

# ESE NEWS



## Exceptional Education Department Newsletter

October is Students with Disabilities awareness month.

Let's face it...when we were in school each of us had an area that we struggled in from time to time. Perhaps it was reading, where we were not able to read out loud as smoothly as our peers or not able to remember all the details of what was read. Or maybe it was math and we could not visualize the word problem and find the solution. Writing eloquently, understanding labs, or running at PE may have been the challenge. For most people...87% of us in fact, putting forth extra effort, getting tutoring, and having perseverance are enough to surmount the challenge.

For 12% of students, the struggle is much more than can be overcome with effort alone. This population of students has a learning disability. These students have a significant gap in learning as compared to their peers, and require specially designed instruction. Ironically, it will take effort, perseverance, and specially designed instruction to learn and demonstrate mastery of the Florida Standards on the FSA (Florida Standards Assessment).

1% of our population has a significant cognitive disability. These are students that require the most intense level of support and instruction, learn the Florida Standards through the ACCESS curriculum, and demonstrate mastery through the FSAA (Florida State Alternate Assessment). Often students learning through Access points can be included in the general ed setting, where the Access standards are parallel to the general curriculum standards but have different mastery criteria.

I would like to thank our teachers, staff and administrators for all the efforts in supporting all students with disabilities. Through your efforts, Citrus County is including students in the general ed classrooms at our highest levels ever. Last year our district rate was 63.8% of SWD in regular class placement-meaning they are spending 80% of their time with general ed peers. This year, over 70% of SWD are in regular class placement! Congratulations and my sincere appreciation for all you are doing to support ALL students, including those with disabilities!

~Lynne Kirby, ESE Director

### Second Quarter EVENTS:

10/15 White Cane  
Awareness Day

10/26 START  
EXPO Transition  
Vendor Fair

11/15 FSAA  
Teacher Training





## White Cane Day – October 15<sup>th</sup>

White Cane Safety Day is a national observance set aside to celebrate the achievements of people who are blind or visually impaired and an important symbol of blindness and tool of inde-

pendence, the white cane.

People who are blind receive training through Orientation and Mobility to teach them to travel safely, efficiently, and gracefully. Children and adults are trained in the techniques to travel safely through a program called Orientation and Mobility. These programs are offered to adults through local lighthouses and for children through public schools. The use of a white cane provides opportunities for independence and travel for all users.

Here are some tips for interacting with people who are blind:

Always treat people who are blind as just another person as they simply do things differently.

Bear in mind that people who are blind who use guide dogs and/or white canes treat them as extensions of their bodies. Never distract dog guides from their job or touch, move, or grab a cane without the owner's permission.

Identify yourself and others who may be with you when meeting someone who is blind.

When getting the attention of a person who is blind, calling their name is like making eye contact with a person who is sighted. Touch his/her arm or shoulder lightly as you do so, to be sure the person knows you are addressing him/her.

Remember that not all people who are 'blind' are 100% blind.

Some people are legally blind and have limited vision, others can see some in different light levels such as dusk or cloudy light, and yet others may have pinhole vision or peripheral vision.

If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions. Many people who are blind will accept help; however, make sure that they are aware that you are going to help them and offer your arm, not your whole body.

The words "here" and "there" are too general for descriptive use. Be specific and label objects with information that gives direction and/or location.

Relax. Don't be embarrassed if you use common expressions such as "See you later." or "Did you watch the movie this weekend?". Just as a person who uses a wheelchair still goes for a walk, a person who is blind will still be pleased (or not) to see you.

Try not to disappear during your interactions. Tell the person who is blind when you are leaving and encourage others to do the same.

Sources:

<https://www.teachingvisuallyimpaired.com/social-etiquette.html>

[https://en.wikipedia.org/wiki/White\\_Cane\\_Safety\\_Day](https://en.wikipedia.org/wiki/White_Cane_Safety_Day)

<https://www.wikihow.com/Interact-with-the-Blind>



# UDL

## (Universal Design for Learning)

### What Is UDL?


UDL is a framework that encourages the development of learning environments that are flexible, responsive, and relevant for **ALL** students.

This framework involves creating instruction, assessment, and curriculum that provides:

- ♦ Multiple methods of engagement
- ♦ Multiple methods of expression (demonstrate learning)
- ♦ Multiple methods of representation (variety of ways for student to acquire knowledge)

### UDL Tips For Success

1. Design for All – regularly incorporate opportunities for small group work, collaborative structures, peer teaching, demonstrations, and learning games.
2. Add One At A Time – Gradually add new pieces. Start with utilizing a variety of assessment options then add new learning opportunities as you become more comfortable with the practice.
3. Just Start – Choose one or two easy to tackle strategies to begin with:
  - ⇒ Ask open-ended questions
  - ⇒ Provide a variety of learning materials
  - ⇒ Introduce new technology (text to speech, e-books)
  - ⇒ Implement peer tutoring
  - ⇒ Co-teach a lesson with another teacher, para, or related-service provider
  - ⇒ Vary student groupings
  - ⇒ Use a wide range of assessment tools
  - ⇒ Give choice
  - ⇒ Use cooperative learning structures.



