



Coastline *Newsletter*



Sound Enhancement Systems “A Front Row Seat for All”



Sound enhancement systems, when installed in a classroom, bring the teacher's voice closer to all students, even those in the back of the room. The typical system includes a wireless microphone worn or held by the teacher, an amplifier/receiver and speakers placed throughout the room. The sound enhancement system increases the sound of the teacher's voice by 8 to 10 decibels without requiring the teacher to raise the level of her speaking voice.

Research has shown that our schools are full of background noise that varies from school to school and building to building. Architects have developed standards for acoustical noise and ways in which to reduce background noise through construction, but it is not always feasible or affordable to do so in many of our schools. Therefore, the use of sound field systems has flourished nationwide as a way to improve the reception of sound within the classroom.

Additional research has reported findings that students in classrooms with sound enhancement systems show significant benefits in literacy and academic achievement, and on-task behavior related to attentional and learning behaviors. Teachers also benefit by using less energy to project their voices and therefore suffer less vocal abuse and reduce the need for repeating information.

Students, teachers, parents, and school administrators have indicated overall positive reactions to the use of sound enhancement systems. Sara Doddridge, a 4th grade teacher at South Daytona Elementary School in Volusia County, uses the audio enhancement system in her classroom daily. She says, “The enhancer allows students to focus better during whole group reading. They are able to clearly hear nothing but the words which keep them focused on the reading. The students get frustrated when they can't hear instructions and the enhancer eliminates those occurrences. I make sure to use it when I give the spelling test to ensure the students clearly hear the words and sentences.” Most classrooms have been outfitted with a sound enhancement system in both Brevard and Volusia County Schools.

Click Here for Online Resources:

[Classroom Acoustics](#)

[Audio Enhancement White Paper, 2009](#)

Coastline Contents:

page 2: *Disability History & Awareness Weeks*

page 3: *Six Ways to Improve your Child's Reading Comprehension at Home*

page 4: *Interagency Council of Brevard, Around the World of E/BD in Volusia County*

page 5: *Assistive Technology Reminder, VSA Artist in Residency Program, Tech Corner*

page 6: *Welcome New Staff!, Creation & Implementation Spotlight*

page 7: *New Resources in FDLRS Library, PDA 2nd Semester Update*



Sara Doddridge, 4th grade teacher at South Daytona Elementary, uses the hands-free unit daily for all instruction.

We appreciate you reading the *Coastline* newsletter. Please click on this link to complete a [quick satisfaction survey](#).

<http://www.surveymonkey.com/s/MN5BPT5>

Disability History and Awareness Weeks

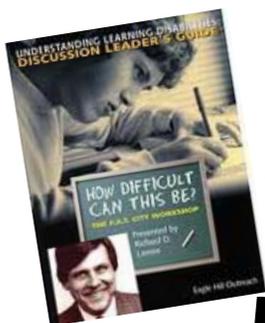
October 1-12, 2012

To increase knowledge, understanding, and awareness of individuals with disabilities and disability rights history.

Resources to check out from Click below for online resources: Ideas to promote Disability Awareness at your school:

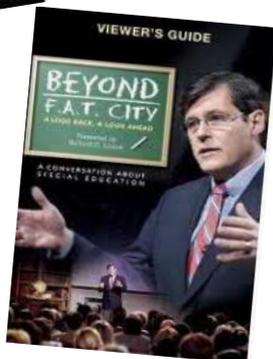
FDLRS:

A Smile as Big as the Moon: A Special Education Teacher, His Class, and Their Inspiring Journey Through U.S. Space Camp-- Book & DVD



How Difficult Can This Be? F.A.T. City (video)

Beyond F.A.T. City A Look Back, A Look Ahead (video)



Disability Awareness books & activities to incorporate into your lesson plans.



