A NOTE ABOUT THIS NEWSLETTER

The FDLRS Suncoast Associate Center (AC) team works diligently in support of Exceptional Student Education (ESE) through the provision of products, training and services. FDLRS supports occur under the direct supervision of the FDLRS Suncoast Coordinating Council and are aligned with State Performance Plan (SPP) indicators on the Local Education Agency (LEA) Profile. The team works collaboratively with all stakeholders to ensure that students, families and educators receive the supports needed for success! The FDLRS AC Team would like to wish you all health and a wonderful start to the holiday season! We welcome input and feedback to this newsletter – let us know how we’re doing!

– Sincerely,
The FDLRS Suncoast AC Team
**USING POSITIVE WORDS**

- Tell the child what to do instead of what not to do.
- Clearly and simply state what you expect the child to do.
- Have age appropriate expectations.
- Use age appropriate language. Young children have difficulty with contractions. (Use "Do Not" instead of "Don’t")

<table>
<thead>
<tr>
<th>DON'T:</th>
<th>DO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t run!</td>
<td>Walk.</td>
</tr>
<tr>
<td></td>
<td>Use walking feet.</td>
</tr>
<tr>
<td></td>
<td>Stay with me.</td>
</tr>
<tr>
<td></td>
<td>Hold my hand.</td>
</tr>
<tr>
<td>Stop climbing!</td>
<td>Keep your feet on the floor.</td>
</tr>
<tr>
<td>Don’t touch!</td>
<td>Keep your hands down.</td>
</tr>
<tr>
<td></td>
<td>Look with your eyes.</td>
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<tr>
<td>No yelling!</td>
<td>Use a calm voice.</td>
</tr>
<tr>
<td></td>
<td>Use an inside voice.</td>
</tr>
<tr>
<td>Stop whining!</td>
<td>Use a calm voice.</td>
</tr>
<tr>
<td>Don’t hit!</td>
<td>Hands down.</td>
</tr>
<tr>
<td></td>
<td>Use your words.</td>
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</tbody>
</table>


"At every tier of the Pyramid Model, practitioners and programs should consider what strategies might be used to welcome and support diverse families; how to create opportunities to learn from families; strategies for partnering with families to promote child outcomes; and providing the supports and services that families might need to promote their child’s skill development." - (Fox & Swett, 2017, p. 86).

**NCPMI FAMILY ENGAGEMENT RESOURCES**

The National Center for Pyramid Model Innovations (NCPMI) is funded by the Office of Special Education Programs to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. Their website has a host of resources designed for parents, educators and schools.

[Click here to view their Family Engagement resources]
PROBLEM SOLVING/RESPONSE TO INTERVENTION (PS/RTI) RESOURCE PADLET:
INTEGRATING ASSISTIVE TECHNOLOGY INTO THE B.E.S.T. STANDARDS

PS/RTI created a series of resources designed to support effective implementation of the B.E.S.T. Standards within an multi-tiered system of supports (MTSS) and focuses on how educators can integrate instructional and assistive technology to promote a Universal Educational environment within that aligns with the B.E.S.T. Standards. You will find resources on integrating technology into the new standards to nurture, develop and engage all students’ abilities to acquire the knowledge and skills reflected in the B.E.S.T. Standards. The goal is to leave educators with an understanding of Universal Education to promote learning for all students within their environment.

AGENCY SPOTLIGHT: PS/RTI

The Florida Problem Solving/Response to Intervention Project's (PSRti) vision is that all Florida educators will utilize an effective and efficient multi-tiered system of supports to ensure the academic, behavioral, and social-emotional growth of all students within one universal education system. Their mission is to accelerate and maximize student academic, behavioral, and social-emotional outcomes for every student by enhancing the capacity of all Florida educators to:

- Create and sustain one Universal Education system (design, implementation, evaluation) and
- Successfully utilize and sustain a multi-tiered system of student supports with fidelity in every district, school, and classroom.

FREE LEGO BRAILLE BRICKS COURSE

Discover the principles of learning through play, and how to apply these when teaching pre-braille and braille, using LEGO Braille Bricks. This course is primarily aimed at Teachers for the Visually Impaired (TVIs) as well as teachers, teaching assistants and other practitioners working with children who are visually impaired.

