

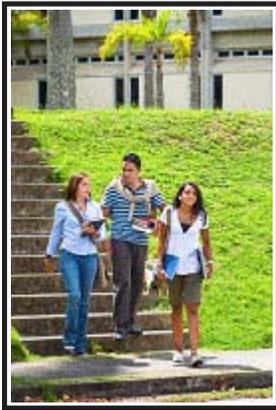


Coastline Newsletter

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Going to College

A Resource for Teens with Disabilities



“Going to College,” <http://www.going-to-college.org/>, is an online resource that contains information about living college life with a disability. It is designed for high school students and provides video clips, activities and additional resources that can help students get a head start on planning for college.

The website is divided into three modules: “My Place,” “Campus Life,” and “Planning for College.” The topics, along with the short video clips of college students, give the viewer a great idea of what they would need to know about college.

The first module “My Place” is all about you. What do you like, what don’t you like? How do you learn best? What do you need to be successful? What do you want to be when you grow up? “My Place” looks at these key questions and how you can set goals and get to where you want. It also provides information about students’ learning styles, strengths and interests, as well as understanding disabilities, setting goals and developing advocacy plans.

The second module “Campus Life” gives the viewer a glimpse of the changes one might need to expect while attending college. College has many freedoms but as the video points out, it also comes with more responsibilities. What do you do with all of your free time...how do you improve your study habits...how do you get your studying and papers completed on time...how do you use technology to help you, are some of the questions that are addressed. “Campus Life” informs the viewer about what you need to know before you go to college!

The last module “Planning for College” provides information for the viewer right now. Planning for college needs to happen while you are still in high school. The best part about the “Going to College” website is that visitors can explore the topics individually within the modules.



eSources



- Virginia Commonwealth University - *Going to College*
- U.S. Department of Education, Office of Special Education and Rehabilitative Services
- VCU Rehabilitation Research and Training Center on Workplace Supports and Job Retention
- 1314 West Main Street, P.O. Box 842011, Richmond, Virginia 23284-2011

Inside the
spring
Coastline

<i>Teachers Using Technology</i>	pages 2, 3
<i>Back to Basics and Beyond</i>	page 4
<i>Hearing Loss</i>	page 5
<i>Developing an Outdoor Classroom</i>	pages 6, 7
<i>Some Great Resources</i>	page 8

Teachers Using Technology

Diane Clow, VE moderate teacher at Campbell Middle School in Volusia County, has used the opportunity of teaching her students how to use PowerPoint to also teach them presentation skills and social skills. By creating individual PowerPoint presentations under an “Incredible Race” theme, students have taken their classmates on imaginary trips to such locations as the Conch Republic, Lookout Mountain, and Stone Mountain! Revisions to PowerPoints created earlier in the year have helped hone the students’ abilities to use animation, clip art, slide transitions, voice recordings and music in their presentations. While presenting, classmates must listen respectfully and participate in the *question and answer* sessions at the end of each presentation. Presenters must stand with their hands at their sides, speak clearly to the audience, and facilitate the question and answer sessions. Positive feedback from classmates has made each student in Diane’s class a *proud presenter!*

Jay points out some important information in this “Incredible Race” PowerPoint.



Mrs. Clow is surrounded by her proud presenters!

Theresa Coffin and Sharon Cemelich, Multi VE teachers at Taylor Middle-High School in Volusia County, have kept their students very busy this school year! Along with working in the community at the local restaurant and laundry mat, the students have also become assistants to campus staff, performing various maintenance duties. The teachers have been taking pictures of their students participating in their career experiences and career preparation courses. In order to incorporate functional academics into the program, the students help in writing captions for their pictures. Using the overhead projector to display the PowerPoint, the class works as a team to come up with the captions. Once the captions are determined, the pages are bound into books. This culminating activity has made the books and the jobs in the community more meaningful to the students. The class has also made books for different activities such as cooking, social activities and community outings like eating in restaurants and shopping. The students take ownership of the books because they are *about them* and *written by them*.

Some of Theresa’s and Sharon’s students take a break from career prep activities.



