

FDLRS Record

Newsletter for the University of Florida FDLRS-MDC program in Jacksonville

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Hello. My Name Is...



Keeping the Momentum: Maintaining a Growth Mindset

by Brett A. Walden, MPH

It is no surprise that many of us start off the new year with goals, dreams and resolutions that we will quickly lose interest in and store away on a shelf. This “shelf” can be figurative, but for those who purchase books or manuals, the shelf is literal and likely dusty from the many changes in motivation and influence over the years. Many of our goals are replaced with work, life, family, school or other responsibilities. How can we keep the momentum and maintain a growth mindset? A mindset that tells us that we should strive for progress and not perfection? Praising only what is perfect oftentimes leaves us with a thinner schedule of reinforcement and longing for motivation and encouragement. For students, this can lead to frustration and acting out in the home and school settings.

Shift gears to aim your focus on process over outcome. When working with students, support making mistakes as an avenue to increase learning, persistence and problem solving. Create opportunities to help your students struggle through the process, stretch their thinking, shed old habits and develop new pathways for task completion. Working through failure and frustration allows us to push through barriers in areas related to skill and performance.

Here is a list of children’s books that are great to spark the conversation at home or in the classroom about growth mindset.

1. *A Splash of Red: The Life and Art of Horace Pippin* by Jen Bryant
2. *After the Fall* by Dan Santat
3. *The Bad Seed* by Jory John
4. *Bears Don’t Read* by Emma Chichester Clark
5. *Beautiful Oops!* By Barney Saltzberg

I hope you enjoy these and start the discussion of growth mindset at your home or classroom. Please remember your local Florida Diagnostic and Learning Resources System (FDLRS or FDLRS-MDC) is also available for training, consultation and additional resources.



Florida Diagnostic & Learning — RESOURCES SYSTEM —

OUR SERVICES

Who we Serve:

- Individuals between the ages of 3 & 22 who have not graduated high school.
- Who are struggling in school and have complicated medical, behavioral, developmental, &/or social histories
- And who reside in Baker, Clay, Duval, Flagler, Nassau, & St. Johns counties

Services for Families:

- Comprehensive, multidisciplinary assessment, which may include psychoeducational, emotional-behavioral, &/or developmental pediatric evaluations
- Feedback sessions and a report detailing our findings
- Assistance in planning for your child’s educational and psychological needs
- Trainings for parents covering a variety of topics

Services for the Community:

- Training/consultations for educators, students, & other professionals
- Educational consultation and support services: This can include collaboration with school personnel to facilitate school placement & provision of services

Spring Fling

for individuals with special needs

You and your family are invited to the
UF Neurodevelopmental Pediatric Center
For an evening of fun and games at our
annual Spring Fling event!

When: Thursday, April 7th, 2022
5:30 pm to 7:30 pm

Where: 6271 St. Augustine Rd, Suite 1
Jacksonville, Florida 32217

Register online at:

<https://www.eventbrite.com/e/292550134327>

For more information

email autumn.mauch@jax.ufl.edu
or call (904) 633-0801

- Hunt for eggs
- Game Rooms & Prizes
- Dancing
- Crafts & Activities
- Face Painting

SPRING FLING



Bring your camera for a special photo
with the Easter Bunny



Activate Engagement with Executive Functioning Strategies

By Marlena Jenkins, M.S., BCaBA

Executive Functioning (EF) can be viewed as the hub for skills that students (and staff) rely on to be successful and productive in all areas of learning in their daily life. Skills such as emotional regulation and inhibition, problem solving and organization are examples of executive functioning skills. EF skills are developed from a young age and continue to expand throughout childhood and adolescence. As parents and educators, we can build on our student's EF skills through not only, everyday experiences, but through the on-going modeling and delivery of feedback. Feedback is meant to guide and reinforce the steps taken by students to develop a broader understanding of the way in which they learn and process information.

Educators who actively engage in practices that are based on building strong executive functioning in themselves, find that they are better equipped to come alongside their students who may be struggling with implementation.

Let's explore some strategies to use with all students to support the healthy growth of EF skills like emotional regulation, problem solving and organization.

Emotional Regulation:

- Teach mindfulness or focused engagement via calming activities such as, yoga or deep breathing exercises.
 - Calm App
 - GoZen website and YouTube videos
- Mood regulation activities and self-monitoring systems
 - Anger Charts
 - Zones of Regulation
 - The Incredible 5 Point Scale
 - Behavioral shaping, modeling and role play

Problem Solving:

- Individual and small group games and activities that

<https://pediatrics.med.jax.ufl.edu/diagnostic-and-learning-resources/>

FDLRS Staff

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& Executive Director of CARD

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IT Expert

UF-Jacksonville
FDLRS-MDC serves
Baker, Clay, Duval,
Flagler, Nassau, &
St. Johns County.

require reasoning, taking turns, concentration and/or memory

- Perfection
- UNO
- Memory
- Capture the Flag

Organization:

- To do Lists
- Graphic Organizers
- Calendars and Scheduling Tools
- Class materials that match by color (book covers, binders, supplemental materials)
- Practice does make perfect and a supportive and consistent environment goes a long



SUPPORT AND GUIDANCE FOR SIBLINGS

For siblings ages **6 through 25**. Breakout sessions will be held for young, tween, and young adult sibling groups.

