



Coastline Newsletter

FDLRS/East
holiday 2009
volume XXIX #2

Online Training Opportunities

Professional Development Alternatives for Exceptional Student Educators, PDA-ESE, is a Florida Department of Education online professional development program. The PDA-ESE modules are designed to provide Florida teachers with widely available, easily accessible professional development for increasing skills for working with students with disabilities as well as skills in being more responsive to ALL students. Research, theory and application are coupled with teacher-focused learning strategies in each online module.

The modules are offered FREE of charge to ALL Florida educators through the coordination of the FDLRS Administration Project, FDLRS Associate Centers, ESE Departments and District Staff Development Offices. The target audience includes:

- 🍎 Educators seeking to enhance their skills for working with students with disabilities and to be more responsive to all learners,
- 🍎 Educators seeking certification in ESE and preparing to take the ESE K-12 certification exam,
- 🍎 Educators working on their Reading Endorsement,
- 🍎 Educators seeking to renew their certificate,
- 🍎 Educators assigned out-of-field in ESE, and
- 🍎 Educators seeking targeted instruction to address areas of need as indicated on annual performance evaluations or in Individual Professional Development Plans (IPDP).

PDA-ESE is not an alternative certification program and the modules cannot be used towards gifted endorsement.

Below is a list of the modules being offered by FDLRS/East, January - May 2010.

Differentiating Reading Instruction for Students: Making It Explicit

January 12 - April 13, 2010

60 inservice points

Facilitated by Cathy Denman, Brevard County

*This intensive online course will satisfy requirements for Competencies 4 and 5 of the Reading Endorsement.

Differentiating Reading Instruction for Students: Making It Explicit

January 11 - May 7, 2010

60 inservice points

Facilitated by Melissa Bisesi, Volusia County

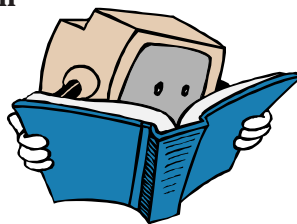
*This intensive online course will satisfy requirements for Competencies 4 and 5 of the Reading Endorsement.

Assessment and Evaluation

January 25 - April 12, 2010

60 inservice points

Facilitated by Nancy Ray,
Brevard County



Positive Behavior Support

February 1 - April 26, 2010

60 inservice points

Facilitated by Barbara McFadden, Brevard County

Language Development & Communication

February 2 - April 16, 2010

60 inservice points

Facilitated by Sandy Dasso, Volusia County

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

Inside the Holiday Coastline

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Play is Learning

Play is essential to the healthy development of children and many consider play to be a child's "work." It contributes to their cognitive, physical, social and emotional well-being while encouraging language development. Learning through play is inclusive and ever changing in that it can build skills in more than one area of development at a time. Children also move through various stages of play from birth to adolescence, so they are constantly learning new things and refining already mastered skills. Through play, children have the chance to explore and learn, interact with the world around them, create a world they can master, conquer their fears and practice adult roles. Children utilize a variety of tools in their play which provide many opportunities to develop skills. Play can also help parents and caregivers develop better relationships with young children. In fact, play is thought to be so important to optimal child development that in 2007 the United Nations High Commission for Human Rights proclaimed play as a right of every child (Ginsburg, K; AAP; vol.119; no. 1; January, 2007).

Play offers multiple opportunities to learn and practice new skills children will need for future learning. In order to learn and practice these skills, children need tools. If play is the work, toys and games are the tools (Maria Montessori, <http://www.childdevelopmentinfo.com>). Through these "tools" children manipulate their environment and people while developing cognitive, motor, language, creative and social skills. When children use the tools of:

- Name games, songs, nursery rhymes, drawing and writing stories and adult role playing, they are developing language skills and early literacy skills. These skills are the building blocks to writing and reading.
- Stringing beads, creating objects with play-dough, cutting with scissors, playing ball, building with blocks and cars, they learn fine, gross motor and early math skills.
- Dress up clothes, putting on a puppet show or playing with dolls, this encourages the development of creativity and imagination. They also begin to see the world from another person's perspective.
- Hide and seek, ball games, assigning parts in role playing activities, social skills are learned through negotiating rules and problem solving together.

