



FDLRS SUNCOAST

QUARTER 1 NEWSLETTER

SERVING CHARLOTTE, MANATEE,
& SARASOTA COUNTIES

ABOUT FDLRS SUNCOAST

The **Florida Diagnostic & Learning Resources System (FDLRS)** Suncoast Associate Center (AC) Team provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. FDLRS serves four main functions: Child Find, Parent Services, Human Resources Development (HRD) and Technology. FDLRS Child Find, in coordination with the school districts, locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services. **Child Find Services** help to promote general public awareness of programs and services available for young children who have or are at risk of developing disabilities. FDLRS **Parent Services** provides information, training, and support to districts and families, in order to promote effective parent participation in the education of children who are exceptional and/or have special needs. Parent Services include assistance in the development of family-friendly programs, training and support for services for children with disabilities, and the support of partnerships between schools and parents. FDLRS **Human Resources Development (HRD)** function personnel collaboratively plan and provide information, training, consultation, and resources related to effective instructional strategies and models for the education of children and youth who are exceptional and/or have unique needs based on locally assessed needs and established priorities. FDLRS provides assistance and support in the appropriate use of a variety of technologies for students, teachers, professional staff, and parents. **Technology Support Services** are available in the areas of assistive technology, instructional technology, Universal Design for Learning (UDL), AIM/NIMAS Florida services, and virtual instruction. The FDLRS Suncoast Associate Center also includes a **Florida Inclusion Network (FIN)** Facilitator who provides information about effective inclusive practices, family-school collaboration and communication, opportunities for networking with other families, and ways to access local resources and support. We look forward to serving YOU!

WHAT'S INSIDE

MENTAL HEALTH: Managing Secondary Trauma

SEL: 5 SEL Lessons & Virtual Calming Room

FAMILIES: Supporting Special Needs Families in Remote Setting



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FDLRS Suncoast AC Team:

- Tracey Cardenas, Program Manager
- Danielle Ard, FIN Facilitator
- Angelica Rossi, HRD/Tech Specialist and PDA Coordinator
- Stephanie Bancker-Erickson, HRD/Parent Services Consultant
- Dawn Giddens, HRD/Tech Specialist
- Pam Massey, Child Find/Parent Services Specialist Charlotte
- Celeste Preseault, Child Find/Parent Services Specialist Manatee
- Diane Cummings, Child Find/Parent Services Specialist Sarasota
- Ramona Schweickhardt, FDLRS Administrative Assistant
- Dina Romero, FDLRS Child Find Administrative Assistant
- Denise Stormacq, FDLRS Bookkeeper



SUPPORTING SPECIAL NEEDS FAMILIES

The COVID-19 pandemic brings additional worry to parents of children with disabilities. In these unprecedented and uncertain times, there are many steps families and caregivers can take to provide reassurance to children and adults living with emotional, behavioral and cognitive differences. Research shows that resilience is the key to managing stress in difficult situations such as these. [Devereux Advanced Behavioral Health offers suggestions for educators and parents.](#)



PROTECTING CHILDREN FROM ABUSE WHILE TEACHING REMOTELY

While students are not in school, you still play a vital role in ensuring their safety during these trying times. As members of the education community and as mandated reporters, remember that by making a report, you are not only ensuring the child's safety, you are also providing help and support to the family. Remain a supportive, caring adult in their lives.

Hotline: 800-962-2873

Florida Relay 711

TTY: 800-955-8771

Online: <https://reportabuse.dcf.state.fl.us>

- Check in with children regularly
- Encourage children to ask questions
- Take notice of changes in the child's behavior and appearance
- Report concerns
- Lack of attendance on virtual sessions
- Avoidance/lack of contact after numerous
- If a child communicates they feel unsafe
- A child in a dangerous environment
- Significant change in a mood/behavior

"FRIDAYS WITH FDLRS" - A PARENT WEBINAR SERIES



The FDLRS Administration Project and Associate Centers Network are proud to offer a series of parent webinars to take place virtually over the 2020-2021 school year.

The 90-minute webinars are conducted during lunch hours, from 11:30AM - 1:00PM EST on a designated Friday for parents, family and professionals. All sessions will be recorded and posted at www.fdlrs.org.