[Guide: Disability History and Awareness](#)

[Legislative History of FL ESE Program](#)

[Learning Disabilities & ADHD](#)

[Disability Etiquette](#)

[Autism Speaks](#)

[OCALI Autism Internet Modules](#)

[People First Language](#)

[Dyslexia & Language Based Disabilities](#)

[Universal Design for Learning](#)

[UDL at a Glance](#)

[Eunice Kennedy Shriver: Special Olympics](#)

[Johnny the Bagger](#)

[I'm Tyler](#)

[Center for Autism and Related Disorders \(CARD\)](#)

[Bureau of Exceptional Education and Student Services](#)

- Have your team wear T-shirts promoting school spirit and student diversity.
- Enhance your students self-advocacy skills. Have them talk about what it is like to have a disability or special gift, and how special education benefits them.
- Hang banners, use school marquee, and/or use school website to recognize Disability History and Awareness Weeks.
- Ask your PTA/PTO to include articles related to disability history and awareness in their newsletters.
- Celebrate teachers and/or administrators of students with disabilities by presenting certificates or buttons. Contact FDLRS for assistance.
- Author a column about exceptional student education for your school newsletter.
- Allow students to design posters, flyers, and/or buttons related to Disability History & Awareness.
- Encourage students to design disability history timelines. Contact FDLRS for timeline ideas.
- Sponsor an ESE breakfast for the faculty and staff at your school.
- Schedule brown bag lunches to share strategies which you have found to be successful with students with disabilities.



Contact FDLRS for these resources, ideas, and more!
Brevard (321) 633-1000
Volusia (386) 258-4684



Six Ways To Improve Your Child's Reading Comprehension At Home



Your child may read a lot, but does he understand what he is reading? Other reading skills don't count for much if your child lacks reading comprehension skills. Learn how to develop your child's reading comprehension skills at home with six easy tips.

While parents may understand how to hone other reading skills in their school-aged children, many are unsure of how best to improve reading comprehension skills. Although parents know that their child should be reading at home every day or that they should take regular trips to the library to improve reading skills, a significant number of parents don't know how to help their children analyze, understand, and process what they are reading.

Reading comprehension skills will help your child in every aspect of his or her future life – from understanding science and math textbooks, to enjoying a challenging novel, to analyzing a company's annual report. Below are six easy, free ways to help your child develop lifelong reading comprehension skills at home.

- **Read what your child reads.** It is difficult to gauge your child's reading comprehension if you are not familiar with their reading material. Elementary-level books and magazines will only take an hour or two of your time a week, and **it will allow you to delve into discussion with your kids about what they are reading.** Also, if your child has questions about what they are reading, you can answer them thoroughly and correctly, or help them answer the questions by themselves.
- **Ask questions.** If you are reading what your child reads, you can engage your kid in a **thoughtful conversation about the material.** These questions don't have to be dry or academic – only thought provoking. Go beyond questions like, "What happened?" and get to the heart of the material. "Why do you think the main character acted the way he did?" "Why was the scientist's discovery so important?" and "What do you think will happen in the next chapter and why?" are questions that will nurture comprehension skills and make for good conversation.
- **Have your children write about what they read.** Cultivating a good writer is a vital part of cultivating a good reader. You shouldn't force your child to write formal essays about their recreational reading, but you can have them start a **reading journal** that gives them the opportunity to put their thoughts into words. A few paragraphs per book or a few sentences per article or short story can give them a chance to analyze what they have just read and increase their reading comprehension – and years later your children can look back on a complete record of what they read while growing up.
- **Encourage post-reading activities.** Post-reading activities can improve retention, jumpstart future learning, and be more fun for kids. Urge your kids to draw a picture from a story they've read. If they are reading about dinosaurs, take them to the local science museum afterwards. If they are reading *Little House On the Prairie*, make the pioneer food mentioned in the book. Active reading will encourage critical thinking about the material without the child even realizing it.
- **Connect reading material to prior knowledge.** The best readers don't just understand what they have read; they understand what they have read in a larger world context. To help your child connect their reading material to the outside world, ask them how the book added to what they already knew about the subject at hand, if there were differences between what the author said and what your child knew, or how this book or article differed from other material written by the same author. For a quick and simple start, **ask your child to compare and contrast the book they are reading with one they've read in the past.**
- **Challenge your child to reach the next level of comprehension.** If your child begins to easily grasp the "who, what, where, and why" aspects of reading comprehension, take them a step further. Begin introducing more complex concepts, such as theme, symbolism, organization, bias, and author motives. To help ease your child into these more challenging facets of reading comprehension, pick a book, article, or story that has a clear and simple example of the concept.