A display of a few of the bound books made by the Taylor students.



MORE...Teachers Using Technology

Kym Stewart, Multi VE teacher at Southwestern Middle School, Volusia County

With the help of technology, Kym Stewart’s students are enhancing their skills in several areas. They use the *Kidsville* newspaper (Kidsvillenews.com) to learn about historical happenings, the *Starfall ABC Learn to Read* program (Starfall.com) to supplement their reading and writing skills, and talking calculators to take their math lessons to another level! A PowerPoint presentation incorporating video clips and URLs has assisted Kym’s students in studying about reptiles. When it comes to Community Based Instruction, the students “check out” the Votran Bus website to review area maps, helping them locate where they’ll be going that day. Over all, technology serves as a springboard to discovery for the students in Kym Stewart’s class.

Map studies...
getting ready
for CBI



Finished
products from
the study of
reptiles

Explore Your World Using *GOOGLE EARTH*

by Debbie Fry, Network/Technology Services Associate at Indiatlantic Elementary

presented at Brevard Educational Technology Conference (BETC) on Feb. 16, 2009

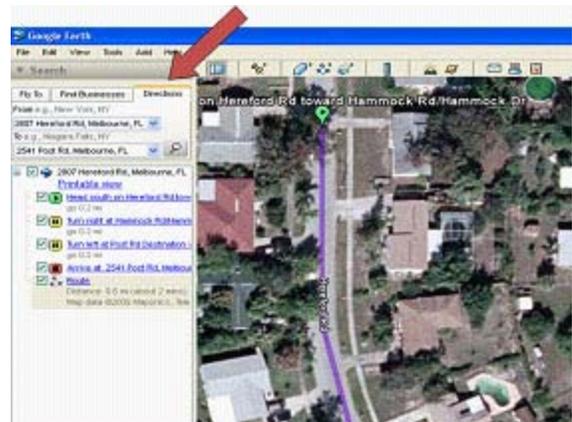


Google Earth puts a planet’s worth of imagery right on your desktop. You can view exotic locales like Maui and the Eiffel Tower as well as points of interest such as your own home or school. Here’s an activity that you can share with your students. It will help them visualize the geographic relationship of their home to their school.

First, you need to install Google Earth*. The basic version of Google Earth is free. You can download it at www.earth.google.com.

After you’ve installed and launched Google Earth, click the ‘Directions’ tab. Enter your home address in the ‘From’ box. Enter your school address in the ‘To’ box. Click the magnifying glass. Google Earth will give the directions from your home to your school and display a map. Use the joystick and zoom control to take a closer look at your house, your school’s playground, your neighborhood – whatever you like! When you’re ready to explore outside your neighborhood, click the ‘Fly To’ tab and enter an address or the name of a landmark – anywhere in the world. This exercise only scratches the surface of what Google Earth offers, but it can get your students started on an expedition of exploration and discovery.

*A word of caution: Google Earth won’t run on an older computer. You need Windows 2000 or Window XP on at least a Pentium 3 counter. The more RAM, the better! When installing Google Earth, don’t install any of the extras for which you may be prompted. Just install ‘Earth’.



*Guess what’s new at Google Earth? **Google Oceans!** You can dive beneath the surface, explore the ocean, learn about ocean observations and discover new places...like shipwrecks!*

BACK TO BASICS AND BEYOND

Transitional Work-Related Activities for Students with Intellectual Disabilities

CORE Program – Creating an intensive career portfolio with student created materials and self-evaluation objectives for students with intellectual disabilities.

by **Candi Matos, NBCT, ESE Teacher at Bayside High School, Palm Bay**

Matos.Camille@Brevardschools.org Co-authored a book with her son Christopher entitled “Pants with Pockets: Tips on Managing an ADD/ADHD Child”

My teaching career has been blessed with a wide range of educational opportunities within the exceptional education programs in the Brevard County School District. I would like to talk about “getting back to basics” and expanding on a creative way to incorporate transitional ideas within the Career Experiences program at the high school setting.

