



Coastline Newsletter

Thinking Maps: An Update

As students with disabilities are spending more time in the general education classroom, teachers are working to expand their strategies for meeting the diverse needs of students in their classrooms. Thinking Maps has been an answer for many teachers. In this program, teachers school-wide adopt a series of eight graphic organizers that each represent a thinking process. The model combines the open-ended creative thinking facilitated by brainstorming webs, the organizational structures of graphic organizers, and the metacognition capacities inherent in thinking process maps. Thinking Maps are not all it takes to meet the needs of students with special needs in the classroom. However, they do offer tools that can be used across teachers, across settings, and across content areas that can help students generalize what they learn from one setting to the next. Thinking Maps are useful tools for teachers, but more importantly they become tools for students – students who often otherwise have difficulty approaching learning situations strategically.

Let's look at what's happening in the FDLRS/East service area with Thinking Maps!

Brevard County

This year, thanks to the ARRA funding, Brevard County has been able to offer both “Thinking Maps and Math” (for both elementary and secondary teachers) and “Thinking Maps and English Language Learners.” “Thinking Maps for Science” (for both elementary and secondary teachers) will take place in March. Last year we were able to add to our cadre of trainers in our mission to have a trainer in every school. We now have 80 active trainers. Over the last several years we have had almost 200 trainers. However, some have retired or now just provide coaching and are not doing initial trainings, as many schools have trained their entire faculty. As of our last count, 1,878 teachers have been trained and we anticipate at least 100 more by the end of this school year.

We are continuing to search for secondary Thinking Maps examples to add to our FDLRS/East website allowing teachers to share their ideas. The elementary samples have been posted and we continue to ask for great examples as students use the maps in content areas.

Volusia County

It has been a busy year for Thinking Maps in Volusia County! 347 teachers have participated in follow-up training that they attended either after-school or on early release days during the 2010-2011 school year. Additionally, 166 teachers took the initial training, bringing the total numbers of teachers trained in Thinking Maps in Volusia County up to 2,227!

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Rockledge High School Interpreter Honored as President's Choice Award



Sally King, Educational Interpreter for the Deaf at Rockledge High School (RHS), was awarded the **President's Choice Award** by the Florida Chapter of the Registry of the Interpreters for the Deaf (RID), a national organization out of Washington DC. Each year presidents of the State Affiliate Chapters pick an individual they want to recognize who has made a significant impact upon interpreters' lives, careers and the interpreting profession. This award serves as a small tribute to their sustained contributions to the profession. There is only one award given per state.

According to RHS Principal, Tony Hines, "Sally takes pride in her profession as a hearing impaired interpreter and this award exemplifies that pride. She has a love for kids and is always looking for more ways to contribute to their success. We are fortunate to have her as part of our team."

As an educational interpreter, King facilitates communication for students who are deaf or hard of hearing in pre-kindergarten through 12th grade programs using sign language, cued speech, or oral modes of visual communication.

"Sally, as a member of our Deaf/Hard of Hearing Program team for many of her years with Brevard Public Schools, always strives for professional excellence with her students as well as for herself," stated Kim Riddle, BPS Resource Teacher, Deaf/Hard of Hearing Program.

When asked to comment on this honor, King replied, "This isn't an award that I received by myself, but with the help of many." She continues, "As an educational interpreter in Brevard I have always tried to help others in the profession within the system and also those who are aspiring to become interpreters. The recognition is a nice touch, but if I had it to do over I would do the same thing. The experiences and the friendships along the way have greatly benefitted my personal and professional growth."

King began her career with BPS as an exceptional education aide for profoundly handicapped in 1984. Following completion of several training and certification offerings, she became an educational interpreter in 1999. Moving to where her specialized assistance best meets the needs of students, King has worked at numerous Brevard schools including Southwest and Jefferson Middle Schools. In 2006, she transferred to Rockledge High where she continues today. Along with her duties at RHS, King has been the chair of the Educational Interpreters Evaluation (EIE) committee for the past three years. She also serves as a Florida Registry of Interpreters for the Deaf Board Member and on the EIE/QA Review Committee.