Written by Dr. Elliott Shostak, Principal, Jackson Park Elementary in University City, Missouri.
 Permission to reprint courtesy of <http://www.projectappleseed.org/comprehensionhome.html>

The Interagency Council of Brevard

The Interagency Council of Brevard (ICB) was started in 1999 with Brevard Public Schools as the fiscal agent. The ICB mission statement is: Through interagency collaboration, enhance the quality of life for all individuals with disabilities in Brevard County. The purposes of the ICB are:

- To create a forum for regularly sharing and disseminating information about respective agencies in order to enhance client services and outcomes in the community and to create opportunities for networking, building relationships and working together.
- To enhance individual success by achieving appropriate measureable post-secondary goals in education (instruction) and/or training, employment, and independent living skills.
- To promote active participation within ICB sponsored activities (such as Transition Fairs, Job Fairs, and/or other community events) for the successful transition of individuals with disabilities. Staff members from approximately thirty agencies participate in ten monthly meetings throughout the year. For additional information, visit: <http://ese.sp.brevardschools.org/ICB/default.aspx>



Kathy Lowe presented Maryjane Wysocki with a plaque for her dedicated service as 2010-2012 Chair of the ICB.



Above: New ICB Officers for 2012-2014 Lynda Schuchert (Chair), Jennifer Duros (Vice Chair), Kathy Lowe (Treasurer), and Danielle Jones (Secretary)



Around the World of E/BD Summer Professional Development Series Held in Volusia County

“One’s destination is never a place, but a new way of seeing things,” (Henry Miller) would be a great way to describe the intention of a professional development series dedicated to separate class E/BD teachers in Volusia County. The week long training entitled “Around the World of E/BD” was held June 18 through June 22 at the University of Central Florida on Daytona State College Campus in Daytona Beach, FL. The 13 sessions offered throughout the week were intended to provide updated information regarding practices that are critical to improving student outcomes and that also align directly with the new teacher evaluation system, Volusia System for Empowering Teachers (VSET). Sessions that were offered covered a variety of topics, including information and positive behavioral supports for students who have experienced trauma and have mental health needs, strategies for creating and managing positive classroom environments, reading, math and science curriculum trainings, blended virtual instruction, and text complexity. A total of 69 participants attended this summer training event as well as ESE Program Specialists who will also be providing onsite coaching to assist teachers with implementation.



Monica Campbell, Terri Stout, Essie Austin, Marilyn Jackson-Lee, and Bianca Stidham prepare a table of resources for E/BD teachers.



VCS Secondary Program Specialists from left to right: Bianca Stidham, Lorna West, and Aria Haire participated in the professional development.



**Remember!
The Assistive Technology Teams
are Here for You!
By the LATS (Local Assistive
Technology Specialists)**



Brevard and Volusia Schools have an interdisciplinary group of professionals qualified to facilitate assessing the need for assistive technology (AT) and selecting appropriate solutions as they relate to a student's educational plan. Students who have an IEP, Individual Family Service Plan, or 504 Plan may receive AT devices and/or services. According to the law (SS300.5), "Public agencies shall ensure that assistive technology devices and/or services are made available to a child with a disability as a part of their special education in order to receive FAPE (Free and Appropriate Public Education)."

Assistive technology, as defined by IDEA: "is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities." assistive technology may be as simple as a pencil grip or as complex as a dedicated communication system. Many tools are readily available at the school level and others are available through the county AT team.

The need for assistive technology is based on 1) student's strengths and needs, 2) environments where the students have needs, 3) tasks the student needs to complete based on the IEP and state standards, and 4) tools needed to complete those tasks. The AT Team approach is to use low technology first and provide what is indicated to allow the student to keep up with peers, not provide an advantage.

Considering the need for assistive technology is the first step in the process. If the current strategies or interventions are not successful, then the school team may submit an AT request. After the AT team reviews the request, a Local Assistive Technology Specialist (LATS) will be in touch with the contact person.



Brevard's AT Team from left to right: Janine Chimera, Nancy Frana, Janice Kelly, Kathy Holloway, and Susan Lerschlolarn.



Volusia's AT Team from left to right: Sharen Corrigan, Rich Burdett, Pam Judge, and Susan McCloskey.