First, you need to start at the beginning. In my program, I wanted to develop realistic expectations that focused on several components: level of work ability, communication skills, community non-paid worksites, self-determination activities, social skills, behavior goals and evaluation/assessment tools (work evaluations and resume) that a student can complete with the assistance of the classroom staff. Keeping this in mind, the ability levels of my students need to be incorporated into each component. Although this looks like a huge undertaking, it is not. If you focus on the specific activity, you can come up with a variety of skills and expectations that will enhance every student’s work and ability levels.

Here is my plan entitled **C-O-R-E**, which stands for:

C – Community Survey – Find out about “the community” within the city limits. Examples of our program include:

School:

1. My students work in the cafeteria, i.e. wiping tables, setting up juice in the juice machine and recycling plastic bottles.
2. Clerical – We staple, fold, cut, label and sort items for individual teachers and specific departments such as guidance.
3. Our school has a marquee located at the school entrance. My class is responsible for posting weekly events.
4. Laundry services – We wash items for the art department and individual sports programs.

Community:

1. Bayside Buddies club adopted a park that we clean every six weeks under the *Keep Brevard Beautiful Program*.
2. We received a Service Learning Project grant to create 100 placemats per month for the *William Childs Hospice Center* in Palm Bay and 100 butterflies for their memorial service.
3. Non-paid worksites within the Palm Bay area in which my students volunteer their services include: Beef O’Bradys, Publix, Big Lots and Papa John’s.
4. Community Based Outings include shopping and accessing leisure and other activities within the area on a weekly basis.

O – Occupations Observed – Make a list of the occupations/job duties within that particular job at that location. Example: Greenhouse – Include a cashier and a worker who does pruning/preparing, repotting, and watering plants as well as a list of skills from the beginning to the end of that activity.

R – Routines, timelines

Consistency is the key factor.

Develop task goals for each job that they need to achieve mastery.

Develop small group work-related activities.

I take photographs of each specific skill and activity that the students will encounter in their worksite. I put them in a photo album, which they take to the worksite, as well as clip art and boardmaker products.

(continued on next page)

Supermarket –

Work:

Stocking shelves

Blocking (bringing items up to the front of the row)

Placing items in the right location

Abilities:

One to one correspondence w/directions

Realistic matching skills

E – Evaluation

Development of a work profile or vocational resume requires specific levels of a competency to be addressed. This will come in handy when they want to look into future job possibilities.

Example of a jobsite outline:

1. I exited the van safely, staying with the group.
2. I walked safely with the group into the store.
3. I checked the pictures to see which aisle I will work on.
4. I pull the store item forward in the row.
5. I follow the staff's directions (Look, Listen, Work) using staff pictures.
6. I left the store with my group.

As you can see, the tasks, as well as ability levels, meet the students' individual needs. They either make a check in their evaluation book or use a sticker to indicate that they have completed the task. It is highly individualized, yet in an easy to read format.



Hearing Loss

by Dr. Rosalie Zwir, Audiologist, Brevard County Schools

As a parent or a teacher, did you ever consider how a minimal or intermittent hearing loss can be significant in the learning environment? Children spend at least 45% of their day engaged in active listening activities, and a hearing loss of any type or degree can present a barrier to learning.

There are an estimated 8 million children in North America who have some degree of hearing loss. To be an effective communicator, you must be able to hear and understand what is being said so even a very mild hearing loss can affect how a child learns. It is estimated that 30% of students with learning disabilities have histories of chronic middle ear problems accompanied by fluctuating hearing loss.



Dr. Zwir

The degree of difficulty experienced in school will depend on the classroom noise level, the distance from the teacher, and the current degree of hearing loss. At 30 dB a child can miss 25 – 40% of speech, while a 40 dB loss may result in 50% of class discussion being missed—especially when voices are faint or the speaker is not in the line of vision. The student may appear fatigued at the end of the day due to the greater effort needed to listen. Adults that interact with the student may think he/she is “day dreaming,” “not paying attention,” or “hearing what they want to,” and need to be made aware of their current hearing loss.

