



The Coastline Newsletter

Spring 2006
volume XXV #4

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

Meet AL – Atomic Learning – Your Just-in-Time Technology Tutor Compiled by the Staff at Atomic Learning

You have always wanted help at your own speed and on your own schedule. Atomic Learning at www.atomiclearning.com is that help. Atomic Learning provides **atoms of learning** — short, easy-to-view-and-understand tutorial movies that answer the common questions people have when learning software.

The Atomic Learning **library of tutorials** includes more than 18,000 movies covering over 95 software applications. Many of the tutorials are closed-captioned. Over 2,000 of the tutorials are in Spanish. And every 45 days 450 or more new tutorials are added.

The tutorials are natural-language searchable. You ask a question, watch a very brief tutorial, learn how to do the task, and then get back to work. And because Atomic Learning is web-based, you can ask your questions and view the tutorials from anywhere you have Internet access.

Atomic Learning is not just tutorials. You will find over 180 **technology-based classroom activities**:

- Lesson Accelerators – A combination of Atomic Learning tutorial movies and a content-related project make it easy to incorporate technology in the classroom. These have been created by educators across the country to help integrate technology into content areas. A series of tutorials walk students through the process of creating a content-based project. All the resources required to create the example project are available for download. Lesson Accelerators are designed for students to work through a project at their own pace. If they don't understand a concept, they can view a tutorial multiple times. Almost all of our lesson accelerators are captioned, which means that students can turn on captioning so they can both see and hear the instructions. Currently, captioning is added 6 weeks after the release of new tutorials, but next fall we plan to change our process so that captioning is available at the time the tutorials are released.
- Teacher2Teacher lesson plans provide more activities for integrating technology in the classroom.
- Workshops are step-by-step guides that use tutorials to walk you through specific technology-related tasks:
 - Pod Casting Workshop –create your own podcasts
 - Charting Workshops – use graphing/charting features
 - Mail Merge Workshops – use mail merge features
 - Newsletter Workshops – create a newsletter
- The free Storyboard Pro Software helps you and your students plan ahead when creating video projects.
- The Video Storytelling Guide will help improve the quality and effectiveness of your video stories.

The next time you ask “How do I do that?” when using software, ask AL. He’s your technology tutor, and he is available 24 hours a day at www.atomiclearning.com.

After our first year of going “online” with the *Coastline*, we’re interested in knowing just how many of you are actually reading the newsletter. Please let us hear from you with either a “keep it up!” or “go back to hard copy.”

In Brevard email **Cindy Wickham**
at: wickhamc@brevard.k12.fl.us

In Volusia email **Linda Davidson** at:
lldavids@volusia.k12.fl.us



THANKS !

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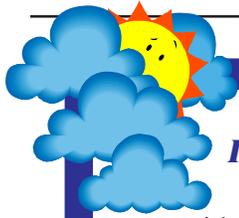


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**RAIN OR SHINE
IT'S ROUND-UP TIME!**

We're "showering" you with thanks for using our services. Now it's time to return materials.

FDLRS materials are due by
Monday, May 8, 2006.
THANK YOU!

Partnering to Provide Transition Programs for Adults with Disabilities

Wuesthoff Health System is partnering with the Brevard County School Board to provide transitional programs for developmentally disabled adults needing non-paid, community-based skills training.

Partnering with *Learner Empowerment through Agency Partnerships* (LEAP), the program provides an opportunity for individuals with physical or mental disabilities to attain hands on experience while ascertaining independence and self-sufficiency. "The purpose of the program is to help provide an opportunity for individuals with physical or mental disabilities to learn basic skills," said Emil Miller, Wuesthoff Health System president and CEO. "We are happy to be involved with LEAP and to have partnered with the Brevard County School Board to provide a community-based facility to help develop these needed skills," added Miller. Individuals are supervised at all times by an on-site LEAP trainer who monitors learning and performance, while also coordinating assignments. Wuesthoff Medical Center staff members from the Environmental Services department, Central Services, and Food and Nutrition act as mentors while also overseeing the student's daily duties.

Wuesthoff Health System initially began its partnership with LEAP in 2005 at Wuesthoff Medical Center in Rockledge but recently expanded the program to Wuesthoff Medical Center in Melbourne. Currently Wuesthoff hosts 12 LEAP students at the Rockledge hospital facility and two at the Melbourne facility.



Red Flags for Autism Spectrum Disorders Under 24 Months

Why is early identification so critical?

Autistic spectrum disorders (ASD) are more prevalent in the pediatric population than cancer, diabetes, spina bifida, and Down syndrome. Very recent prevalence estimates for ASD have reported 6.26 per thousand or about 1 in 160 children. Although there have been significant advances in genetic and biomedical research on ASD, there is currently *no biological marker* for ASD, therefore screening and diagnosis must be based on behavioral features.

