



# Coastline Newsletter

## Get The Word Out To Parents About Speech, Language, and Hearing Problems

Although more than 5 million children in the United States have a speech, language, and hearing disorder, parents are often uninformed and unsure about what to do when they suspect their child may have a disorder. This May, and every May since 1927, the American Speech-Language-Hearing Association (ASHA) has used the May is *Better Hearing and Speech Month* (BHSM) celebration to provide parents with information about communication disorders to help ensure that they do not seriously affect their children's ability to learn, socialize with others, and be successful in school.

Speech and language problems can occur at any time in a child's life. They can be caused by accidental injury, illness, or inherited by birth. Child speech and language problems include:

- stuttering
- articulation problems ("wabbit" instead of "rabbit")
- language disorders such as the slow development of vocabulary, concepts, and grammar and
- voice disorders (nasal, breathy, or horse voice and speech that is too high or low)

"Fortunately, most children with speech, language, and hearing problems can be helped," according to Catherine Gottfred, PhD, speech-language pathologist and ASHA President. "Even if the problem cannot be eliminated, we can teach the child strategies to help them cope with their communication disorders, or provide them with the appropriate technology. By promoting *Better Hearing and Speech Month*, we hope parents will learn about communication disorders, what they can do to help their children, and how speech-language pathologists and audiologists can help with their child's communication disorders."

Meanwhile, hearing loss, like speech and language problems, can have a negative impact on a child's social and academic development. Communication disorders like hearing loss in children can occur at birth or as a child grows older due to chronic ear infections or exposure to noise. The earlier hearing loss occurs in a child's life, the more serious the effects have on the child's development.

Typical signs of a hearing loss in children include:

- inconsistently responding to sound
- delayed language and speech development
- unclear speech
- sound is turned up on electronic equipment (radio, TV, cd player, etc.)
- does not follow directions
- often says, "Huh?"
- does not respond when called
- frequently misunderstands what is said and wants things repeated



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## A Quilt is Born!

This past fall, **VE Modified Teacher Diane Clow**, Campbell Middle School, Volusia County, was chosen to participate in VSA arts of Florida's *Artist in Residence Program*, an Arts in Education Grant from the National Endowments for the Arts. The program allowed for a local artist to work in a classroom with students with disabilities in order to create an artistic product. *Amelie Rogers*, Volusia Art League member and President of the Board, was the local artist assigned to Diane's class. Diane's students were taught about color combinations, focusing on small areas and critical thinking. The students were then guided through creating the fabric painted squares. Using an underwater theme, each plain fabric square came alive as a hand-painted sea creature. After each student had contributed his/her artwork, the squares were sewn by Amelie into a beautiful quilt seen in the picture below. This collaborative project has allowed the students in Mrs. Clow's class to learn more about artistic skills and the art of quilt making. Thanks to VSAarts of Florida and the Art League of Volusia County for providing this opportunity to Diane Clow's VE Modified Class!



Artist in residence, Amelie Rogers, stands with Mrs. Clow's class as they proudly display their hand-painted quilt.



## KIDS ON THE BLOCK Brevard County

The KIDS are a troupe of child-size disabled and non-disabled puppets designed to teach children what it is like to have a disability. The KIDS ON THE BLOCK were created by Barbara Aiello, a nationally-known special educator and writer. These puppets have been used in classrooms all over the country, and the material and scripts used are authentic, educational and entertaining!

During the month of March, some Melbourne High School "Key Club" students, under the direction of Ms. Pat Crutcher, received training and performed the KIDS ON THE BLOCK puppet show at three nearby elementary schools: Harbor City, Meadowlane Primary, and Roy Allen Elementary Schools. A thirty-minute program dealing with three disabilities (hearing impairments, intellectual disabilities, and physical disabilities) was performed for their third grade students. Through the skits, the students learned that children with disabilities are competent, responsive, and just like "normal" children in many ways. There was a question and answer period after each segment.

FDLRS/East would like to extend a big THANK YOU to the Melbourne High School "Key Club" students and Ms. Pat Crutcher, their advisor, for taking the time in their busy schedules to learn the scripts and share this important information with some of Brevard's elementary children!