While most young children's play involves adults, it is child-driven or pretend play that gives them the best opportunity to be creative, active, and expressive, as well as a means to learn their likes and dislikes. When children are allowed to experience pretend play they begin to learn how to work in groups, negotiate, share and solve problems or conflicts. It is important that as parents and caregivers, we begin to observe and become involved in child-driven play. This involvement gives a view of the world from the child's perspective and shows us how the child moves through a world of their own creation (Ginsburg, K; AAP; vol.119; no. 1; January, 2007). Understanding the child's perspective through play can help adults communicate more effectively with children and provide another setting to nurture and guide learning for children. There are simple ways that adults can actively participate in child-driven play to expand on skill development.

Parents and caregivers can respond to play by doing the following:

- Introduce new vocabulary by commenting on what a child has built with blocks. "You used small or little blocks and big or huge blocks to build your house."
- Listen to how children talk and what they talk about together and ask for more information. Share information that fits in with their topic.
- Ask to be invited in their play and take an assigned role.
- Comment or ask them to tell about a picture they've drawn.
- Watch how children play to gain a better understanding of how they show knowledge of a skill.



For instance, a child who sorts or separates toys by color understands color differences even though they may not know the name of the color. Commenting and giving more information to that child can help build vocabulary by giving them the name for colors.

As parents and caregivers of young children, it is our responsibility to assure that every child has the opportunity to play every day. It is also important that we become more active "playmates" so that we can better understand how children learn and begin to interact with the world around them. Involvement in their play can refine skills already developed and add new ones to their overall development. By establishing the building blocks needed for learning through play, adults can help assure later school success.

Sources:

Ginsburg, K.R and the Committee on Communications and the Committee on Psychosocial Aspects of Child and Family Health; AAP Volume 119, Number 1, January 2007

<http://illinoisearlylearning.org>, <http://www.childdevelopmentinfo.com>, <http://www.4children.org>

Mix It Up At Lunch Day

Celebrated November 10

Even though the date has passed, this would be a great activity for you and your students anytime during the school year. Students thrive-socially and academically-in schools that are inclusive. Yet, for far too many students, schools are hotbeds of exclusion. Social scientists have long maintained that contact between diverse groups helps alleviate tensions and reduce prejudice. *Mix It Up* seeks to break down the barriers between students and improve intergroup relations so there are fewer misunderstandings that can lead to conflicts, bullying, and harassment.

Teaching Tolerance provides *Mix It Up* activities for teachers to use to organize a successful *Mix It Up* at Lunch Day and promote social border crossing all year long.

Download the free *Mix It Up* Organizer's guide and other tools and resources at:

<http://www.tolerance.org/mix-it-up/downloads>

Is your school mixing it up? Add your school to the *Mix It Up* map today:

<http://www.tolerance.org/mix-it-up/add/school>

National Day of Listening

StoryCorps invites you to participate in this year's National Day of Listening, **November 27, 2009**. On this day, StoryCorps encourages all Americans to set aside one hour to record a conversation with a grandparent, an aunt, a neighbor, a veteran, or a client at a local soup kitchen and ask the big questions, such as, "How do you want to be remembered?" or "What was the proudest moment of your life?"

National Day of Listening interviews can be conducted without spending any money, using recording equipment that is readily available in most homes – from cell phones and computers to tape recorders or even pen and paper.

Visit www.nationaldayoflistening.org to take the pledge to participate, to download a Do-It-Yourself Instruction Guide, and to share your National Day of Listening experience.



Mix It Up At Lunch Day, National Day of Listening and Summer of Service Grants are all ideas or opportunities from VSA arts of Florida.