Universal Design  
for Learning is  
like a level  
playing field.



# FDLRS Parent Webinar



## Overview of Dyslexia: What Parents Need to Know Webinar

Presented by

Melissa Bisesi, FDLRS Learning Resource Specialist/PDA Coordinator,  
FDLRS East



The Florida Diagnostic and Learning Resources System is proud to announce a webinar for parent(s) and guardian(s) to learn more about dyslexia. Please join us to explore what dyslexia is and is not, recognize signs of reading difficulty at home, understand the emotional impact of dyslexia, and ways to support and assist individuals experiencing dyslexia.

Thursday, October 25, 2018 ~ 10:00 AM – 11:00 AM EST

Registration Link: <http://www2.fdlrs.org/x/events/view/?id=239&pw=1b350154>

This webinar will be conducted on Adobe Connect. An Adobe Connect Link will be sent to all registered participants prior to the webinar.

For additional questions about this webinar, contact Sallie Payne at (407)569-8444 or [paynes@nefec.org](mailto:paynes@nefec.org)  
FDLRS Administration Project Office (386) 312-2265 - Mary Ann Ahearn, Administrator

## MULTI-SENSORY TEACHING PROFESSIONAL DEVELOPMENT REQUIREMENT UPDATE:

Last newsletter, we reported the upcoming requirement for all teachers that teach reading to have 40 hours of professional development in multi-sensory teaching strategies. Here is an excerpt from SB 7069:

***An applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent in in-service points in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multi-sensory intervention strategies.***

The DOE has clarified that the beginning date for this professional development will be July 1, 2020 and that it will be due July 1, 2025. The good news is that it will allow FDLRS and individual districts time to create the professional development needed for teachers to meet this certification requirement. We will keep you posted for opportunities for PD that will focus on *explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multi-sensory intervention strategies*. **Any points that are earned now that meet the requirement can be banked for future certificate renewal.**

Please mark your calendar for the:  
*2018 Fall START Transition Expo!*

**When:** Friday, October 26th

**Time:** 8:45 am—11:45am

**Who:** 11th & 12th Grade students with disabilities,  
Parents, Teachers, ESE Specialists and Agencies

**Where:** Citrus Spring Community Center  
1570 W Citrus Springs Blvd, Citrus Springs, FL 34434



**What to expect:**

*Student Panel, Soft Skills Workshop and Vendor Expo*

Tips for seeking post-secondary education, employment  
and transitioning into the community, linking up  
to resources and services available to  
students and families.

**If a child can't learn the way we  
teach, maybe we should teach  
the way that they learn.**

**~ Ignacio Estrada**

**The ABC's of ESE:**  
**Understanding Exceptional Student Education Acronyms\***

ASL: American Sign Language  
AT: Assistive Technology  
BIP: Behavior Intervention Plan  
EC: Early Childhood  
EOC: End of Course  
EP: Educational Plan (Gifted)  
ESE: Exceptional Student Education  
ESOL: English for Speakers of Other Languages  
ESY: Extended School Year  
FSAA: Florida Standards Alternative Assessment  
FAPE: Free & Appropriate Public Education  
FBA: Functional Behavior Assessment  
FERPA: Family Educational Rights & Privacy Act  
FLDOE: Florida Department of Education  
FSA: Florida Standards Assessment  
GED: General Educational Development (Test)  
Gen Ed: General Education  
IDEA: Individuals with Disabilities Educational Act  
IEP: Individualized Education Plan  
IQ: Intelligence Quotient  
K-12: Kindergarten through Twelfth Grade  
LEA: Local Education Agency  
LEP: Limited English Proficient  
LRE: Least Restrictive Environment  
MTSS: Multi-Tiered System of Supports  
OSEP: Office of Special Education  
OT: Occupational Therapy or Therapist  
PBIS: Positive Behavioral Interventions and Supports  
PLOP: Present Levels of Performance  
PT: Physical Therapy or Therapist  
PST: Problem-Solving Team  
PM: Progress Monitoring  
Rtl: Response to Intervention  
RtlB: Response to Intervention for Behavior  
SLP: Speech & Language Pathologist  
SP: Service Plan (for home school or private school)  
SPED: Special Education

**EXCEPTIONALITIES**

ASD: Autism Spectrum Disorder	DD: Developmental Delay
DHH: Deaf or Hard of Hearing	DSI: Dual-Sensory Impairments
EBD: Emotional/ Behavioral Disability	HH: Hospital/Homebound
InD: Intellectual Disabilities	LI: Language Impairment
OHI: Other Health Impairment	OI: Orthopedically Impaired
SLD: Specific Learning Disabilities	SI: Speech Impairment
TBI: Traumatic Brain Injury	VI: Visual Impairment

\*Courtesy Leon County Schools