Continued.

There is now mounting evidence demonstrating the effectiveness of intensive early educational intervention with a substantial proportion of young children with ASD. Research indicates that intervention beginning before age 3 ½ has a much greater impact than that after age 5. With intensive early intervention, 70-90% of children studied have learned to talk and about 50% have been able to succeed in a regular kindergarten.

What are the earliest indicators of ASD?

In spite of the severity of the behavioral characteristics of most children with ASD, the average age for diagnosis is not until 3 to 4 years. Research has demonstrated that a reliable diagnosis can be made as young as 24 months of age by experienced clinicians and that impairments in social interaction and communication are the most prominent features by 24 months. Longitudinal, prospective research screening over 16,000 children in England indicated that differences in gestures, eye gaze, and pretend play were evident based on parent report and pediatrician observation at 18-month well-child visits for children later diagnosed with ASD. Studies of home videotapes of infants later diagnosed with ASD have reported differences in early gestures, eye gaze and response to name by 12 months of age. These findings indicate that differences in early communicative and social behaviors should be detectable very early.

How can we find children with ASD earlier?

Parents and pediatricians are the key to earlier detection of children with ASD. Most children identified with ASD are reported by their parents to demonstrate symptoms within the first two years of life, based on retrospective accounts, and most parents initially express concern to their pediatrician by the time their child is 18 months.

*Any of the following **red flags** should be an indication for further evaluation:*

- *No big smiles or other warm, joyful expressions by 6 months;
- *No back-and-forth sharing of sounds, smiles, or other facial expressions by 9 months;
- *No babbling by 12 months;
- *No responding to name by 12 months;
- *No gesturing (pointing, waving bye-bye) by 12 months;
- *No single words by 16 months;
- *No pretend use of objects by 18 months;
- *No 2-word spontaneous (not just echolalic) phrases by 24 months; and
- *ANY loss of ANY language or social skills at ANY age.

These early indicators are not necessarily distinguishing of ASD, but may also be common early indicators of other developmental delays in young children. If recommended, a follow-up evaluation should be performed by a professional who has expertise working with children with ASD and other developmental disabilities.

Prepared by The FIRST WORDS Project,
The Early Social Interaction Project and
Florida State University Center for Autism Related Disorders (CARD)

Start-to-Finish Core Content

A Pilot Project at Ormond Beach Middle School in the Fall of 2006, will provide *considerate* text to ESE students for access to American and World History core curriculum.



- *Provocative questions* reflect the chapter’s main ideas
- Purposeful illustrations and photos directly tie to the text and include clear captions
- *A brief summary* recaptures *main ideas* and prepares students for the next chapter
- *Carefully worded section headings* reflect opening questions and include clear topic statements that explicitly state the main idea to distinguish it from supporting details
- *Simple, organized design* keeps students focused

In addition to traditional style books, the products with an electronic version on a CD which provides accessibility to content via computer technology. With the computer book, text can be read aloud and reading guides can provide additional scaffolding for the student. Audio tapes also accompany the materials, to provide another means of auditory support.

Open our struggling readers’ desks or lockers and have them read 100 words aloud from each text used for instructional purposes. Were they reading at their frustration level with most of these texts? Allington (2001) suggests that matching students with reading materials at their independent and instructional levels will optimize learning. With Start-to-Finish Core Content struggling readers experience informational considerate text and comprehensive considerate reading supports that provide appropriate, curriculum-based reading materials all day long.

We look forward to working with Ormond Beach Middle School ESE Assistant Principal, Mary Ellen Speidel, in gathering data and evaluating these products for possible use at other middle/high Schools in Volusia County.

Sources: Don Johnston Inc., Start-to-Finish Core Content, <http://www.donjohnston.com/catalog/corecontent/index.htm>
 Allington, Richard (2001), What Really Matters for Struggling Readers. New York, NY: Addison-Wesley Educational Publishers Inc.

Non-Violent Crisis Intervention (NCI) Training in Volusia County

Safely intervening with a student to address behavior that may escalate into disruptive or threatening incidents while protecting the welfare of all involved is a philosophy that Volusia County Schools takes very seriously.

In 1999, the Crisis Prevention Institute’s *Non-violent Crisis Intervention* (NCI) program for safe and effective crisis management was adopted by Volusia County, and training began immediately. The NCI curriculum emphasizes the development of those skills needed to recognize early warning signs that a person’s behavior may escalate, how to intervene effectively and how to manage violent behavior safely. The Volusia County training also includes a review of guidelines for intervening in a crisis situation according to district expectations with discussion ranging from review of district policies to school crisis plan development and incident documentation.