Normal hearing children passively absorb information from their families and environments. This form of casual but constant information gathering is referred to as “incidental learning.” For a normal hearing child, the language skills they develop during the preschool years from incidental learning at home

serves as their foundation for learning at school. As much as 90% of what a normal hearing person learns is from hearing conversations, with only 10% from direct instruction (1995 Carol Flexor). For a child with a hearing loss, the hearing impairment causes a reduction in sound intensity and difficulty hearing at distances, so a child with a hearing problem will have a limited range or distance of hearing. This results in a child with a hearing impairment being unable to casually overhear what people are saying, or learn about the events that are occurring around them. This negatively impacts the child's ability to learn new vocabulary words, English idioms, social interaction skills, and figures of speech passively through incidental learning in the home. If a child's language skills are deficient and vocabulary limited, reading skills will be adversely effected because vocabulary knowledge relates strongly to a child's reading comprehension and consequently to their academic success.

If a child does not seem to hear well, does not talk as well as other children the same age, or seems to be having trouble learning, a hearing evaluation may be suggested. Hearing evaluations can be conducted on children from the time they are newborns so age is not a reason to wait to find out how well your child hears.



Developing an Outdoor Classroom: Blending Classroom Curriculum & Outdoor Play Space

by Mary L. Studer, Glendale, California Adventist Medical Center/Children's Center

"What's this?" asks 4-year-old Blake, pointing to the orange and black insect on the zinnia leaves in the play yard. "A lady bug," says his teacher. "Will it bite?" he asks. Before his teacher can reply, he wants to know more: "Is it a baby? Where is it going? Can I play with it?"

Why should children have to wait until they go inside to find a book about the ladybug they just discovered, or wait for crayons and paper to draw pictures of the bugs in the garden? Children are eager to examine this new discovery with all their senses. By setting up learning centers outdoors, teachers can provide information for children as they seek to understand the world they live in.

Why blend the classroom curriculum with the outdoor play space? Children learn best by doing. The outdoors, weather permitting, offers children as much opportunity for active learning as they have indoors. The outdoor environment can offer rich learning experiences not found indoors. The play yard is full of wonderful things for children to experiment, discover, and explore. In a well-planned outdoor environment, children do much more than run, climb, and ride bikes. They notice the weather, insects, plants, and everything going on around them. Their curiosity is stimulated as they seek answers to their questions about new discoveries.

An outdoor classroom is ideal for an emergent curriculum, one in which units are planned in response to children's interests and discoveries. An observant teacher can watch for teachable moments when children make a discovery, ask questions, and are eager to learn. Nature provides a convenient and readily available source of learning materials.

The outdoors is also the ideal place to provide experiences that are sometimes considered too messy to do indoors. Sensory experiences such as measuring flour or mixing sand and water can be more fully explored without the limits of the indoor classroom. For the preschool child, the freedom to use materials, without restriction, always leads to greater levels of creativity and understanding.

Outdoor learning centers offer learning opportunities just as they do in an indoor classroom. Centers focus on writing, art, reading, science, manipulatives, and blocks with the same high quality of content as indoors. They provide opportunities for quiet play as well as active play while children are outside.

Teachers can extend current themes and projects into the play yard by planning for outdoor activities in weekly lesson plans. The most successful programs with outdoor classrooms employ a trained play yard coordinator who works with classroom teachers to bring curriculum themes outdoors. When all staff brainstorm together, amazing things can happen in the play yard. Teachers support the yard program by consistently enforcing rules for use and storage of yard equipment and materials. Cooperation and communication among the staff are the key elements to make this program work. When it works, you will have a rich and exciting play yard.

What is an Outdoor Learning Center?

A learning center is a place where children have access to the materials or equipment necessary to fully explore their current interest. Learning centers support and compliment each other as well as current classroom topics. Outdoor learning centers, like those indoors, promote active learning through play and hands-on exploration. Using spring as a classroom topic, for example, the children will find a variety of insects while planting the spring flower garden in the play yard. A well-stocked cart or cabinet is essential because science is the core of the outdoor curriculum. Children need a variety of resources in their process of discovery, and materials ideally are readily available indoors and outdoors.

