



Coastline Newsletter

FDLRS/East
holiday 2011
volume XXXI #2

Professional Development Alternatives (PDA) - 2012 *FREE* Online Courses

PDA online modules provide comprehensive, high quality and accessible professional development for Florida educators wanting to improve their skills in responding to the needs of all students. Coordinated through the FDLRS Network since 2003, the PDA program currently has thirteen modules available state-wide. The modules, funded by the Florida Department of Education Bureau of Exceptional Education and Student Services, are **free of charge** to Florida educators. Here are the courses being offered by FDLRS/East during the **second semester**:

60 Point Modules

* **Assessment & Evaluation**

(Jan. 10-Mar. 20 Brevard)

* **Instructional Practices**

(Jan. 17-Apr. 17 Volusia)

* **Differentiating Reading Instruction: Making It Explicit**

(Jan. 11-Apr. 18 Brevard)

(Also satisfies Competencies 4 and 5 of the FL Reading Endorsement)

* **Positive Behavior Support**

(Jan. 19-Mar. 22 Brevard)

30 Point Modules

* **Differentiating Math Instruction**

(Feb. 9-May 10 Brevard)

* **Differentiating Science Instruction**

(Jan. 23-Mar. 30 Volusia)



15 Point Modules

* **Intro to Differentiating Instruction: Responding to All Learners**

(Jan. 31 *virtual* or Feb. 1 *face-to-face* -Mar. 14 Brevard)

* **Formative Assessment Process for Differentiating Instruction (NEW)**

(Feb. 6-Mar. 19 Brevard)

* **Technology for Student Success: An Introduction (NEW)**

(Feb. 8-Mar. 21 Brevard & Volusia)

In Brevard County contact:

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

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

2011 Disability History and Awareness Weeks - Volusia

On June 13, 2008, Senate Bill 856 was signed into law creating Section 1003.4205, Florida Statutes, *Disability History and Awareness Instruction*. Based on this statute, district school boards are required to designate the first two weeks in October each year as “**Disability History and Awareness Weeks.**” During October 3-14, 2011, districts were encouraged to provide disability history and awareness instruction in all K-12 public schools.

The goals of disability history and awareness instruction include: (1) better treatment of individuals with disabilities in society (especially youth in school) and increased attention to preventing the bullying or harassment of students with disabilities; (2) encouragement to individuals with disabilities to develop self-esteem, resulting in more individuals with disabilities gaining pride, obtaining postsecondary education, entering the workforce, and contributing to their communities; and (3) reaffirmation of commitment to the full inclusion of and equal opportunity for all individuals with disabilities.

FDLRS/East, Volusia, provided resources and ideas to all of its ESE teachers. These ideas were intended to assist the teachers in providing disability history and instruction to students. In addition, Volusia conducted its annual *Disability History and Awareness Weeks Contest*. Interested teachers were invited to submit a brief application/plan describing how they would celebrate the event at their schools. Two teachers’ plans were selected and the teachers were awarded gift cards purchased with monies donated by the local chapter of the Council for Exceptional Children #563. This year’s winners were Aria Haire and Jennifer Hughes.

Aria Hair, self-contained EBD 3rd and 4th grades at Forest Lake Elementary, sponsored a breakfast for faculty, staff, parents and students; enhanced students’ self-advocacy skills; distributed brown bags filled with strategies that have been successful with students; displayed the dates for DHAW on the school marquee; and recognized the achievements of accomplishments people with disabilities on the morning announcements.



Jennifer Hughes, teacher of Multi VE, and her students presented on the morning news during the two weeks. Information shared included interesting facts about persons with disabilities, ways to handle interactions with persons with disabilities, etc. A box, located in the cafeteria, was available to students for any questions they had about persons with disabilities during these two weeks. Jennifer also shared the “I’m Tyler” video to all school staff.

The gift cards were delivered by the FDLRS Prize Patrol... Linda Davidson and Shari Hill.

