



The

# Coastline Newsletter

holiday 2007  
volume XXVII #2

Florida Diagnostic & Learning Resources System/East serving Brevard & Volusia Counties

## HAPPY HOLIDAYS! *FEELING STRESSED?*

### You know you're stressed when:

- Family and friends comment that you are snappy or impatient
- You have trouble sleeping or you may want to sleep all of the time
- You are preoccupied or overwhelmed
- Your job or family life is negatively affected
- You dread the holidays rather than eagerly anticipate them
- You eat too much or not enough
- You feel physically exhausted
- You get sick since stress weakens the immune system



Do the holidays seem to start earlier each year? Does it appear that Halloween is the new Christmas or Kwanzaa? Beginning in October advertisers and businesses are bombarding us with ads, merchandise, reminders, sales, etc. and we begin to feel the clock ticking. There is not enough time to get everything done. You are not alone. Millions of people experience the same panic about the holidays. There are ways we can take charge and create a holiday season of family harmony, treasured memories, and eliminate most of the stress typically associated with this time of year.

### Tips for coping with holiday stress:

- **Discuss holiday plans in advance** and include the whole family in the planning process. Each family member needs to feel a sense of predictability and control.
- **Be realistic.** Understand you can't do it all. Set a budget for all of your holiday needs (gifts, food, decorations, entertaining, etc.) Budget your time for shopping, relaxing, family time, etc.
- **Delegate responsibilities.** Encourage children to help with cleaning, decorating and cooking. Keep in mind that you may need to lower your standards. Ask extended family members to host holiday gatherings you may have taken charge of in the past.
- **Learn to say "no"** to requests that increase your stress and say "yes" to activities you and your family really want to do.
- **Be efficient.** For instance - Consider on-line shopping, print labels for cards, call stores to see if the item you want is available, makes lists to make use of your limited time, shop early when selection is better, or send picture cards rather than a lengthy letter.
- **Set priorities for family gatherings.** If long-standing traditions are no longer enjoyable, consider creating new ones. If visiting a certain relative every year causes a lot of holiday stress, decide if you really need to do it. Consider going every other year or at a different time of year.
- **Take time for yourself.** Take a breather. Reflect on what the holidays mean to you and your family.

**THE HOLIDAY SEASON YOU  
CREATE IS ENTIRELY UP TO YOU!**



### Inside the *Holiday Coastline*

#### page 2:

- [Tourette Syndrome](#)

#### page 3:

- [Cool Tools at Coronado Elementary!](#)
- [Interagency Council of Brevard](#)

#### page 4:

- [ESE Online Distance Learning](#)
- [The Book Corner](#)





## Tourette Syndrome

Submitted by Lisa Emerick-Parker, M.Ed., Child Find

Tourette Syndrome (TS) is a neurobiological disorder characterized by involuntary movements and sounds. The following criteria from the DSM-IV must all be met before a diagnosis can be made:

- 1) Both multiple motor and one or more vocal tics that have been present at some time during the illness, although not necessarily concurrently. A tic is a sudden, rapid, recurrent, non-rhythmic, stereotyped motor movement or vocalization.
- 2) The tics occur many times a day nearly every day or intermittently throughout a period of more than one year, and during this period there was never a tic-free period of more than three consecutive months.
- 3) The disturbance causes marked distress or significant impairment in social, occupational, or other important areas of functioning.
- 4) The onset is before age 18 years.
- 5) The disturbance is not due to the direct physiological effects of a substance (e.g. stimulants) or a general medical condition (e.g. Huntington's disease or post-viral encephalitis).

Diagnosis is made by a physician's observation of the child and/or a reported history by a reliable informant. Most often a pediatric neurologist or a child psychiatrist is consulted. TS may be present in approximately 1.6% of the pediatric population. In over 60% of children with TS the first tics are often eye blinking, rolling, or squinting, shoulder shrugging, facial grimacing, and hair tossing. 13% report phonic tics such as throat clearing, grunting, sniffing, spitting, coughing, or making animal sounds. Complex motor tics include touching people or objects, smelling fingers or objects, jumping or skipping, twirling around, using obscene gestures, and imitating the movements of others. The ratio of children, male to female, is 9:1.