“Making Music with Ed Eliason”
Sponsored by VSA arts - Florida: Brevard

On Saturday, January 8, 2011, from 10:00 AM to 12:00 noon, a group of VSA arts teachers gathered together at the Brevard Achievement Center, Cogswell Street Studio in Rockledge, to learn about music and drumming. Ed Eliason, this year’s VSA arts Artist in Residence, conducted the workshop. In the **photo below**, everyone is keeping the beat to the dialogue, “I like pizza, pepperoni pizza. I like pepperoni pizza too.”



Lori Emly (VSA arts-Brevard Director) and Peggy Nolan (Visual Arts/Drama K-12 Resource Teacher) construct a drum using a large can and an inner tube.



Lee Sorensen (Ocean Breeze Elementary) beats the finished handmade drum.



**Blast from the Past!!!
A Black History Month Ceremony**

Spruce Creek High School, Volusia

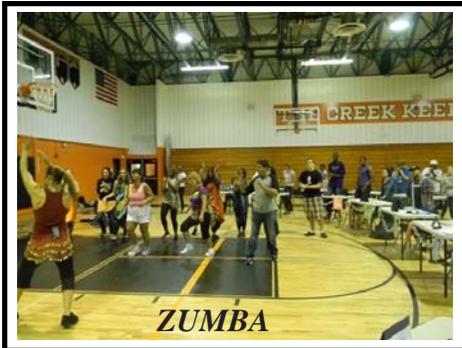
The Life Skills Department of Spruce Creek High School hosted their first annual “**Blast from the Past Ceremony**” held on February 24, 2011, in recognition of “Black History Month.” Ms. Rentz, ESE Life Skills Teacher, focused on recalling and celebrating a unique part of our American History and the roles of African Americans in shaping what our country is today. This year’s guest speakers included: Mr. Harold Robinson, Dr. Willie J. Kimmons, Ms. Annie McClendon and a special guest, Ms. Narcissus Hinton-Brown, gospel singer who performed along with Kurt Car, for former President Bush at the White House. Each panelist reflected on their own experiences with racial tension during the Civil Rights era and the impact it had on their lives.

Also included in the program were *ARC of Volusia*, *The O.E. Chapter of Omega Psi Phi Fraternity* of Bethune Cookman University, *The Mu Beta Chapter of Zeta Phi Beta Sorority* of Bethune Cookman University, *The Fresh Beatz Dance Team* of Spruce Creek High School, *Quanita’s Dance Hall*, *Justin and Jonathan Cordero* (break dancers), and the *Life Skills All Stars* performing “Lean on Me” and “We are the World.” A special acknowledgement goes to Ms. Piper’s Career Prep class for preparing the delicious foods that were served to guests and participants. The collective effort by all participants and panelists made this year’s event a total success!

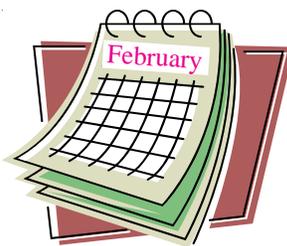
Highlights!!!



Special Guest Speakers including Narcissus Hinton Brown (center)



with Quanita’s Dance Studio



Fresh Beatz Dance Group

PDA: Assessment and Evaluation Online Course, Brevard

Did you know that FDLRS/East coordinates several online courses during the school year? *PDA: Assessment and Evaluation* is a free 60-hour online course that started on January 24th and will end on April 11th. This course is designed to identify the purposes of assessment; identify the legal requirements and ethical principles regarding the assessment of students with disabilities; identify appropriate formal and informal assessments for students across disabilities; to interpret, analyze, and apply the results of formal and informal assessments for students across disabilities; and identify alternate assessment strategies and procedures and their appropriate use. **Nancy Ray** facilitates this course. **Robin Gipson** offers technical support to the participants. For additional information, please contact Cindy Wickham, FDLRS/East Learning Resource Teacher and PDA Coordinator for Brevard. Here are a couple of pictures from our January 24th *PDA: Assessment and Evaluation* face-to-face meeting.