These webinars are free of charge and open to all parents, families, and professionals working with children with disabilities or those with unique learning needs.

Registration for all webinars is located at: <http://www.fdlrs.org/free-parent-webinars-fridays-fdlrs>.

- **August 21st** – Keeping Your Kids Safe on the Web
- **September 18th** – Understanding ESE: An Overview
- **October 16th** – Accommodations
- **November 20th** – Basic Behavior Principles for Success
- **December 18th** – Social Skills: Teaching Replacement Behaviors
- **January 15th** – Components of a Quality IEP
- **February 19th** – Transition for Secondary
- **March 19th** – Technology Tools for Beginners
- **April 16th** – How Understanding Learning Styles Helps When Parenting
- **May 21st** – Resources for Parents and Families



COVID-19 SOCIAL STORY FOR YOUNG CHILDREN

This book is for parents, guardians, and educators to help children aged 3-8 understand the coronavirus pandemic. This can be a scary time for children. They may not understand why they need to stay indoors or what is going on in the world. One of the best ways caretakers can help young children cope is by sharing age-appropriate information, reassuring their safety, and learning about the many people working to fight the virus. [Click here for the story link.](#)

SCAN THE CODE BELOW FOR MORE PARENT RESOURCES



THE IMPACT OF SECONDARY TRAUMA ON EDUCATORS

Secondary traumatic stress (STS) is the emotional distress that arises when someone vicariously experiences the traumatic experiences of another individual. Sometimes known as compassion fatigue, the toll of tending to someone's painful experiences can create very real symptoms in caregivers, including teachers. One reason STS goes unrecognized is that it can mirror the emotional burnout many teachers experience. Teachers who find themselves drained from their days in class may chalk it up to the rigors of lesson-planning, standardized tests, behavioral challenges, and other quotidian demands of the classroom.

Some of the common symptoms of STS include:

- Increased anxiety and concern about safety
- Intrusive negative thoughts and images related to students' traumatic stories
- Fatigue and physical complaints
- Feelings of numbness or detachment from students and peers
- Diminished concentration and difficulty with decision making
- Desire to physically or emotionally withdraw from others
- Feelings of professional inadequacy

Baicker, K. (2020). ASCD Express, Vol. 15, No. 13. Copyright 2020 by ASCD. <http://www.ascd.org/ascd-express/vol15/num13/the-impact-of-secondary-trauma-on-educators.aspx>



Administrators looking to implement a district- or school-wide approach to STS can look to this five-step program:

1. Listen: Create a safe space for teachers to share their stories with one another.
2. Protect: Preserve that teacher's confidentiality and work to keep them safe from their stressors.
3. Connect: Connect with the teacher's experience and use that to help provide them with resources for stress management.
4. Model: Develop systems and plans for stress management.
5. Teach: Using these steps, help one another in your teacher capacities, continue to learn more about STS, and share your experiences.

WHAT CAN YOU DO FOR STUDENTS?

5 SIMPLE SEL LESSONS

This list of exercises is provided by Dr. Elizabeth Connors of Yale University. The lessons were selected from SEL materials in the public domain to align with cognitive ("thinking power"), emotional ("feelings power"), and social ("people power") skills for K-12 students. They can be delivered during distance learning or in-person learning with social distancing and masks. All are FREE online in the public domain.

[Click here to access the 5 SEL Lessons presentation.](#)

VIRTUAL CALMING ROOM

Sometimes life can be stressful or overwhelming. This is a virtual calming room to help students and staff use strategies to overcome those difficulties. Here are some new ways to help you find new ways to manage life and emotions. This site includes many calming sounds and music, guided practice, and visual relaxation videos to help quell anxiety. Additionally, the site offers additional resources and recommended apps.

[Click here to access.](#)

4 VIRTUAL SEL STRATEGIES

1. Breathing Techniques: Help my students connect their breath and their body.
2. Stretching Exercises: Yoga and stretching connect breathing with movement.
3. Visualization Techniques: Use mental imagery to achieve a more relaxed state of mind.
4. Self Affirmation: Positive, self-affirming words help students build self-confidence and belief in their own abilities.