Since the behaviors are symptoms of a neurological disorder, such children can be appropriately classified as "other health-impaired" under I.D.E.A. It is important for others to communicate to the child that it is understood that the symptoms are involuntary. If a child believes that the teacher thinks that the symptoms are choice, he or she may suppress the tics, leading often to a more explosive release of tics later. The severity of tics usually diminishes in the late teen years for about 70% of those diagnosed with TS. Stress and fatigue are the most potent factors exacerbating TS. Many children with TS report fewer tics when they are engrossed in a novel or challenging task.

Approximately 40-50% of young children who have TS also have OCD or obsessive-compulsive disorder. They often "even up", for example, tug on one ear and then tug on the other. Other common symptoms include counting and rituals involving hygiene. Approximately 30-80% of TS cases include ADHD. Children who have ADHD appear inattentive, impulsive, distractible, and hyperactive. TS is often related to Oppositional Defiant Disorder, depression, anxiety disorders, and learning disabilities.

The first line of treatment for TS is usually pharmacological. Since TS is correlated with delays in fine motor, handwriting, and visual motor integration, occupational therapists are often asked to evaluate and treat children who need help with using scissors, tying shoelaces, using eating utensils, pencil grip, slow handwriting speed, and space as it refers to writing within margins and spacing between words.

For further information: Tourette Syndrome Association, Inc., 42-40 Bell Blvd., Bayside, NY 11361-2861, 1-800-237-0717 [ts@tsa-usa.org](mailto:ts@tsa-usa.org) Bibliography: Gentile, Michele, M.A., O.T.R./L and Packer, Leslie, Ph.D., ADVANCE for Occupational Therapist, 10(38); 16, 1994.

**Nathaniel's Hope Buddy Break** is a **FREE** respite care program designed to give caregivers of kids with special needs a break from their ongoing care-giving responsibilities for three hours one Friday night or one Saturday morning a month. Mark your calendar for **Buddy Break** to be held at Calvary Christian Church, 1687 Granada Blvd. Ormond Beach, FL on Saturday, November 17 and December 15, 2007. For more information and reservations call (386) 672-5571 or email [buddybreak@calvaryfl.com](mailto:buddybreak@calvaryfl.com)

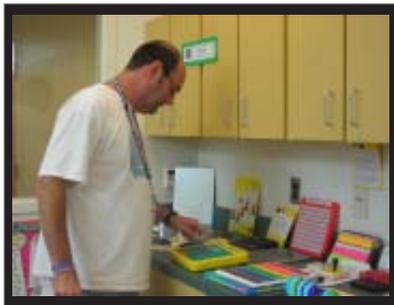


Volusia County School Board is not affiliated with this event/program in any manner, nor does it endorse or assume any responsibility for any activities which may occur in connection with it.



## Cool Tools & Kidspiration at Coronado Elementary

Have you ever wondered, “What is highlighting tape?” or “How could a page-up or other simple tools be used to accommodate student learning?” Teachers at Coronado Elementary school recently participated in a hands-on lab featuring *low tech* and *no tech* tools that can help students who are struggling with reading, writing or math curricula. Many of the tools shared can be used by all students in the learning process, but are especially important as accommodations for students with disabilities. Reading guides, Versatiles, Coin Abacus, Master Ruler, Raised Line Paper and a simple Edit Tool were among the most popular items. Door Prizes were awarded at the end of the day and teachers identified items that they would really like to purchase. Many of the featured items can be viewed at [www.onionmountaintech.com](http://www.onionmountaintech.com), the Judi Sweeney website where the “Lottie Kits” are created.



A follow-up workshop, where teachers learned how to integrate the use of a graphic organizational software program, *Kidspiration*, was conducted on the October Teacher Duty Day. *Kidspiration* provides reading support by including pictures and a text-to-speech, “listen tool.” Students may use pictures to create a visual map or outline and then with a single click, turn it into a written outline, and then transfer the outline to a word processor for completing the writing assignment or research paper.



Jeri Stalder, Principal, and Diana Sulzbach, ESE Resource teacher, worked with FDLRS/East to plan, provide and support these training opportunities for their staff. If you are interested in a similar training opportunity for teachers at your school, please feel free to contact [Shari Hill](#) at FDLRS/East, Palm Terrace Elementary School, (386) 258-4684, extension 52904. Submitted by Shari Hill, FDLRS Tech, Volusia



## Interagency Council of Brevard County

The Interagency Council of Brevard (ICB) was formed in May 2000 at the request of Eva Lewis, Director of Exceptional Education Program Support Services, School Board of Brevard County. Project Connect, a state grant awarded to the Transition Center at the University of Florida, awarded seed money to the council. Many council activities involve the establishment of streamlined transition services for Brevard County.