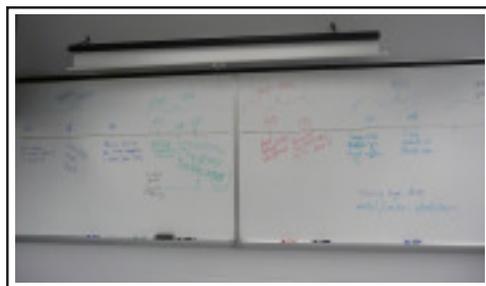
A photograph showing two women, Linda Davidson and Shari Hill, holding a white sign that reads "ESE PRIZE PATROL" in colorful letters. They are both wearing colorful hats and smiling.

2011 Disability History and Awareness Weeks - Brevard

Teachers in Brevard Public Schools conducted a variety of *Disability History and Awareness* activities to provide instruction for students to expand their knowledge, understanding, and awareness of individuals with disabilities, disability history, and the disability rights movement. Here are just a few of the ways they promoted *Disability History and Awareness Weeks*:

- **Debbie Flewellin** (along with Joanne Corbin and Veronica Marren), Astronaut High, sponsors a “Buddies Club” which meets twice a month to participate in various activities with general education students, including playing board games and watching movies. They have also taken part in some weekend activities such as attending football games and going bowling. The “Buddies Club” has made goodie bags to support all of the sports teams at Astronaut High (go War Eagles!).

- **Denise Waite**’s class, Bayside High, constructed a timeline of *Disability History* events. She started with a general discussion about what it means to have a disability. She gave them notes of facts and opinions about the history of disabilities, and then prompted the students to discuss why each event should or should not be included on the timeline.



- **Adria Amoroso**, Columbia Elementary, with the support of Media Assistant Leslie Rowland, sponsored a *Disability History and Awareness* segment on the student-run morning news program, which is viewed by the entire school.

- **Heather Stretar**’s class, Coquina Elementary, designed informative posters.



- **Judy Jerez**, Dr. W. J. Creel Elementary, displayed a “Famous People with Disabilities” bulletin board with over 100 people highlighted. She started with about 60 names and pictures. When other students in the school saw the display, she heard them say, “Wow, I didn’t know Albert Einstein, Michael Jordan, Bill Gates, (or whoever they focused on) had ADD just like I do!” After she heard that over and over, she found more pictures of famous people with ADD on this website: <http://www.adhdrelief.com/famous.html>



- **Kevin Howkins**, Golfview Elementary, advertised *Disability History and Awareness Weeks* on the school’s electronic marquee.

- **Megan Gardner**’s class, Meadowlane Intermediate, viewed a video about famous people with disabilities. The class discussed the information learned and shared the link with others in the school to encourage them to view the video. Angela Gorczyński, SLP, originally shared the link with Megan.

• **Ann Roberts**, Speech and Language Pathologist, Merritt Island High, worked with media center staff to create a display of books about various disabilities, including novels featuring young people with disabilities. The display also contained a machine from “Learning Ally” (formally RFB&D - Reading for the Blind and Dyslexic) for reading “talking books” and a braille for producing written materials for the blind. The aim of the display was to show students how people with disabilities can be enabled, and to encourage full acceptance. In addition, Ann worked with the drama teacher to have the Pledge of Allegiance broadcast in American Sign Language on the weekly-televised announcements.



• **Sarah Cavallucci**'s students, Palm Bay Elementary, wrote and practiced a script for a two-minute video they created entitled “We Are Alike! We Are Different!” and showed the video to 1st grade and ESE classes. The video highlighted the similarities and differences between several students around the school. The students celebrated the fact that despite their differences, they are ALL friends!

• **Terri Messer**, Palm Bay Elementary, teamed up with the PE teacher, Sally White, to create five disability awareness simulation stations for the 6th grade students to experience.



• **Becky Turner**'s gifted education students, Sunrise Elementary, used a teacher-created bulletin board to learn about well-known artists who refused to allow their exceptionalities to stand in the way of their success in the arts. For instance, Francois Auguste Rene Rodin suffered throughout school due to a severe vision problem. This is probably the reason he chose sculpture, a more tactile form of art.



• **Cheryl Miller**, Tropical Elementary, conducted disability awareness training about blindness and the use of a guide dog. Students experienced walking with a sighted guide, a white cane, and a guide dog by the name of Lilly.