What is the Teacher's Role?

The teacher can make all the difference in what a child does or does not learn. Ideally, the outdoor coordinator or teacher is a skilled listener, understands the outdoor environment and has a passion for it, and is able to ask open-ended questions to prompt, coach, and support a child's exploration while outside. Because the outdoors offers ongoing learning experiences, the coordinator—with the classroom staff on the yard—is able to support and add excitement to these experiences. In addition to handling all the ordinary responsibilities of teaching, yard coordinators and teachers are comfortable holding a creepy-crawly insect, digging sand tunnels, helping weed the garden, and setting up an exciting yard even if it rains.

The teacher understands that children learn about the physical world through natural curiosity and an urge to touch, see, hear, smell, taste, and investigate. By using hands-on material amply provided by nature in a well-established play yard, a teacher can support and encourage children's interests, and use their questions to guide them in understanding the world in which they live. Children are not passive observers but active investigators. They are perfect examples of the saying: "I hear and I forget, I see and I remember, I do and I understand."

A Valuable Resource

The play yard is a valuable resource too often overlooked and underused. The most active time of the day is when the children are outside playing. It is also the time they are most eager to learn about and explore the environment.

Setting up learning centers outdoors helps connect children to the influence of nature. Only by experiencing nature can they begin to truly understand the world in which they live.

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For more information on the complete article, "Developing an Outdoor Classroom", contact Cindy Wickham, FDLRS/East, Brevard (321) 633-1000 x 559 or Linda Davidson, FDLRS/East, Volusia (386) 258-4684.



Quizlet.com

*“Takes the stress out
of vocabulary instruction and learning”*

by Karen Vikki Ivery, Rockledge High School Reading Coach, Brevard County

How many times have teachers heard comments like these when beginning vocabulary instruction? “Do I have to write down all of the vocabulary words?” “Why do we have to do this?” or “ Oh, we have to do vocabulary again this week.” Vocabulary instruction and acquisition has been a source of contention between the student and the teacher almost from the very beginning. Even parents get frustrated when they try to help their child understand vocabulary assignments.

The days of stressful direct teaching of vocabulary and a failed vocabulary test at the end of the week may be a thing of the past. Quizlet.com is a free vocabulary building website that will not only help the students learn new vocabulary but it motivates them to keep studying. Quizlet.com allows teachers, students and parents the opportunity to develop flashcards for the vocabulary words of their choice.

There are several ways to study using Quizlet.com. Once the words are entered into the program, the user has a choice of studying in five different modes: Familiarize, Learn, Test, Scatter or Space Race. The user may use all five in unison or choose any of the five modes to study and improve their vocabulary.

Several Rockledge teachers from all content areas including English, Science, Spanish, etc. have introduced their students to studying vocabulary using Quizlet.com. One teacher is even considering using it as an action research project for her master’s program.

Quizlet.com is an excellent source for motivating students to review and study their vocabulary.



**Florida’s Response to Instruction/Intervention (RtI)
Website**

The Florida Department of Education seeks to provide a variety of up-to-date resources to support districts in the process of using Problem-Solving/Response to Intervention (PS/ RtI) as the overarching framework to provide effective instruction and interventions for all learners.

The RtI website provides a central, comprehensive location for Florida-specific information and resources that promote school-wide practices to ensure highest possible student achievement in both academic and behavioral pursuits. The website includes breaking news related to RtI, a description of Florida’s model, partnership, contacts, resources, the statewide plan, and a direct link to online professional development. Please visit the site at <http://www.florida-rti.org/index.htm>



MAY LET'S CELEBRATE!
Better Hearing & Speech Month
HELPING PEOPLE COMMUNICATE
The month of May is Better Hearing & Speech Month! Find hearing & speech resources at:
<http://www.asha.org/bhsm/resources.htm>



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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.brevard.k12.fl.us/east/> OR http://www.volusia.k12.fl.us/ese/fdlrs_east