[Read the full list here.](#)

RESOURCES FOR SOCIAL WORKERS & THERAPISTS



The National Association of Social Workers has been working on multiple fronts to prevent the spread of COVID-19 and ensure access to services, such as teletherapy. Social workers are in a unique position to promote disease prevention efforts (including disseminating accurate information from trusted sources), and to help address anxiety and other concerns that are arising as a result of this public health crisis. [Click here for resources to support social workers in this role.](#)

Dorlee Michaeli, MBA, LCSW, has compiled a [robust list of anti-racist resources](#) for social workers, therapists, and other school support staff. Michaeli has compiled recorded and on-demand anti-racist learning opportunities. Additionally, she provides a few resources for people of color such as racial wound healing and therapy/funds dedicated to POC, as well as many recommended anti-racism books, articles, toolkits, YouTube videos, movies/TV shows, podcasts and self care resources for all.

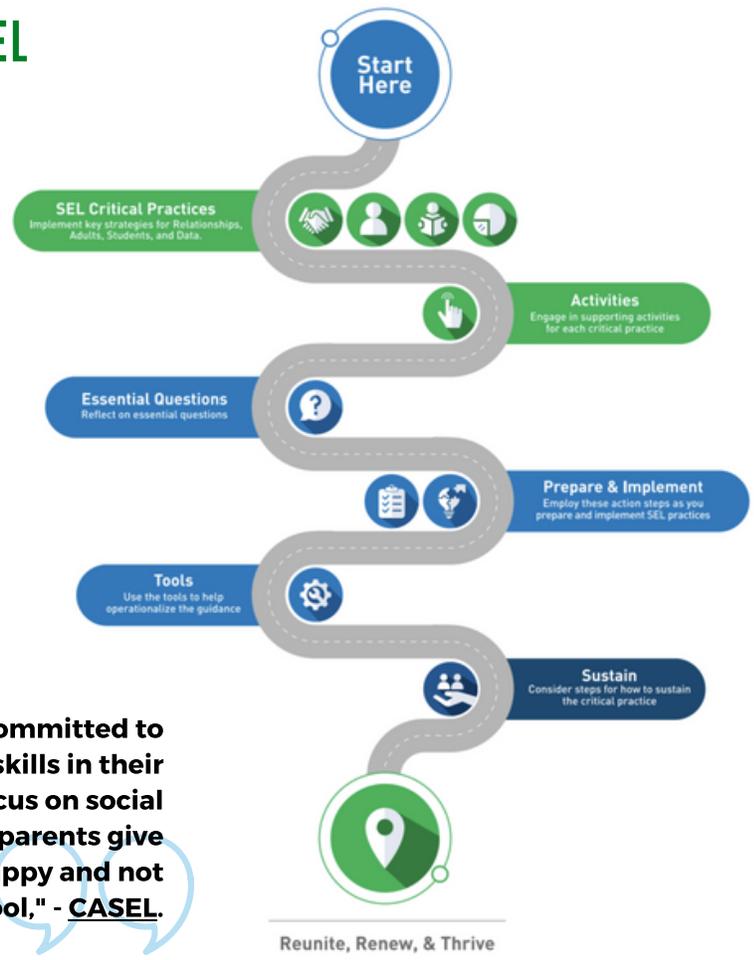
"SEL ROADMAP" FOR RE-ENTRY BY CASEL

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#), has created the "SEL Roadmap," for [educators and administrators](#). The SEL Roadmap offers four SEL Critical Practices, each with 3-5 activities. Within each activity, users are guided through Essential Questions, Actions to Prepare & Implement, and Tools to Support the Actions. You'll also find Guidance to Sustain the Work.

Critical Practices include:

1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
2. Design opportunities where adults can connect, heal, and build their capacity to support students.
3. Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
4. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

"According to CASEL, 95% of principals are committed to developing students' social and emotional skills in their schools and 93% of teachers want a greater focus on social and emotional learning. Additionally, 3 out of 5 parents give greater importance to their children being happy and not overly stressed, than doing well in school," - CASEL.





ENCOURAGE FAMILIES TO UTILIZE SPECIAL ED CONNECTION

Special Ed Connection is a free online resource that parents can use to better understand their child's journey through the special education system. This tool offers valuable information about autism, behavior, discipline, early childhood, IEPs, inclusion, LRE, specific disabilities, and transition. Please encourage your ESE families to sign up for a free Special Ed Connection account. School site ESE liaisons can sign families up. Questions - contact stephanie.bancker-erickson@sarasotacountyschools.net.