Project 10 Region 2 Fall Institute 2011
Postsecondary Options for Students with Disabilities

The mission of **Project 10: Transition Education Network** is to assist Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. Project 10 serves as the primary conduit between the Florida Department of Education, specifically the Bureau of Exceptional Student Education and Students Services (BEESS), and relevant school district personnel in addressing the law and policy, effective practices, and research-based interventions in the area of transition service for youth with disabilities.

Transition stakeholders gathered in Gainesville, FL, November 15 for a Region 2 Fall Institute. Organized by Patrick Mulvihill, Region 2 Transition Rep, the day was packed with much important information. Participants heard from **Jordan Knab**, the Florida Consortium on Postsecondary Education and Intellectual Disabilities; **Dr. Kris Webb**, Disability Services, University of North Florida; **Dan West**, Project ACHIEVE, Florida State College at Jacksonville; **Kirk Hall**, Vocational Rehabilitation and others. Participants identified barriers in the area of postsecondary options for students with disabilities & brainstormed possible solutions. Many positive activities are taking place across Region 2!

For details regarding this meeting, visit the *Project 10: Transition Education Network* website at <http://www.project10.info/>



Pat Mulvihill, Region 2 Transition Rep,
kicks off the meeting.



Carl Coalson, SEDNET Region 12
Project Manager, facilitates action planning.



Volusia County attendees stand with Patrick Mulvihill, second from left. Carl Coalson, SED Network; Cathy Galotti, VCS Transition Specialist, Linda Davidson, FDLRS, Project CONNECT Site Coordinator; Susan Reaves, VCS Administrator; Fred Zollinger, VCS Transition Specialist; Patricia Richeson, Vocational Rehabilitation



Fred Zollinger, VCS Transition Specialist, discusses postsecondary opportunities for students with disabilities in Volusia.



Florida **Disability Mentoring Day** (DMD) was commemorated on Wednesday, October 19, 2011. Florida's DMD program is organized by The Able Trust and statewide partners, which provide support to local community liaisons who coordinate the matchmaking experience between mentors and mentees. Across the state of Florida, more than 5,000 employer mentors and mentees took part in job shadow and mentoring activities during the month of October. Florida leads the nation in mentoring opportunities through Disability Mentoring Day, and was the first state to ensure DMD activities were offered in every county.

Read about Volusia and Brevard Countys' DMD activities.

In **Volusia County**, DMD is a year-long venture which is kicked off by a recognition breakfast. This year's breakfast was held at the Hosseini Center at Daytona State College. Thirty-three local businesses participating in DMD attended the event. Each was awarded a Certificate of Appreciation. Phyllis Heath, VR, presented an overview of work opportunities tax credit. Julie Shaw, disAbility Solutions, provided information on worksite accommodations. Mickey Beauregard highlighted worksite incentives for businesses. A drawing for a *Bonefish Grill* certificate, valued at \$600.00, was awarded to a lucky attendee!

The event was a big success.



DMD Subcommittee members Linda Davidson, FDLRS/East, Julie Bluel, The ARC, Vanessa Carter, APD and Fred Zollinger, VCS, were awarded *Certificates of Appreciation* for their work on DMD in Volusia County.

A Confident Professional from Brevard County

Jonathan Rodriquez joined the Learner Empowerment through Agency Partnerships (LEAP) program at Wuesthoff Hospital in March 2010. At first he was assigned to Medical Records. He was always punctual and professional, but he was also shy.

After a few weeks, Jonathan joined the Behavioral Health Department at Wuesthoff as a LEAP student. During his time in the Behavioral Health Department, his trainer, Sharon Shocklee, observed a rise in his self-esteem and an improvement in his social skills. Jonathan remained in that department until his employment at Space Coast Inn at Patrick Air Force Base in July, 2010. At this hotel, Jonathan handles reservations for military personnel and guests, which requires good social skills and confidence. In the 14 months that Jonathan has been employed at Space Coast Inn, he has received numerous compliments on his work from both his supervisor and customer surveys.