The purposes, for which this organization was created, are:

1. To provide a means for professional interaction, problem solving and discussion of issues impacting services for individual with disabilities.
2. To promote collaboration between schools and agencies for the successful transition from school to career for individuals with disabilities.
3. To facilitate and encourage open communication and coordination among agency staff.
4. To encourage interagency cooperation and sharing of training resources, knowledge, and other pertinent information.
5. To create a forum for regularly sharing 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.

*continued on back page*



ICB cont'd.

The ICB meets on the second Wednesday of the month (except for the months of July and December) from 9:00 to 11:00 AM. The meetings are held at various locations. To see the Host Schedule for 2007-08 with a list of meeting dates and locations, please go to the ICB website at: <http://ese.brevard.k12.fl.us/ICB/default.html> You can also find the following items on the ICB website: ICB Directory of Agencies & Services, ICB Brochure of Agencies & Services, ICB Transition Brochure, and ICB Poster.

There are three permanent task forces in the ICB:

1. Legislative Task Force – Purpose: To make connections with legislators and local government policy makers to obtain support for issues that address individuals with disabilities.
2. Marketing & Membership Task Force - Purpose: To effectively promote the awareness of the Interagency Council of Brevard, its mission and the transition services it promotes, as well as promote new, active membership in the ICB.
3. Transition Task Force – Purpose: To facilitate transition from high school to post high school life for students with disabilities.

**Mission Statement:** “Through interagency collaboration, enhance the quality of life for all individuals with disabilities in Brevard County.”

If you would like additional information on the Interagency Council of Brevard, please contact Kathy Lowe (321-631-1911 ext. 549), or Heather Mack (ext. 379).

*Courses begin in early January!*

### Florida’s ESE Online Distance Learning Program

The [spring 2008 schedule](#) of online courses offered via the statewide Virtual Exceptional Education (ESE) Online Distance Learning Program is:

**Identification and Assessment of Individuals with Low Incidence Disabilities**

**Nature of Severe and Profound Disabilities: Theory and Educational Practice**

**Assessment and Methods in Early Childhood Special Education**

**Typical and Atypical Development for Young Children**

**For more info contact** Cindy Wickham, Brevard, (321) 633-1000 x559 or Linda Davidson, Volusia, (386) 258-4684

### Book Corner Recommended Reading

Tools for Citizenship and Life, Pearson, Sue, Books for Educators, Inc., Kent, Washington, 2000. ([www.books4educ.com](http://www.books4educ.com))

In today’s society it is important to develop an understanding of the skills necessary to become productive people of character that do quality work in any chosen profession. Lifelong guidelines and lifeskills that define for students what it looks like, sounds like, and feels like to do your personal best is presented in this everyday application text. Each guideline and lifeskill is presented in an individual chapter that contains the following: a definition of the skill, why we need the skill, how to practice the skill and its application in the real world and in school for staff as well as students.

Whole group and individual inquiries (projects) are given to teach each lifeskill. A rubric for “Signs of Success” is presented as well as a rubric for students who need more practice. Literature links are provided for each skill to show application in the context of a story. A sample letter for parents gives instructors a parent information tool.

When an entire school operates from a common basis of personal interaction and all adults are consistent with the use of (by modeling) the skills, students can direct their energy and attention to learning. In addition to building a sense of community that creates a powerful body/brain-compatible learning environment, achievement improves.

Character Begins at Home is a parent version of this book and is written by Karen D. Olsen and Sue Pearson. Tools for Citizenship and Life is available for check out in the FDLRS/East library. For further information, please contact Sharon Tolson, Director, FDLRS/East, at [tolsons@brevard.k12.fl.us](mailto:tolsons@brevard.k12.fl.us)

Educational Services Facility  
2700 Judge Fran Jamieson Way  
Viera, FL 32940-6601

Palm Terrace Elementary  
1825 Dunn Avenue  
Daytona Beach, FL 32114



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 32940-6601, (321) 633-1000, ext. 535 and in Volusia County to FDLRS, 1825 Dunn Avenue, Daytona Beach, FL 32114, (386) 258-4684.

\* You can access the *Coastline* newsletter by visiting the FDLRS/East website at <http://fdlrs.brevard.k12.fl.us/east/> OR [http://www.volusia.k12.fl.us/ese/fdlrs\\_east](http://www.volusia.k12.fl.us/ese/fdlrs_east)