Robin Gibson, FDLRS tech support, instructs participants in the D2L platform.



Nancy Ray, PDA facilitator, reviews the course syllabus.

PDA: Reading and Language Development Online Courses, Volusia

FDLRS/East, Volusia has been coordinating two PDA online courses this winter. *Differentiating Reading Instruction* began in early January, facilitated by Melissa Bisesi, VCS Support Staff for CBM and Secondary Reading. This rigorous course satisfies competencies 4 and 5 of the Reading Endorsement.

In addition, mid-January saw the start of the PDA online course *Language Development and Communication* facilitated by Sandy Dasso, Speech/Language Pathologist. In the picture to the right, LDC participants explore the use of augmentative devices at a face-to-face meeting held for the class.



For more information on upcoming PDA online courses contact Cindy Wickham in Brevard at (321) 633-1000 extension 559 and Linda Davidson in Volusia at (386) 258-4684.

Now Hear This: Sound-Field Technology in Your Classroom

by Dr. Rosalie Zwir, Brevard Public Schools Audiologist

It is estimated that school-aged children spend as much as 75% of the school day engaged in listening activities. However, according to research, the ability to listen in noise is not developed until age 15 years as the auditory neurological network is not developed until then. It is no surprise then that studies have revealed that young listeners perform poorly listening in noise when compared to adults. Children actually need the teacher's voice to be 15 dB louder than the background noise in the classroom while adults only require speech to be 4-6 dB louder than background noise.

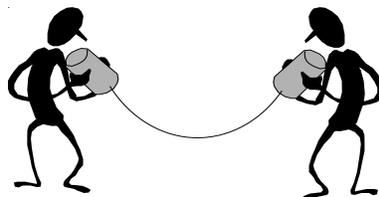
While average conversational speech is approximately 45-55 dB, typical unoccupied classrooms have 58-62 dB noise level. It's also important to recognize that the teacher's voice drops 6 dB for every doubling of distance so that students in the back of the class may miss up to 40% of what the teacher says...and remember that students need the teacher's voice to be 15 dB louder than the background noise. Nearly half of all K-12 students can suffer from a temporary hearing loss on any given day and would fail a pure tone screening at a 15 dB hearing level. Noisy air conditioners, unfamiliar material and inexperienced listeners mean children are vulnerable to misunderstanding verbal instruction in the classroom.

Sound-field systems are specialized sound systems designed to amplify the teacher's voice above ambient noise and evenly distribute the teacher's voice throughout the room. With sound-field in place, every child, regardless of seating location, consistently hears what the teacher is saying.

Sound-field technology increases the overall level of the teacher's speech. It delivers a constant level of voice no matter where the teacher is in the room and when the teacher's back is turned. Does sound-field technology get results? When Escambia, Orange, Pinellas, and Sarasota districts compared over 2,000 K-2 students: 53% of administrators noted a decrease in behavior referrals; 96% of teachers noted improvement in attentiveness, listening, and comprehension; 95% of students said that they could hear the teacher more easily; and there was a 10-11% minimal gain as measured by FCAT.

Who benefits from this technology? This technology benefits children with known hearing loss, children with hearing impairment or minimal permanent hearing impairment where hearing aids aren't appropriate, and those children who wear hearing aids and FM systems. Children with fluctuating middle ear hearing loss and "at-risk" populations of children, such as non-native English speaking and children with auditory processing issues, attention deficit, and learning problems also benefit greatly from this technology.

The benefits of sound-field systems to children are increased attention, listening and comprehension, reduced behavior referrals, improved on-task behaviors, increased literacy growth, and reduced teacher absenteeism due to vocal fatigue. The benefits to teachers include reduced vocal strain, increased ease of teaching, increased versatility of instructional techniques, and increased teacher mobility within the classroom.