Across the district, 589 Volusia County employees are currently certified. Initial certification requires completing a two-day training including reviewing the components of crisis de-escalation, reviewing of district policy and learning techniques for personal safety and non-violent physical crisis intervention. Trained persons are required to re-certify yearly in order to maintain certification. NCI certification is open to all ESE teachers and paraprofessionals as well as other campus personnel that work closely with ESE students such as special area teachers and school-based administrators.

In addition to the basic Non-violent Crisis Intervention initial training and re-certification training, advanced training (for those county persons certified for 3+ years) is offered. In the past year, *Louder Than Words, How to Intervene with Non-verbal Individuals* was incorporated into the NCI menu of trainings. The focus of this workshop is gaining the skills necessary to intervene effectively with individuals who have very limited or no verbal abilities. Future offerings for advanced training will include *Developing a Crisis Response Team* and *Enhancing Verbal Skills: Applications of Life Space Crisis Intervention*.

Children’s Control Position





Virtual Distance Learning Program Summer 2006 Course Offerings

The *Summer 2006 Schedule* of online courses offered via the statewide Virtual Exceptional Student Education (ESE) Distance Learning Program has been released:

Introduction to Special Education

May 8 - July 14, 2006

Instructor: Dr. Douglas Carothers
Florida Gulf Coast University



Behavior Management

May 15 - July 7, 2006

Instructor: Dr. Susan Stewart
University of West Florida

Consultation and Collaboration

May 15 - August 11, 2006

Instructor: Jessica Bucholz
Florida Atlantic University

Secondary Transition for ESE

May 15 - August 11, 2006

Instructor: Mary Lou Duffy
Florida Atlantic University



These courses are sponsored by the Bureau of Exceptional Education and Student Services to assist teachers seeking initial ESE K-12 certification or renewal of a professional certificate. A copy of the Virtual ESE Distance Learning Program flyer is available at the new Virtual ESE website located at:

<http://virtualese.nefec.org>

Since the Virtual ESE Program is the vehicle that connects special education courses from around the state, students register for the courses through the participating university nearest them. Participation in online chat sessions, which will be offered at various times via the Internet, may be required. Classroom observations may also be required. **For more information**, contact Sue Kupchunas at 386-312-2265 or via email at kupchunasa@nefec.org

Educational Services Facility
2700 Judge Fran Jamieson Way
Viera, FL 32940-6699

Palm Terrace Elementary
1825 Dunn Avenue
Daytona Beach, FL 32114



Project SEE Special Education Endorsements

Florida State University has received a U. S. Department of Education grant to provide tuition waivers and small stipends to practicing teachers wishing to earn the Florida Endorsement in Autism OR the Florida Endorsement in Severe or Profound Disabilities. Tuition waivers and stipends will be offered on a first come-first serve basis.

All courses are offered on-line. Travel to FSU's campus is not necessary, but some courses require students to be on-line at the same time several times throughout the semester. Students will be required to obtain an FSU/ACNS e-mail account in order to access the course websites. Please visit the project website (<http://see.fsu.edu>) for more information about technology requirements.

Participants receiving tuition waivers and stipends must:

- Complete the four courses for each endorsement within a calendar year
- Complete one course spring semester, two courses summer semester, and one course fall semester
- Complete all requested forms for project evaluation activities
- Must complete the required courses and teach for two years after completing the endorsement courses in the appropriate field (i.e. autism or severe or profound disabilities) or pay back the tuition waiver and stipends to the U. S. Department of Education

For more information about the Endorsement in Autism and the required courses, please visit:

<http://www.fldoe.org/edcert/rules/6A-4-01796.asp>
and <http://www.coe.fsu.edu/cerds/programs/SpecialEd/autism.html>

For more information about the Endorsement in Severe or Profound Disabilities, please visit:

<http://www.fldoe.org/edcert/rules/6A-4-01793.asp>
and <http://www.coe.fsu.edu/cerds/programs/SpecialEd/severedisabilities.html>

If interested in being considered for a fee waiver and stipend, please send an e-mail indicating your interest and the endorsement you wish to earn to:

Ms. Barbra Moro, Project Assistant, at
bmm02k@garnet.acns.fsu.edu

For information about the project, please contact either of the project directors at FSU:

Autism: Dr. Monica Delano at Delano@coe.fsu.edu

Or

Severe/Profound Disabilities: Dr. Mary Frances Hanline at
mhanline@fsu.edu

Please visit the "under construction" project website for frequent updates at: <http://see.fsu.edu>



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 32940-6699, (321) 633-1000, ext. 535 and in **Volusia County** to Linda Stackpole, 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