**Very Special Arts of Florida Teaching Artist
Residency Program**

VSA Florida Volusia is very excited to announce the continuation of their teaching artist residency program. This residency will provide an experienced teaching artist in the field of drama, music, movement, or visual art to visit ESE or inclusive classrooms throughout a semester beginning in January, 2013. The teaching artist will work with students in a classroom for eight one-hour sessions. They are experienced in working with students with disabilities and will provide age appropriate hands-on activities, real-world experiences and community connections to instruction that will also correlate to curriculum standards. The program also provides mentorship to the classroom teacher and support staff on inclusion strategies, accommodations, and modifications for success in and through the arts. The intention is to develop creative expression, increased self-confidence, development of interpersonal skills and ultimately, increased academic success for students in these classes.



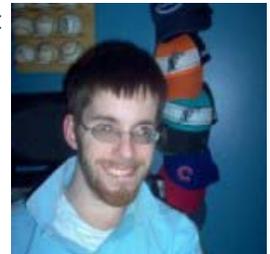
If you are interested in having your class participate in this artist residency program in Volusia County, please Contact: Barbara Wolfson, 386-441-0547.

TECH CORNER



Endless Options for All Disabilities--A Blog

David F. Morrison is a freelance writer and disabilities columnist for the StarNews Online Media in Wilmington, North Carolina. David's goal is to "improve disability awareness," and as a college student who lives with cerebral palsy, he has a unique talent for providing interesting topics and resources that engage and teach all of us. Check out David's blog post about "[Tim's Place](#)," a restaurant in New Mexico that offers food, drinks and hugs! We encourage you to read, learn and participate in this blog – get your students to share their thoughts too.



[Endless Options for All Disabilities](#)
<http://disabilities.blogs.starnews.com>



Welcome New Staff!

Brevard Public Schools would like to welcome our new coordinators to the Office of Student Services team.

Picture from left to right: Tricia Frame, Patricia Fontan, Wendy Smith, Jeanette Ransom, and Gregory Ern.

New Face in Brevard's Exceptional Student Education Office of Student Services at ESF

Jennifer Jenkins is the new Teacher Trainer for Quality IEPs, Matrix, Excent and Enrich. She was the Principal of Horace Mann Academy, a separate day school in Brevard County, from June 2009 through August 2012. Prior to becoming Principal, Jennifer was Curriculum Coordinator at Horace Mann Academy. Jennifer is proud to have completed all coursework for her Education Specialist degree in Educational Leadership and will continue to pursue her doctorate in Educational Leadership. She looks forward to the new challenges, relationships and experiences that this job will bring.



FDLRS / East Welcomes Our New Resource Teacher



Melissa Bisesi is a transplant from southwestern Pennsylvania. Upon graduating from Muskingum College in New Concord, OH, she thought, "I can teach anywhere, why not live near the beach?!?" Fourteen years later, she is still here! She comes to us from Volusia County Schools where she began her career as an ESE teacher at New Smyrna Beach Middle School, specializing in reading. After getting married and obtaining a master's degree in Exceptional Student Education from UCF in 2004, she moved into an ESE Reading Coach position for the district ESE department. This position morphed over time and became a K-12 reading position working closely with general education and ESE colleagues on such initiatives as On-Going Progress Monitoring, designing and delivering professional development for various curricula and data analysis. Melissa loves technology and is adept at integrating technology across the curriculum. She loves the FDLRS staff in Volusia like family and is so excited to be an official part of the team!! Melissa lives in Port Orange, FL with her husband Bob, daughter Olivia, and their Bullmastiff Sasha.



Creation and Implementation Lab Spotlight

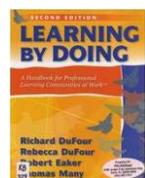
Thank you to Lisa Spencer from University Park Elementary for sharing her third grade Social Studies project-based lesson plan and poster boards as she works with her students learning about the United States, Canada, Mexico, and the Caribbean. They worked in cooperative groups to explore various features such as currencies and trade, physical features, natural or man-made landmarks, cultures and contributions, and climate and natural resources.



New Resources in the FDLRS Library

Are you looking for a book with some new ideas and tools for teaching? Look no further than the FDLRS Library! Here are a few of our more recent acquisitions. Contact FDLRS/East at (321) 633-1000, ext. 540 to check out these materials.