Key Club students with "The Kids"

**Visit the *Sharkbuck Café***  
Atlantic High School, Volusia County

The coffee bean aroma, the soft sound of jazz and the mere ambiance draw the passersby into Atlantic High School's *Sharkbuck Café!* Open for business since early March, the teachers at Atlantic love the services *Sharkbuck* offers. Once called the *Spirit Shop*, selling t-shirts, bumper stickers and other Atlantic High School, *Home of the Sharks* paraphernalia, the space now houses the café. Ms. Lisa Salazar's VE modified class received "seed money" through the school district to get things started in the café. "Since teachers can no longer have coffee pots in their classrooms, we knew we were filling a need with this service," says Ms. Salazar. Orders are placed by email to Lisa's computer set up in the café. Students watch for the orders to arrive and then with the help of Ms. Salazar and paraprofessional Mary Ann Arena, they go to work filling the orders. The students do a "coffee run" to deliver the customer pleasing drinks to the teachers. Teachers can *run a tab* or pay cash. All of these school-based enterprise activities are directly tied to the students *Functional Daily Living Skills Curriculum*. Some of those skills are problem solving, tasks needed in a work environment, strengthening social skills, and how to find the location of a specific area. In addition, students are building their resumes for their *Florida Choices* portfolios.

Ms. Salazar is considering partnering with the Multi VE class on campus in order to share transportation for shopping supplies excursions. Through the support of Exceptional Student Education Assistant Principal, Efrain Alejandro, *Sharkbuck Café* will soon be moving to a larger space on campus. Mr. Alejandro will purchase WIFI for the new location and Lisa's students will once again pull out their screwdrivers and creative ideas to assemble new storage shelves and decorate a new space in a coffee shop motif. Plans are to incorporate pastries on the menu and also add a "bookstore" area.

Stop in at *Sharkbuck Café!* The menu is growing every week with new items being added. Order, sit down, relax and sip your own pleasing drink. It's a great way to start your day!

For information on how to start a school-based enterprise like *Sharkbuck Café* contact Lisa Salazar by email at: [lsalaza@volusia.k12.fl.us](mailto:lsalaza@volusia.k12.fl.us)



Ms. Salazar and her students await their first customer of the morning.



The ribbon cutting ceremony

## Big Lots = Big Learning in Volusia County

Reported by Linda Davidson, FDLRS Resource Teacher

When I met with Spruce Creek High School **Life Skills Teacher Keshia Rentz**, she was dropping off her students at the *Big Lots* store in Port Orange! Along with her paraprofessionals, Jeanine Turner Heard and Wanda Hawkins, Ms. Rentz and her students were headed to their job site at the large discount store where two times a week they are met by Ann, the *Big Lots* on-site coordinator. Ann, who has a special needs child of her own, directs the students to their work sites putting away returns, organizing shelves, and ticketing food in the back of the store. “The Spruce Creek High School program has been up and running for about 1 ½ years,” reports Ms. Rentz. “Working at *Big Lots* has helped the students with their communication skills, organizational skills, academic skills and has bolstered their self-confidence. Learning these skills by *having the hands-on experience* with them is so much more meaningful to the students.” The students do not work for pay but if the tasks are successfully completed early in the week, a reward is provided to the students each Thursday when they return to their worksite. The parents get involved by providing some monetary input. The students often stop at *WalMart* after work each Thursday to purchase needed items which are paid for by their families.

If you would like information about how to set up a work experience such as this one, contact Keshia Rentz at [kmrentz@volusia.k12.fl.us](mailto:kmrentz@volusia.k12.fl.us)



Ready to go to work!



Ms. Rentz and a few of her students meet at the restocking area.



Students restock in the cosmetic and drug department.



Restocking in the toy department is fun!

**Attention: Parents!!!**

**Childhood Speech, Language & Listening Problems: What Every Parent Should Know**

by Patricia McAleer Hamaguchi

*This book is written for parents who suspect that their child may have a communication disorder or for those parents who know that their child has a communication disorder but who would like to have more information and a better understanding of the disorder their child is experiencing.*

This book is divided into two parts. **Part I** contains a general overview of the concepts of speech, language, and listening; how children learn to communicate; and speech, language and listening milestones. It addresses warning signs of possible delays in these areas and guides a parent through the evaluation process and discusses the evaluation report and “the IEP.”

**Part II** is a more in-depth discussion of particular problems in the areas of speech, language and listening. The author describes the diagnosis, characteristics, and treatment of several communication disorders including: stuttering, articulation delays, oral-motor conditions, voice disorders, receptive and expressive language delays, morphological and syntax problems, and sequencing, referential, and divergent language problems. The section on listening discusses central auditory processing problems, auditory memory problems and language processing problems. Brief case studies are included and suggestions are offered for at-home activities.