UPCOMING FDLRS TRAININGS TO SUPPORT LEARNING

UNIVERSAL DESIGN FOR LEARNING 101 & 102

ALL educators in Charlotte, Manatee & Sarasota Counties

- 9/30 - UDL 101
- 11/11 - UDL 102
- 1/27 - UDL 101
- 3/3 - UDL 102

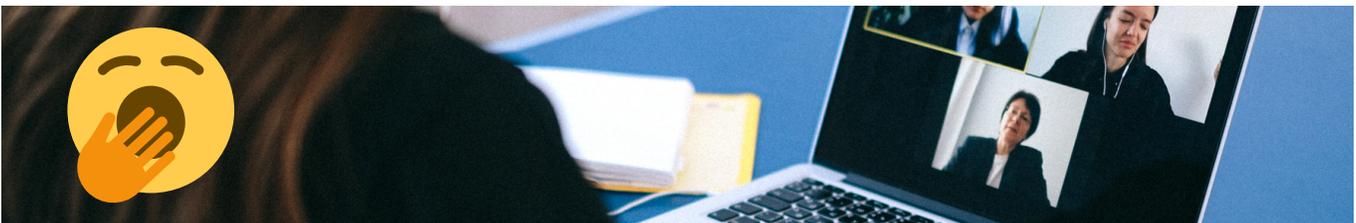
ACCOMMODATIONS SERIES ONLINE

ALL educators in Charlotte, Manatee & Sarasota Counties

- 11/17 - Part 1
- 2/2 - Part 2

Contact Angel Rossi

angelica.rossi@sarasotacountyschools.net



"ZOOM FATIGUE" IS A REAL THING!

Jiang, M (2020). "The reason Zoom calls drain your energy." Retrieved from <https://www.bbc.com/worklife/article/20200421-why-zoom-video-chats-are-so-exhausting?>

Wondering why you are so tired after a day of Zooming? The BBC has an article that explains the "Zoom fatigue," phenomenon and tips on how to alleviate and recharge.

- "Being on a video call requires more focus than a face-to-face chat. Video chats mean we need to work harder to process non-verbal cues like facial expressions, the tone and pitch of the voice, and body language; paying more attention to these consumes a lot of energy."
- "Silence creates a natural rhythm in a real-life conversation. However, when it happens in a video call, you become anxious about the technology."
- "When you're on a video conference, you know everybody's looking at you; you are on stage, so there comes the social pressure and feeling like you need to perform. Being performative is nerve-wracking and more stressful. It's also very hard for people not to look at their own face if they can see it on screen, or not to be conscious of how they behave in front of the camera."
- "Experts suggest limiting video calls to those that are necessary. Turning on the camera should be optional and in general there should be more understanding that cameras do not always have to be on throughout each meeting. Having your screen off to the side, instead of straight ahead, could also help your concentration, particularly in group meetings."



KEEPING STUDENT ATTENTION OVER ZOOM: HOW TO BOOST YOUR STUDENT ENGAGEMENT

VIDEO CHAT POLLING FEATURES

- Instead of asking a question and posting responses in the chat pod, use a polling feature.
- When you post the poll, and only 35 percent of the class answers the question correctly, maybe it's worth spending a little extra time reviewing.
- Check out how to use these features in individual apps:
- [Zoom](#)
- [Microsoft Teams](#)



DISCUSSION BREAKOUT ROOMS

- Start out with all students on the same video call, and then, with a click of a button, split your students up into small groups to work on an assignment using a collaborative tool.
- As the host, you can hop among all the groups to check in and facilitate. Once the time is up, end the breakouts and bring everyone together again. Call on each group to share their work.
- [Zoom is the currently the preferred tool for breakout rooms](#), however Microsoft Teams says the feature is coming soon.

