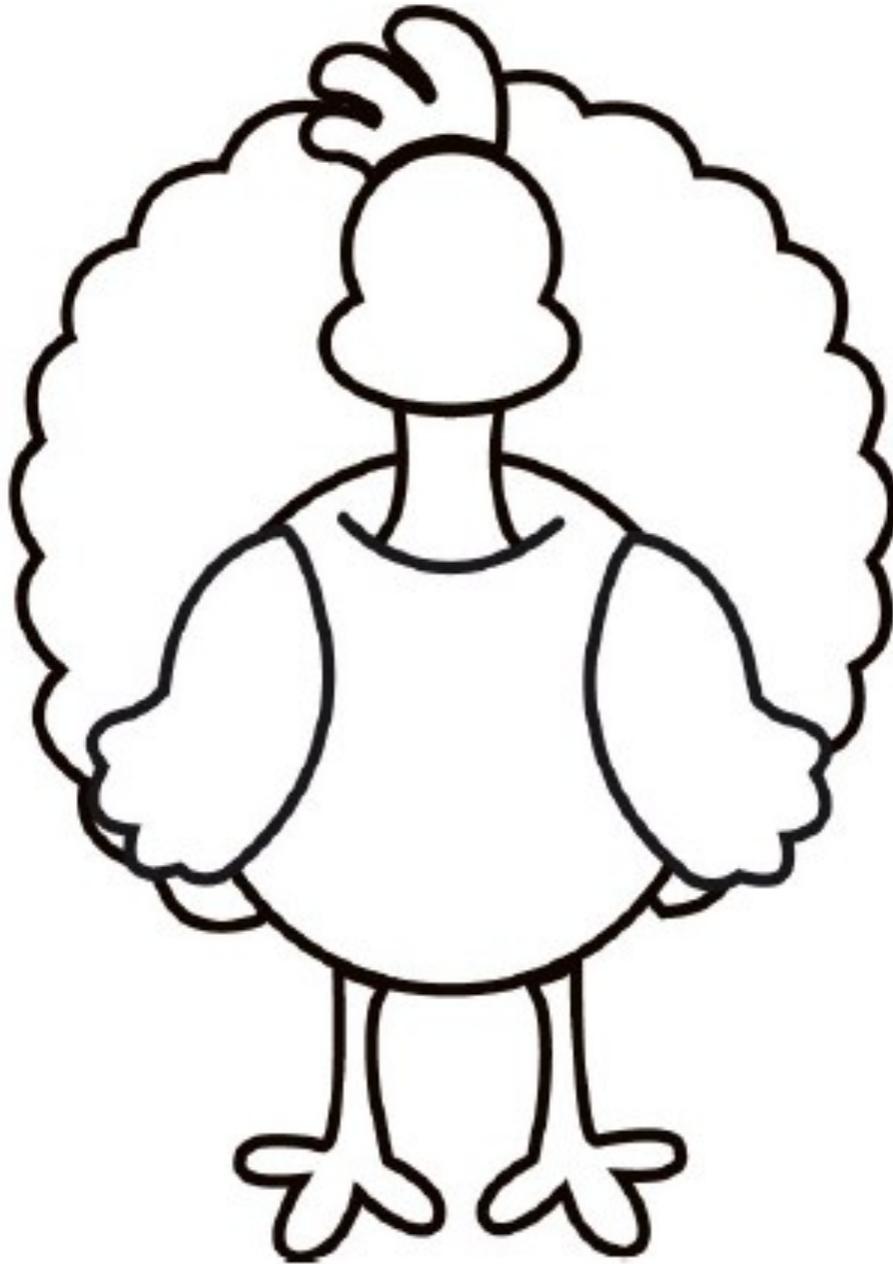
Then one foggy Christmas Eve
Santa came to say:
"Rudolph with your nose so bright,
Won't you guide my sleigh
tonight?"

Then all the reindeer loved him,
And they shouted out with glee,
Rudolph the
red-nosed reindeer,
"You'll go down in history!"

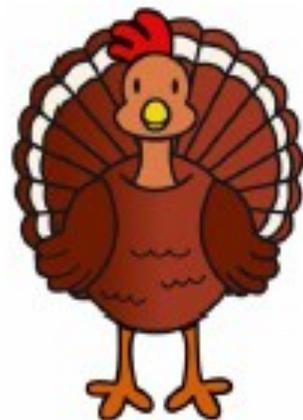


www.ActivityVillage.co.uk - Keeping Kids Busy





Draw eyes, a beak
and feathers on
the turkey!



Pumpkin Pancakes with Cinnamon Brown Butter Recipe

Ingredients

- 1/2 cup *butter, cubed*
- 1/4 cup *maple syrup*
- 1/2 teaspoon *ground cinnamon*
- 1/4 teaspoon *ground nutmeg*
- 1/2 cup *chopped pecans, toasted*
- 1-1/2 cups *all-purpose flour*
- 2 tablespoons *packed brown sugar*
- 2 teaspoons *baking powder*
- 1 teaspoon *salt*
- *2 eggs*
- 1-1/3 cups *2% milk*
- 3/4 cup *canned pumpkin*
- 1/2 cup *ricotta cheese*

Directions

- In a small heavy saucepan, cook butter over medium heat for 8-10 minutes or until golden brown, stirring occasionally. Add the maple syrup, cinnamon and nutmeg. Remove from the heat; stir in pecans.
- In a small bowl, combine the flour, brown sugar, baking powder and salt. In another bowl, whisk the eggs, milk, pumpkin and cheese. Stir into dry ingredients just until moistened.
- Drop batter by 1/4 cupfuls onto a greased hot griddle; turn when bubbles form on top. Cook until the second side is golden brown. Serve with brown butter. **Yield:** 14 pancakes (1 cup butter).



From <http://www.tasteofhome.com/Recipes/>
Originally published as Pumpkin Pancakes with Cinnamon
Brown Butter in [Taste of Home](#) October/November 2010, p101

Disclaimer

This newsletter is printed with the knowledge and approval of Children's Special Health Services which is a part of the Office of Public Health. Neither office assumes responsibility for the content of FAMILY MATTERS as it is written by Cathy Dove, Statewide Parent training Coordinator, a contracted Employee.

The writer tries at all times to assure the accuracy of information contained in the newsletter but no guarantee should be assumed.

A special thanks to the parents, students and Parent Liaisons who made written contributions to this newsletter.

If you would like to submit a story or a flyer for an event, please contact Cathy Dove at Families Helping Families at the Crossroads at (318) 641-7373. If I'm not in, please leave a message and I'll call you back.

Thank you,

Cathy Dove,

CSHS Statewide Parent Training Coordinator