Submitted by Kathy Lowe
Adults with Disabilities Learning Specialist,
Brevard Public School System

In addition, Jonathan was recognized by the Florida Department of Education. A poster he created will be displayed for the next several months on the 6th floor at the Turlington Building in Tallahassee. ***Congratulations!***

Visit <http://www.fldoe.org/ese/history.asp> for other success stories!

Social Emotional Development in Young Children

provided by Patty Naquin, FDLRS Child Find Specialist, Volusia



Every year Child Find receives referrals from parents who have concerns about their young child's behavior. While some children may need a developmental screening, most often providing the parent with resources or information is all the help they need.

Relationships with parents that are open and responsive help children thrive and build positive attachments with their parents. These attachments which are begun in infancy shape the foundation for promoting healthy social emotional development in young children. This foundation helps to determine how the child learns to view and maneuver through the world as he/she grows and develops. A child with healthy social emotional skills is one who is able to play and interact with his/her peers, move easily from one activity to another; express their feelings appropriately, solve differences peacefully and follow rules. These skills are learned like any other, in little steps and over a period of time.

While a parent may do everything within their power to develop a loving and trusting relationship with their young child, there will be times when challenging behaviors occur. The most typical behaviors that show up in early childhood are defiance, tantrums, aggression, erratic sleep patterns and "fussy eating." These challenging behaviors can represent many things and can vary from person to person. The behaviors may also be transient or last for months at a time. Transient behaviors are those that occur occasionally and may be due to a specific situation. Behaviors that last for months tend to occur more frequently, across settings (home and preschool) and are sometimes not defined by a particular situation. A parent will need to observe and make note of when the behavior occurs and how long it lasts in order to determine if the behavior is becoming a problem or simply a short-lived reaction to a situation in the immediate environment.

For the parent whose child is exhibiting challenging behaviors, the world can be an unpredictable, stressful and often frustrating place. Parents need to know that strategies used to manage challenging behaviors do not come in a "one size fits all" package because every child is different. Finding strategies or techniques that work can also be difficult due to factors such as the child's temperament (how he/she views and experiences the world) and the parent's expectations of their child's behavior. To develop a successful strategy, parents need to determine how their child's temperament and how their own expectations may affect their child's behavior in order to find one that is successful. This may require trying a variety of techniques over a period of time. It may also require that parents change some of their own behaviors and responses to the child's behavior while in the process of encouraging a more positive response from their child. Decreasing challenging behaviors and increasing more positive responses will take time and patience since learning a new skill occurs over time. For children whose behaviors are extremely aggressive to other children and/or themselves, parents should call the Child Find office for a developmental screening.

Listed below are some helpful website resources for parents who have a child exhibiting challenging behaviors.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) —
<http://csefel.vanderbilt.edu/index.html>

This website offers practical strategies for teachers and caregivers that focus on promoting social emotional development and school readiness of young children birth to 5.

Zero to Three — <http://www.zerotothree.org>

This website's mission is to promote the overall health and development of infants and toddlers.

Scholastic — <http://www.scholastic.com/parents/child-development/emotional-development/>

This website provides parents with articles and ideas on promoting positive social emotional development from ages 0-13.



Differentiated Instruction in the Classroom

Do you need some information on *Differentiated Instruction*?
If so, check out these materials from the FDLRS Library:

KB254 Differentiated Instruction: Grouping for Success; Vicki Gibson

Provides field-tested, research-based routines and procedures that help teachers organize classrooms and differentiate instruction consistently to positively affect student achievement.

KB194 Differentiated Instructional Strategies in Practice - Training, Implementation, and Supervision; Gayle H. Gregory

A guide to differentiated professional development to support implementation of differentiated instruction in every classroom.

KB255 At Work in the Differentiated Classroom - Facilitator's Guide; Carol Ann Tomlinson

Designed to help teachers develop additional images of how classrooms function when they have a goal of flexible teaching and learning with the purpose of reaching every learner; reflect on the big picture of differentiation in order to develop a sharper sense of how teachers plan for academic diversity over time; and develop a broader repertoire of management strategies for guiding a flexible and differentiated classroom.