EXTERNAL QUIZ TOOLS

- Use external quiz tools like Kahoot or Quizizz. Simply set up the quizzes ahead of time, and prompt your students to go take the quiz during your meeting by sharing the quiz code.
- The best part about these platforms is that they're free for both teachers and students.
- [Kahoot](#)
- [Quizizz](#)
- [Quizlet](#)
- [Mentimeter](#)



Kridler, L. (2020). "How to Keep Students' Attention in a Virtual Classroom."
Retrieved from <https://www.edutopia.org/article/how-keep-students-attention-virtual-classroom>

Four Priorities for Special Education:

- 1** Focus on the safety, health, and welfare of students and staff members in your community.
- 2** Provide FAPE - Deliver services to as many students as you reasonably can in the best way you know how.
- 3** Document your efforts; make sure documentation is focused, consistent, detailed and demonstrates a good faith effort to provide good services.
- 4** Compliance during the pandemic - IDEA wasn't built for this.



BONUS FREE MATERIALS
[COVID-19 Social Stories & Resources for Teachers](#)



E-LEARNING ON DEMAND

FDLRS NEFEC's website has a page of e-learning on demand. Their site offers pre-recorded trainings on a variety of technology topics such as Bookshare, Google Classroom, Pear Deck, and Learning Ally.

[Click here to view their training resources.](#)



FALL PROFESSIONAL DEVELOPMENT ALTERNATIVES OFFERINGS

FL-PDA.ORG | CONTACT ANGELICA.ROSSI@SARASOTACOUNTYSCHOOLS.NET



FDLRS SUNCOAST FALL 2020 PDA OFFERINGS

Differentiating Science Instruction	9/7 - 11/17	30 pts.	Jackie Detert jacqueline.detert@sarasotacountyschools.net
Differentiating Math Instruction	9/10 - 12/16	30 pts.	Kelly Vest kelly.vest@sarasotacountyschools.net
Technology for Student Success: Tools to Support Reading Comprehension	9/10 - 10/16	10 pts.	Robyn Sadlo robyn.sadlo@sarasotacountyschools.net
Differentiating Reading Instruction	9/10 - 12/11	60 pts.	Kim Seth sethk@nefec.org
Foundations of ESE Education	9/15 - 12/9	60 pts.	Mandi Coker amanda.coker@sarasotacountyschools.net
Exploring Structure Literacy	9/15 - 11/22	40 pts.	Kim Seth sethk@nefec.org
Technology for Student Success: An Introduction	9/17 - 11/2	20 pts.	Robyn Sadlo robyn.sadlo@sarasotacountyschools.net
PBS: Understanding Student Behavior	9/23 - 12/7	60 pts.	Kate Kramer kate.kramer@sarasotacountyschools.net Karen Mills millsk@manateeschools.net
Assessment & Evaluation	10/5 - 12/11	60 pts.	Danielle Ard danielle.ard@sarasotacountyschools.net
Introduction to Differentiating Instruction	10/20 - 12/14	20 pts.	Kelley Priede kelley.priede@sarasotacountyschools.net

PDA courses offer a variety of professional learning opportunities for Florida educators to increase their ability to respond to the needs of students with disabilities.

- These courses are 100% free, online learning opportunities.
- All FDLRS Suncoast facilitated PDA courses satisfy the 20 SWD points required for certification.
- Courses range from 10 points all the way to 60 points!
- PDA Courses require an initial online Adobe Connect meeting and some courses have 1-4 online meetings.
- Register for courses in the Sarasota and Manatee County PD systems.

Course Requirements:

- Attend "Face-to-Face" Virtual Meetings (Highly Suggested)
- Possess a computer with internet access Submit all assignments electronically using Microsoft Word
- Complete all assignments within given timelines



TUITION SUPPORT PROGRAMS FOR EXCEPTIONAL STUDENT EDUCATORS



The Tuition Support Programs for Exceptional Student Educators (ESE) provide financial support to ESE teachers earning an endorsement in autism, severe/profound, or prekindergarten disabilities; paraprofessionals earning a bachelor's degree in special education; and educators earning a master's degree in speech/language pathology. Upon completion of the program, recipients must fulfill a service obligation. Prior to requesting tuition support, an applicant must enroll in a college or university of his or her choice. The applicant should follow the admission policy and course registration procedures for that institution. Upon successful completion of that institution's registration process, an applicant may apply for the tuition support program. [Click here for more information about these programs.](#)