Summer of Service Grants

Deadline: December 10, 2009

Summer of Service grants will support collaborative efforts to implement community-based service-learning projects during the summer months. Programs will engage middle school students (students who will be enrolled in grades 6 through 9 in the school year following the end of the summer) in community-based service learning projects that are intensive, structured, supervised, and designed to produce identifiable improvements to the community. This opportunity should provide youth, particularly those from disadvantaged circumstances, with service-learning experiences that will motivate them to become more civically engaged and aspire to obtain higher education. Program participants must complete at least 100 hours of service within the summer program. For this competition, service activities should address environmental and/or disaster preparedness issues relevant to the community served. Funding for 2010 is contingent upon appropriations, and is estimated to be \$1,000,000 for approximately 5-7 grants. Applications are due on December 10, 2009, 5:00 p.m. Eastern Time. Successful applicants will be notified by May, 2010.

<http://www.learnandserve.gov>

(Type 'Summer of Service Grants' in search box)



NIMAS Update!

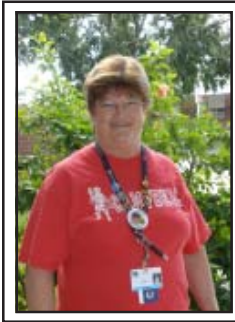
In both Volusia and Brevard counties, committees have been organized to develop district plans and procedures for the implementation of NIMAS.

In Volusia the committee is moving forward with workgroups for professional development, forms and documentation of the IEP and instructional materials/textbook policies and procedures.

In Brevard the school digital rights managers have been selected and will attend an orientation in January. The committee continues to meet to work on district policies, procedures and implementation plans.

Stay tuned!

Artist in Residence Opportunity for Volusia ESE Teacher



Congratulations to Diane Clow, VE Modified teacher at Campbell Middle School. Diane has been chosen to participate in VSA arts of Florida's Artist in Residence Program.

VSA arts of Florida (VSAFL) is one of three Florida arts organizations to receive an Arts in Education Grant from the National Endowments for the Arts. This grant allows VSAFL to expand their Artist in Residence Program by supporting a teaching artist for one (1) exceptional education classroom in each of Florida's 67 counties.

The Artist in Residence Program consists of artists with experience working with students with disabilities teaching students for one hour a week for eight weeks. The teaching artist will plan the residency (in visual arts, music, drama, or writing) with Diane and her class. Planning includes establishing the schedule, aligning the art experience with the classroom curriculum, and meeting state standards in the arts or content matter.

WIKI Resources for Teachers!



Brian Mulder, an Instructional Support Teacher at Atlantic High School in Volusia County, has created a wiki in order to share information with his co-workers. Brian chose pbworks.com, a free version, to create his wiki. Brian states, "It's easy to use. I can post resources for teachers who I work with at Atlantic High and throughout the district. Many of my colleagues have contributed information and articles to the wiki. There are also many links to other sites that teachers may find useful." Over the past year, Brian's wiki has been viewed 2,265 times by his colleagues.

If you would like to start a wiki, go to <http://pbworks.com> and follow the directions. In the meantime, visit Brian's wiki at <http://resourcesforteachers.pbworks.com/>

Thanks for this valuable resource Brian!