Although parents are the intended audience for this book, professionals can use it as a reference resource for themselves as well as one to be shared with parents. *\*Not available in the FDLRS library*

Publisher: John Wiley & Sons, Inc.  
605 Third Avenue  
New York, NY 10158-0012 (2001)



**Teach Me How to Say It Right**

by Dorothy P. Dougherty, MA, CCC-SLP

*This book is intended for parents of children with articulation problems as well as for parents who want to help “create a rich learning environment so that [their] child may say speech sounds when he or she is developmentally ready.”*

The first three chapters of this book provide information about speech-sound disorders and possible causes of these disorders. One chapter discusses other communication problems that may be associated with articulation problems and the next three chapters provide parents with ideas and exercises that will help to enhance their child’s speech and language development. The last chapter discusses the process of finding professional help if it proves to be necessary.

Written for parents, the author is careful to advise that this book is not intended to replace a professional consultation but is meant to give parents information and tools to help their young children develop their communication skills. Professionals can also use this book to give concerned parents information and ideas for at home activities.

Publisher: New Harbinger Publications, Inc.  
5674 Shattuck Avenue  
Oakland, CA 94609 (2005)

*\*Not available in the FDLRS library*

**Resources for May,  
Better Speech and Hearing Month**

[Coloring Page, iron-on stickers](#), and [Sudoku](#) (all PDF files) - Free Resources

Bookmarks: [Design 1](#) (PDF, 1.5MB), [Design 2](#) (PDF, 1.5 MB), [Design 3](#) (PDF, 1.5 MB), and [all three designs](#) (PDF, 1.6MB)

New BHSM [Activity Booklet from Progressus](#) (PDF, 6.8MB)

Promote BHSM with [this door hanger](#) (PDF)

[Color the 2009 BHSM logo](#) (PDF)

[Spot the differences](#) (PDF):  
How many can you find?

[Activity pages for kids](#) (PDF, 1.3 MB)

## Fine Motor Development

**References:** National Association for the Education of Young Children

Deanna Finney, Resource Teacher for OT/PT Services for BCPS

This is Part 2 of the last *Coastline* issue's article, *Fine Motor Development* and highlights activities for four year olds for developing fine motor skills.

**Roll dough** into a "snake" using both hands; coil the dough using one hand to make it look like a "snail;" make a "pinch pot" by rolling dough into a ball between both hands. Set dough on table surface and push the thumb half-way down into the center of the ball. Using the "pincher fingers" (thumb and index finger) pinch around the edges of the ball to make a small bowl or nest.

**Fill pinch pots** with "eggs" or little balls; break off small pieces of extra dough and roll the pieces into a small ball or egg using the thumb, index, and middle fingers only. (Do not allow the child to roll the dough between the hands or against the table surface.) The eggs should be approximately ¼ to ½ inch in size. Fill the bowl or nest.

**Push dough** through a garlic press. Use a plastic knife, rolling pin, pizza cutter, spatula, or cookie cutters.

**Use a turkey baster** that expels air when squeezed. Use this to propel cotton balls or ping pong balls across a table surface or floor. A game can be created by using tape to create a "finish line" or small boxes where cotton balls or ping pong balls need to end up inside.

**Use clothes pins**, tweezers, or tongs to pick up small objects, ex. cotton balls, tissues, beads, uncooked pasta, and place them into a container.

**Use a holepunch** to punch holes along a straight line, then a circle, and then a square drawn on half of a piece of paper or large index card. With supervision, have the child practice cutting with child-safe scissors by cutting "snakes" of playdough, index cards, and finally paper. Have the child first cut straight lines, then curved lines.

**Mist** the house plants with a **spray bottle**. This helps the child use the thumb and first two fingers on the bottle—the same ones that he/she uses when holding a crayon.

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### An Introduction to Differentiating Instruction: Responding to All Learners

An online module developed by Florida Diagnostic and Learning Resources System (FDLRS) and Florida Inclusion Network (FIN).

While some students learn regardless of the instruction and some students learn adequately with whole group "one-size-fits-all" instruction, most students benefit from a highly skilled teacher and an environment that carefully attends to individual student differences. Teachers who want to maximize each student's potential have to respond to differences by developing a differentiated classroom environment. The teacher must have clarity about the learning goals, use assessment information to make instructional decisions, and provide engaging and challenging work that is matched to a learner's needs.

This online module is an introduction to some of the basic guidelines of differentiation. The work of Carol Ann Tomlinson, an Associate Professor of Educational Leadership, University of Virginia, has provided the foundation for this module. FDLRS/East will be facilitating this module beginning next fall, so stay tuned for additional information! Call your FDLRS Center for more information (Volusia: Pat Griesinger – 386-258-4684; Brevard: Cindy Wickham – 321-633-1000 x559).

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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")