

Post-Secondary Planning

Lincoln Academy staff work closely with students 14 years of age and older in planning vocational and transitional activities. These activities include:

- * Career interest surveys
- * Resume writing
- * Connecting students to adult service organizations
- * Assistance with completing college applications
- * College visits
- * Post high school goal setting
- * Work programs

Available Services

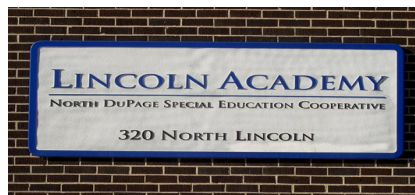
- * On-going consultation and collaboration with the resident school
- * Opportunities for vocational training
- * Participation in an intramural sports league through the Western DuPage Special Recreation Association (WDSRA)
- * Monitoring of health and medical issues by certified school nurse
- * Transitional support for home school reintegration, higher education, or career
- * Additional consultation services available through the NDSEC Intervention Strategies Team
- * Related services (Speech Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Assistive Technology Support) provided as indicated in the student's IEP

Mission Statement

Lincoln Academy will provide a positive, safe, and caring learning environment where each student's social, emotional, and academic needs can be met through a variety of services, programs, and community resources.

Vision Statement

Lincoln Academy will empower students to recognize their strengths, develop and utilize their skills, and function independently to the best of their ability as active and contributing members of society.



Students Served:

The Intensive Therapeutic Program supports students, grades 1-12, who experience emotional, behavioral, and/or relational difficulties and have been unable to make adequate academic and emotional/social developmental progress in a traditional school environment. Typical characteristics and qualities of a student supported in this program generally include some constellation of the following:

- * Low self-esteem
- * Poor impulse control
- * Low frustration tolerance and/or high distractibility levels
- * Conflicts with peers
- * Difficulty understanding social cues
- * Poor social and decision making skills
- * Psychiatric disorders
- * Social anxiety

North DuPage Special Education Cooperative

Lincoln Academy Therapeutic Day School



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Intensive Therapeutic Program

Introduction

Lincoln Academy is a therapeutic day school operated by North DuPage Special Education Cooperative. Lincoln Academy serves primary through high school-grade students whose needs cannot be successfully met in a traditional school environment. Lincoln Academy integrates therapeutic interventions with Illinois standards based academic instruction for students whose emotional, psychological, and behavioral needs prevent them from learning effectively in their local school environment.



Academics & Curriculum

Students attending Lincoln Academy earn high school credits which are transferred to their home school.

Lincoln Academy utilizes social emotional curriculum that focuses on improving student appreciation of self, self reliance, fostering growth of individuality, and enhancing social skills. Because therapeutic schools are smaller than tradition school settings, more flexibility in the organization and administration exists, which allow for more variety in educational programs. The academic curriculum at Lincoln Academy is divided into eight academic periods per day and is fully aligned with current Illinois state board of education (ISBE) standards. Teaching methods and materials are selected to meet the various achievement levels and learning styles of students. The curriculum is reinforced and supplemented using technology, community-based instructional experiences, and service-learning projects.

Therapeutic Supports

Lincoln Academy provides therapeutic interventions including: group and individual counseling; art, music and pet therapies; highly structured classroom environments; experiential based learning opportunities; and individualized academic instruction.

Lincoln Academy staff consult regularly with a board-certified psychiatrist to provide support in developing intensive social skills instruction, individualized behavior support planning, crisis intervention, and referral to community programs/resources

Lincoln Academy clinical staff provide intensive counseling to assist student in improving decision-making skills, interpersonal skills, academic performance, and emotional coping skills.

Individual Counseling

The role of individual counseling is to develop a strong relationship with the student, identify effective strategies, and develop an understanding of the student with which to guide supports throughout the program. Counselors are available to work with students who may have a specific social, emotional, or behavioral concerns during the school day. The counselor, parents, and student collaborate to identify appropriate goals. The goals are incorporated into the student's Individualized Education Plan (IEP).

Group Counseling

Group counseling is a primary method for students to work on developing social problem solving techniques, inter-personal relationships, and improved communication. Groups are structured into both topic/interest focused and open-ended formats to meet the changing needs of our students.

Core Therapeutic Supports Include:

- * Case Management
- * Social Skill Instruction
- * Crisis Response and Stabilization
- * Referral to community resources
- * Collaboration with existing student/family service providers
- * Art Therapy
- * Music Therapy
- * Animal Therapy
- * Family Support/Education

Boys & Girls Town Model of Pro-Social Skill Development ①

The social skills program at Lincoln Academy is based on the Boys/Girls Town Model. It incorporates several teaching tools as well as a motivational system. Social skills are taught and reinforced throughout the curriculum. Specific skills in the areas of Peer Relations, Staff Relations, Classroom Behaviors, and School Rules are developed through modeling, focusing on each student's individual strengths, implementation of the motivational point system, and giving students the opportunity to practice new skills in a safe and trusting environment.



① Boys and Girls Town Model (Boystown, Nebraska)