Child Find: Speech and Language

Source: National Institute on Deafness and Other Communication Disorders-NIDCD

Every day Child Find receives requests for screenings because a parent, preschool teacher and/or doctor have concerns with a child's speech development. Both speech and language are important areas of development that can impact how a child successfully accesses or maneuvers through their day-to-day world. Because this is how we communicate, it is important to understand the difference between speech and language, developmental milestones and potential areas of concern.

What is Language? Language is the tool we use to share thoughts, ideas and emotions, and communicate. Every language in the world has its own set of rules that involves morphology (how words are formed), syntax (sentence structure), semantics (word and sentence meaning), prosody (intonation and rhythm of speech), pragmatics (effective use of language) and phonology (speech/letter sounds or handshapes in sign language) (NIDCD-website, 2000). It also involves writing, gestures and signing. Language can be further broken down into expressive language and receptive language. Expressive language is sharing thoughts, feelings and ideas in written or spoken form. Receptive language involves the ability to understand the spoken or written language of others.

What is Speech? Speech is the part of language that involves talking and is the verbal means of communicating. It includes articulation, fluency, and voice. Articulation involves children learning how to produce certain sounds to say a word. For instance, the sound for the letter "k" must be learned in order to say the word "key" instead of "tey." Fluency is the rhythm of speech and can be affected by stuttering and/or hesitations. Voice is the use of our vocal chords and breathing to produce sound. It can be affected by overuse or misuse of the vocal chords resulting in hoarseness or other problems.

What are Developmental Milestones? While children differ in their development of speech and language, there is a natural progression for the mastery of skills in speech and language. Milestones are certain skills that serve as a guide to typical development in young children. In development there is a time and age when most children pass through these milestones. These milestones are what doctors and other professionals use to determine if and when a child may need help with speech and language. It is important to understand that milestones are used only as a guide as there is a wide variation in terms of what is considered "normal."

For information regarding specific speech and language milestones, or if you or someone you know has concerns about a child's development, contact your **Child Find** office. You can schedule a screening appointment or discuss these concerns with a Child Find Specialist. Child Find can be reached at 386-734-7190 extension 53704 (Volusia County) or 321-633-1000 extension 552 (Brevard County).



PROJECT 10 REGION 3: Winter Institute 2011

The mission of **Project 10: Transition Education Network** is to assist Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. Project 10 serves as the primary conduit between the Florida Department of Education, specifically the Bureau of Exceptional Education and Student Services (BEESS), and relevant school district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities.

Project 10 is currently focusing on four major initiatives: Capacity Building, Interagency Collaboration, Transition Legislation and Policy, and Student Development and Outcomes. The project also supports transition initiatives developed through BEESS and the BEESS Transition Steering Committee.

On January 25th, four representatives from Brevard Public Schools and one representative from the Brevard Achievement Center attended the Project 10 Region 3 Winter Institute held at the Osceola County School District in Kissimmee. **Heather Mack**, the Project 10 Regional Transition Representative for Region 3 opened the meeting. **Jordan Knab**, Project 10 Director and Principal Investigator, gave Project 10 updates. **Sheila Gritz**, Program Specialist for Transition, FLDOE, shared important information on Senate Bill 4 Graduation Requirements. Several support services also presented.

For additional information, please visit the Project 10: Transition Education Network website at <http://www.project10.info/>



Great Websites!!!

The *Center for Disease Control and Prevention's National Center on Birth Defects and Developmental Disabilities* has a great website. cdc.gov/actearly includes free materials in various languages for families and early childhood educators in areas such as developmental milestones, developmental screening, autism and ADHD. Another site, superduperinc.com has handouts in English



and Spanish covering a multitude of topics, such as listening skills, sharing, memory, bullying, manners, personal space and speech and auditory processing for young children through the teen years.

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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")