KB256 At Work in the Differentiated Classroom: Video 1 - Planning Curriculum and Instruction;

Carol Ann Tomlinson

45 minute videotape on Planning Curriculum and Instruction.

KB257 At Work in the Differentiated Classroom: Video 2 - Managing the Classroom;

Carol Ann Tomlinson

30 minute videotape on Managing the Classroom.

KB258 At Work in the Differentiated Classroom: Video 3 - Teaching for Learner Success;

Carol Ann Tomlinson

25 minute videotape on Teaching for Learner Success.

KB261 & KB262 How to Differentiate Instruction in Mixed Ability Classrooms;

Carol Ann Tomlinson

Explains what differentiated instruction is, why it is appropriate for all learners, how to plan for it, how to manage it, how to help parents and students prepare for differentiated classrooms, and how to assess student progress.

As an FYI: You can search our FDLRS Library database from your own computer at school or at home. Just go to our website - <http://fdlrs.brevard.k12.fl.us/east/> - click on the "Library" button, click on the "Search the database" button, and enter a keyword or title. It will display a list of materials in groups of 10 at a time. If there are more than 10 materials, just click the "next" button and you'll see the next 10 items. If you find something you want to check out, just give us a call with the catalog # (letters and numbers). If the material is checked out, we can put you on a waiting list. Materials can be sent to you through the courier and returned to FDLRS through the courier. It's that easy! If you have any questions, please contact FDLRS/East at 321-633-1000, ext. 540.

Online Content Review Modules

The elementary K-6 and Middle Grades Integrated Curriculum 5-9 Online Content Review Modules are sponsored by the Bureau of Exceptional Education and Student Services. (BEESS) and implemented through the FDLRS Administration/HRD Project. These online content review modules are designed to help educators review their knowledge in the core content areas of the Florida Standards as required in Florida's K-6 and Middle Grades Integrated Curriculum 5-9 certification exams.

Module Features:

- comprehensive and user-friendly
- self-paced online content review
- free of charge to Florida educators
- provides 12 weeks for content access

Elementary K-6 Module includes: Mathematics, Language Arts, Reading, Science, Technology, Social Science, Visual Arts, Music, Physical Education and Health

Middle Grades Integrated Curriculum 5-9

Module includes:

English, Mathematics, Science and Social Science



Brevard Labs Offered

FDLRS Sunshine State Standards Labs will be offered during second semester on these dates:

February 22, 2012 from 4:00 to 7:00 PM (**after-school hours**)
Register on SRN # 20121105001010

February 23, 2012 from 8:00 AM to 3:30 PM (**all day - substitute funds are NOT available**)
Register on SRN # 20121105001011

February 28, 2012 from 4:00 to 7:00 PM (**after-school hours**)
Register on SRN # 20121105001009

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")

Accommodations and Modifications for Students with Disabilities: Career Education and Adult General Education Guide and Brochure

The Division of Career and Adult Education and Bureau of Exceptional Education and Student Services (BEESS) has released the revised 2011 guide, *Accommodations and Modifications for Students with Disabilities: Career Education and Adult General Education*. The purpose of the guide, originally published in 2001, is to assist school district and Florida college personnel when making decisions about the use of accommodations and modifications by students with disabilities in instructional situations. Topics include: (1) educational programs and support for students with disabilities; (2) effective instructional strategies and assessment practices; (3) accommodations in learning and work environments; (4) modified occupational completion points; and, (5) implementing and monitoring the effects of using accommodations and modifications.

Also available is the companion brochure, *Accommodations and Modifications for Students with Disabilities: Career Education and Adult General Education*. This brochure identifies accommodations and modifications that may be needed by students with disabilities in secondary and postsecondary career education and adult general education programs. Topics include: (1) types of settings; (2) instructional accommodations; (3) testing accommodations; (4) curriculum modifications; (5) assistive technology; (6) support services; and, (7) legal basis.

*Web-based version of the guide and brochure:

<http://www.fldoe.org/ese/pub-home.asp>



*Season's
Greetings
To All*

Educational Services Facility
2700 Judge Fran Jamieson Way
Viera, FL 32940

Hurst Support Center
1340 Wright Street
Holly Hill, FL 32117