By the end of the course, you’ll be able to:

- Apply a play-based method to teaching braille skills - also in an inclusive setting
- Experiment and reflect on the concept according to own needs and context
- Practice the principles of Learning-through-Play and playful facilitation
- Create own braille activities and lesson plans
WEBINAR: ELIGIBILITY FOR OPPORTUNITY: HOW STUDENTS ENTER FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAMS (FPCTP)

FPCTPs offer new higher education opportunities to students with intellectual disabilities. This presentation focuses on navigating the eligibility, admissions, and common approaches for student enrollment. Participants will be able to differentiate between entitlement- and eligibility-based programs, explain both Think College and Florida legislation guidance regarding eligibility, and identify strategies to determine student eligibility and admissions into FPCTPs. Factors for new programs to consider as they design eligibility requirements will also be discussed. CLICK HERE TO WATCH THE WEBINAR.

FDLRS PARENT WEBINARS DESIGNED TO HELP NAVIGATE & UNDERSTAND EXCEPTIONAL STUDENT EDUCATION

Florida Diagnostic & Learning Resources System (FDLRS) has created free parent webinars to support families of students with disabilities. Learn about exceptional student education conveniently from the comfort of your own home. These webinars are designed to provide basic knowledge and increase understanding in the various areas of exceptional student education. Click here to view the available webinar recordings. Email lanette.devitt@sarasotacountyschools.net with questions.

FRIDAYS WITH FDLRS: SMART ARTIFICIAL INTELLIGENCE DEVICES AT HOME

Date: Friday, January 21, 2022
Time: 12:00pm-12:45pm, EST
Webinar Description: Smart speakers are becoming a staple in our homes. Did you know they could do so much more than telling you the news and turning on lights? Join us for this session and learn how these devices can support executive functioning, memory, and learning. Click here to register.

The Center for Appropriate Dispute Resolution in Special Education (CADRE) works to increase the nation’s capacity to effectively resolve special education disputes, reducing the use of expensive adversarial processes. They offer many parent-friendly, free resources, guides and videos for parents seeking information. Click here to learn more.
TEACHING & LEARNING

RESPONSES TO COGNITIVE CHALLENGES

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Barrier</th>
<th>Teaching Approach</th>
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<tbody>
<tr>
<td>1. Student mental mindset</td>
<td>Doesn’t see purpose in the topic or believe they have the ability to learn it.</td>
<td>Explain value of the learning, increase students’ ownership of learning, and explore the habits of minds and mindsets.</td>
</tr>
<tr>
<td>2. Metacognition and self-regulation</td>
<td>May be over-confident about their knowledge or skills, so don’t devote attention to it.</td>
<td>Create reflection assignments, teach students about planning, monitoring, and adjusting their learning, and use practice tests.</td>
</tr>
<tr>
<td>3. Student fear and mistrust</td>
<td>Teacher–student relationship is damaged.</td>
<td>Focus on teacher credibility, restructure feedback, and create a safe climate for learning and making mistakes.</td>
</tr>
<tr>
<td>4. Insufficient prior knowledge</td>
<td>Prerequisite skills or concepts needed for mastery of new content are missing.</td>
<td>Use initial assessments and provide necessary background knowledge and key vocabulary in advance.</td>
</tr>
<tr>
<td>5. Misconceptions</td>
<td>Has misconception about topic even when exposed to accurate information.</td>
<td>Use advance organizers, recognize common misconceptions for students at a specific age or in a content area, invite students to justify their responses.</td>
</tr>
<tr>
<td>6. Ineffective learning strategies</td>
<td>Utilizes sub-optimal learning or study skills.</td>
<td>Teach study skills, model effective strategies with think-alouds, teach about spaced practice.</td>
</tr>
<tr>
<td>7. Transfer of learning</td>
<td>Can’t apply knowledge to new or novel situations.</td>
<td>Plan appropriate tasks, model application in different contexts, tailor feedback to include processing of the task.</td>
</tr>
<tr>
<td>8. Constraints of selective attention</td>
<td>Believes they can multitask or focuses on irrelevant stimuli.</td>
<td>Increase teacher clarity, use breaks, and teach students to avoid multitasking, especially with media.</td>
</tr>
<tr>
<td>9. Constraints of mental effort and working memory</td>
<td>Task is too complex or is trying to memorize too much information.</td>
<td>Organize information and chunk it, use both visual and auditory cues (dual coding), and use retrieval practice.</td>
</tr>
</tbody>
</table>

EXCEPTIONAL STUDENT EDUCATION ENDORSEMENT
TUITION SUPPORT PROGRAM

This program provides financial assistance to exceptional student education (ESE) teachers who teach students identified as having autism spectrum disorder (ASD) or ESE prekindergarten (PreK) in Florida public schools. This tuition support is being advertised by BESE to assist teachers seeking an endorsement in ASD and ESE PreK.

The application can be found at https://florida-ese.org/tuition-support. For more information, contact Ms. Melanie Morales at ESESupport@fiu.edu.