Early Reading First

Useful Websites for Parents and Teachers

- <http://www.readinga-z.com> (online reading program, subscription required)
- <http://www.teachers.net> (links to varied resources)
- <http://www.sitesforteachers.com> (links to resources)
- <http://www.enchantedlearning.com> (varied printable activities, subscription required for most things)
- <http://www.kinderkorner.com> (themes, stories, activities, photos)
- <http://www.kinderthemes.com> (songs, poems, themes, activities, photos)
- <http://www.perpetualpreschool.com> (themes, activities, lessons, etc.)
- <http://www.abcteach.com> (coloring pages, nursery rhymes, literacy activities, subscription required for many things)
- <http://www.eslcafe.com/> (Dave's ESL café – most activities are for older students)
- <http://www.alphabet-soup.net> (themes, holidays, prop boxes, recipes)
- <http://www.theeducationcenter.com> (subscription required-varied activities)
- <http://www.scholastic.com> (lessons, activities by grade level)
- <http://www.thevirtualvine.com> (early childhood printables, lessons, activities, themes)
- <http://www.schoolhouseprintable.tripod.com/> (worksheets, clip art, links)
- <http://www.kidsdomain.com> (ideas, crafts, activities, links-some subscription required)
- <http://www.beginningreading.com> (alphabet posters, worksheets, printables)
- <http://readmeabook.com/sounds/sotd.htm> (interactive sounds and letters)
- <http://www.janbrett.com> (alphabet pages, coloring, activities, projects related to Jan Brett books)
- <http://www.littlegiraffes.com/alphabetletters.html> (alphabet activities, crafts, etc.)
- http://www.meddybemps.com/letterary/guide_and_archives.html (interactive letter formation)
- <http://www.billybear4kids.com/animal/animal-abc/a.html> (animal alphabet flash cards)
- <http://www.ngfl-cymru.org.uk/vtc/ngfl/ngfl-flash/alphabet-eng/alphabet.htm> (interactive animated ABC's)
- <http://www.abclearningtime.com/abcsa2.htm> (interactive letter formation)
- <http://mrsalphabet.com/links.html> (links to games, printables, activities, **tons** of alphabet)



**Helping Hyperactive Kids—A Sensory Integration Approach:
Techniques and Tips for Parents and Professionals**

by Lynn J. Horowitz and Cecile Rost

Publishers: Hunter House, Inc. Publishers, P.O. Box 2914, Alameda CA 94501-0914

This book provides an overview and explanation of sensory integration therapy and practical sensory integration-based techniques that can be used by parents and teachers.

These techniques include tips on giving directions, adapting toys and games, organizing, communicating and creating calmness. The tips are designed to help parents and there is also a questionnaire for parents to help them determine if a sensory processing problem is affecting their child. Useful, easy to understand information includes how the brain works; the main sensory systems of balance, touch, hearing, sight, feeling, taste and smell; the process of sensory integration; the importance of the environment, and the rationale of sensory integration therapy. Because it includes detailed case studies presented with detailed documentation and hands-on activities, this book can be used as a useful reference resource for the professional.

Sensory Integration A Guide for Preschool Teachers

by Christy Isbell and Rebecca Isbell

Publisher: Gryphon House, Inc., P.O. Box 207, Beltsville, MD 20704

This book helps identify preschool children who may have difficulties with sensory processing. It covers sensory integration and sensory processing disorders and details different types of sensory integration problems. It offers practical solutions to meet the sensory needs of young children in the preschool classroom. These solutions include adaptations and activities for children with different types of sensory processing problems. There is a chapter devoted to creating low-cost items to help children with sensory issues. Case studies are included as well as references, resources, and a glossary. Written for professionals, many of the suggestions can also be used as resources for parents in helping the young child function better at home as well as at school. Some of the concepts covered include *defining* sensory avoiders, seekers, and under-responders, *designing* the environment to support the sensory development of all children and *providing* tips to meet the needs of children during daily routines.

Census has a New Interactive Web Site



The government agency's new online website is now available with sound, blogs, and even trivia. <http://www.census.gov> connects teachers and students to a variety of data that can easily be incorporated into lesson plans. There are teaching guides that incorporate census information into the classroom using history, graphing, collecting and interpreting data.

There are quick facts for teachers and students to learn about people, business, and geography for the nation, your state, or your city. Interactive games will keep children and teens involved in learning the importance of data that the census can provide. For example, is it worth it to stay in school to earn a higher degree? Do more men or women earn a bachelor's degree? How much does a person make who has a master's degree?

There is something of interest to everyone!



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Viera, FL 32940

Campbell Middle School
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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, (321) 633-1000, ext. 535 and in **Volusia County** to FDLRS, Campbell Middle School, 625 S. Keech Street, Daytona Beach, FL 32114, (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")