KB329 Learning by Doing: A Handbook for Professional Learning Communities at Work;

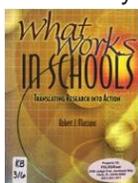


Richard DuFour, Robert Eaker, and Thomas Many; SolutionTree Press. Helps educators close the knowing-doing gap as they transform their schools into professional learning communities (PLCs). This book provides a deeper understanding of common PLC challenges and how to resolve them.

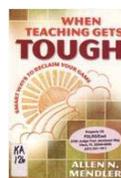
KA127 How to Create a Culture of Achievement in Your School and Classroom; Douglas Fisher, Nancy Frey, and Ian Pumpian; ASCD. What does it feel like to walk into your school? Is it a welcoming place where everyone feels valued? Most school improvement efforts focus on academic goals. But sometimes what can make or break your learning community are the intangibles--the relationships and connections that make up its culture. The authors believe that no school improvement effort will be effective unless school culture is addressed. They identify five pillars that are critical to building a culture of achievement.

KB317 Enhancing Student Achievement: A Framework for School Improvement; Charlotte Danielson; ASCD. Danielson contends that if we are truly committed to improving our schools, then we must focus on the interdependence of variables that affect student learning, both inside and outside of the classroom.

KB316 What Works in Schools: Translating Research into Action; Robert J. Marzano; ASCD. Any school can operate at advanced levels of effectiveness if it is willing to implement what is known about effective schooling. Marzano synthesizes 35 years of research to provide clear unequalled insight into the nature of schooling. In each chapter, Marzano recommends specific and attainable action steps to implement successful strategies culled from the wealth of research data.



KA075 Leading for Results: Transforming Teaching, Learning, and Relationships in Schools; Dennis Sparks; ASCD. If you are ready for a change in your school, this book will help you focus on results and develop powerful thoughts, words, and actions geared toward reaching your goals. By investigating theories found in education, leadership, and philosophy, you'll learn to create useable strategies for your school by engaging in next-action thinking.



KA126 When Teaching Gets Tough: Smart Ways to Reclaim Your Game; Allen N. Mendler; ASCD. Are you overwhelmed by unruly students, difficult parents, and never-ending classroom distractions? If so, then this book will help you reclaim and sustain your energy and enthusiasm for teaching. Written with a deep understanding of the issues that teachers face every day, the book also includes sections for administrators who want to help teachers stay at the top of their game.

To locate additional FDLRS materials, you can search our library database from your own computer at school or at home. Visit: <http://fdlrs.brevardschools.org/east/>

We look forward to assisting you!



PDA Training Modules Scheduled for 2013:

Differentiating Reading Instruction: Making It Explicit

January 9-April 17 Brevard
January 15-May 24 Volusia

Instructional Practices

January 10-April 4 Brevard

Positive Behavior Support

January 15-April 2 Brevard

Technology for Student Success: An Introduction

January 22-March 12 Brevard & Volusia

Formative Assessment Process for Differentiating Instruction

January 23-March 6 Brevard

Introduction to Differentiated Instruction

February 5-April 2 Brevard

Differentiating Science Instruction

February 7-April 11 Volusia

February 19-May 14 Brevard

Technology for Student Success: Assistive Technology

February 12-April 2 Brevard & Volusia

For more information on FDLRS Resources and/or PDA Modules:

Brevard County:	Volusia County:
Educational Services Facility	Hurst Support Center
2700 Judge Fran Jamieson Way	1340 Wright Street
Viera, FL 32940	Holly Hill, FL 32117
(321) 633-1000 x540	(386) 258-4684

The Florida Diagnostic & Learning Resources System is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals With Disabilities Education Act (IDEA), Part B, IDEA Part B, Preschool, and State General Revenue Funds.

This publication can be made available to persons with disabilities in a variety of formats, including large print, cassette tape, and braille. Telephone or written requests should be made at least two weeks prior to the time you need the material and should include your name, address and phone number. In **Brevard County** requests should be made to Kim Riddle, ESE Lead Teacher, 2700 Judge Fran Jamieson Way, Viera, FL 32940, (321) 633-1000, ext. 535 and in **Volusia County** to FDLRS, Hurst Support Center, 1340 Wright Street, Holly Hill, FL 32117, (386) 258-4684. You can access the *Coastline* newsletter by visiting the FDLRS/East website at <http://fdlrs.brevardschools.org/east/> OR <http://myvolusiaschools.org> (click on "departments" "fdlrs")