The TIES Center is the national technical assistance center on inclusive practices and policies. Its purpose is to create sustainable changes in K-8 schools and district systems so that students with significant cognitive disabilities can fully engage in the same instructional and non-instructional activities as their general education peers. Some TIES Center resources include:

- Communication Support Tips
- Parent Videos
- Inclusive Practices for Educators

Show & Tell: A Video Column / Why Do Students Disengage?
Douglas Fischer & Nancy Frey. Click here to read the full article.
The Florida Inclusion Network (FIN) collaborates with all districts, schools, and discretionary projects to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.

RMTC D/HH & FIN CREATE

BEST PRACTICES FOR INCLUDING STUDENTS WHO ARE DEAF/HARD OF HEARING

The Resource Materials and Technology Center for the Deaf and Hard of Hearing has partnered with FIN to create a resource guide for including students who are deaf or hard of hearing. Students who are deaf or hard of hearing (D/HH) have specific and individualized needs in all areas of the school community. A specially-trained teacher of the deaf and hard of hearing (ToDHH), an integral member of the student’s Individual Educational Plan (IEP) team, has expertise in hearing-related disabilities and evaluates students to determine how their hearing level impacts their ability to access the academic setting. The ToDHH makes recommendations for tools and accommodations that give students access to the curriculum and all parts of the school day, and provides instruction through Florida Expanded Skills and/or Speech/Auditory Training Standards. These standards support students who are D/HH in learning skills and academic content, along with promoting independence and self-advocacy and ultimately academic and postsecondary success.

Click here to read the entire C.U.E. Card.

BEST PRACTICES FOR INCLUSIVE SCHEDULING

A STUDENT-CENTERED APPROACH TO A COMPLEX TASK

Including children with disabilities in general education means...
- All children learning together, with same-age peers, regardless of labels
- Students with disabilities receiving instructional support based on IEP goals and the Florida Standards
- Improved outcomes for all students through increased focus on individual learning needs
- General and special education personnel collaborating on instruction, assessment, and behavioral and learning supports

Click here to read the entire C.U.E. Card.
UPCOMING TRAININGS

BESE Portal
Professional Development Alternatives

FDLRS SUNCOAST SPRING 2022 PDA OFFERINGS

<table>
<thead>
<tr>
<th>Course</th>
<th>Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging Learners through Informative Assessment</td>
<td>1/18 - 3/21</td>
<td>20 pts</td>
</tr>
<tr>
<td>Exploring Structured Literacy</td>
<td>1/18 - 4/1</td>
<td>40 pts</td>
</tr>
<tr>
<td>Instructional Practices</td>
<td>1/18 - 3/29</td>
<td>60 pts</td>
</tr>
<tr>
<td>Differentiating Reading Instruction</td>
<td>1/18 - 4/15</td>
<td>60 pts</td>
</tr>
<tr>
<td>PBS: Understanding Student Behavior</td>
<td>1/19 - 3/30</td>
<td>60 pts</td>
</tr>
<tr>
<td>Assessment &amp; Evaluation</td>
<td>1/31 - 4/15</td>
<td>60 pts</td>
</tr>
<tr>
<td>Foundations of ESE Education</td>
<td>1/31 - 4/13</td>
<td>60 pts</td>
</tr>
<tr>
<td>Introduction to Differentiating Instruction</td>
<td>2/1 - 3/29</td>
<td>20 pts</td>
</tr>
<tr>
<td>Introduction to Assistive Technology</td>
<td>2/10 - 4/7</td>
<td>20 pts</td>
</tr>
<tr>
<td>Technology for a Diverse Classroom</td>
<td>3/3 - 5/5</td>
<td>20 pts</td>
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For additional information, please contact FDLRS Suncoast PDA Coordinator:
Angelica Rossi angelica.rossi@sarasotacountyschools.net

Course Requirements:
- Attend “Face-to-Face” Virtual Meetings
- Possess a computer with internet access
- Submit all assignments electronically using Microsoft Word
- Complete all assignments within given timelines

Registration:
- Sarasota Employees Register in the PD Portal: https://sarasotacountyschools.net/PDPortal/
- Manatee Employees: Register In MyPDS

Many of these courses support the recertification requirement of 20 in-service credits in teaching students with disabilities (1012.595, F.S.); however, each school district or private school agency determines which courses satisfy the content requirement for their employees.

Register for our online professional development opportunities in your district’s PD portal or contact angelica.rossi@sarasotacountyschools.net.

Improving & Enhancing Executive Function: 1/10/22
Standing Up for Me: 1/10/22
Intro to Accessibility: 2/3/22
Universal Design for Learning 101: 2/22/22

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