Families must be registered with one of the statewide CARD or FDLRS programs to participate.

Location: Via Zoom Meeting

Register for Sibshops online using the link in the description.

For more information contact
Chanel.Baldwin@jax.ufl.edu.



Presented by UF Health CARD and FDLRS-MDC.

Sibshops are engaging and interactive workshops where siblings can share the challenges and celebrate the joys of having a brother or sister with a special need.

How to Request an IEP Interim Review

By Gina Bauer, B.A. Special Education



As many parents get started with the journey of understanding their child's Individual Education Plan (IEP), they learn the requirements of attending their child's annual IEP review. What I have observed is that many parents do not realize that they are able to request an interim IEP review at any time. They do not have to wait for the annual IEP review to address concerns to the IEP team. Here are 6 steps to take in order to successfully request an IEP interim review.

1. Get in touch with your child's case manager.

Your child's case manager is usually their support facilitator or special education teacher which can also be found in the IEP document. You can contact them by phone or by email to explain that you are requesting an IEP review. I always suggest that if you are speaking to someone over the phone, to follow-up with a summary in an email to the person as well. Including other team members in your email should be considered as they may have relevant information to add. This can include the teacher, the principal, or an educational specialist such as your child's speech/language pathologist or occupational therapist.

2. Be specific about your concerns and your request(s).

Provide the team with as many details as you can about why you are requesting this meeting. For example: do you have concerns about declining grades, behavior, and/or accommodations to name a few.

3. Put it in writing.

Putting your request in writing provides notice to the school that you are requesting a meeting to review the IEP and bring concerns to the team. If you have not received a response from the email, you can send a written letter. The letter should also reflect your specific reasons for the request; addressing the letter to your child's teacher and or ESE teacher (case manager) and providing a copy to the principal or special education administrator.

4. Make sure the letter gets there.

I would suggest hand delivering the letter instead of giving the letter to your child to turn in. This will ensure that the letter is delivered and not forgotten at the bottom of their backpack. Document the day, time and the person that received the letter. This will help if there is a need to follow up.

5. Timeline.

It can take the school a few weeks to coordinate everyone's schedule, however, they usually have 30 days from the time your request was submitted to respond. If the situation is urgent, it could be shorter.

6. Follow-up.

Follow-up with the school in a few days if you have not heard back from any of the team members. As mentioned earlier, when/if you call, it is always a good idea to summarize the call with another follow-up email.

Your local FDLRS or FDLRS-MDC is also available for training, consultation and additional resources.

Children's Books About Disability

by Brett A. Walden, MPH

As a special education teacher, I am always on the lookout for books to help students and families learn about different disabilities. I stumbled across an article that included a list of children's books about disabilities that I thought were great. I will share and summarize some of her selections, as well as, some of my personal favorites. The article can be found on [The Mighty](#) and was written by Francesca Dalleo.

Daniel's New Friend by Becky Friedman

If you have a toddler or have been around little ones, you will most likely know Daniel Tiger. He introduces a new friend that wears leg braces and uses arm crutches. This book is great a conversation starter.

Just Ask! Be Different, Be Brave, Be You by Supreme Court Justice Sonia Sotomayor.

This book discusses a range of visible and invisible disabilities and health conditions. Some include diabetes, asthma, deafness, autism, ADHD, stuttering, wheelchair users, and more. This one is recommended for ages 5 years and up due to the length of text on each page.

A Very Special Critter by Mercer Mayer.

One of my all-time favorite children's author, Mercer Mayer and the Little Critter book series has included a book about a new critter

starting school that uses a wheelchair. Little Critter realizes that he is just like the rest of them and enjoys his new friendship.

Thank you, Mr. Falker by Patricia Polacco.

Another favorite. Trisha is a young girl who struggles to read throughout the years. Finally, her 5th grade teacher, Mr. Falker recognized her struggle as possible dyslexia. With his encouragement and extra help, the story showcases how a good teacher can change a young child's life by taking the time to recognize the struggle and help.

When Charley Met Emma by Amy Webb

Ms. Dalleo summarizes this book as a character replying to questions from other children who ask curious questions about her limb differences and her use of a wheelchair. One child, Charley doesn't quite know how to react. He learns after talking to Emma that different is ok.

I hope you can enjoy these as much as I do. Please remember your local Florida Diagnostic and Learning Resources System (FDLRS or FDLRS-MDC) is also available for training, consultation and additional resources.





My Name Is...

By Marlena Jenkins, M.S., BCaBA

Remembering to stop and be present in peer interactions can be difficult with all that is going on in a classroom. As an educator, you are busy throughout the day supporting experiences surrounding the curriculum and other educational content, but social and peer relationships can be a great way to advance skill acquisition and the generalization of all you are teaching.

Teaching your students to be thoughtful and inclusive isn't difficult, but practice makes perfect.

Here are a few strategies to use in small or large group interactions to support your students as they navigate the social environment.

Promote the sharing of lived experiences and events: Give your students ample opportunity to have **small** and **large group** time to share their life experiences. This can include family or school trips, awards, interests, memories and goals/aspirations. Helping our students learn more about those in the world around them, shortens the distance between them and the world. **The closer we get, the more we relate, and the stronger our communities become.**

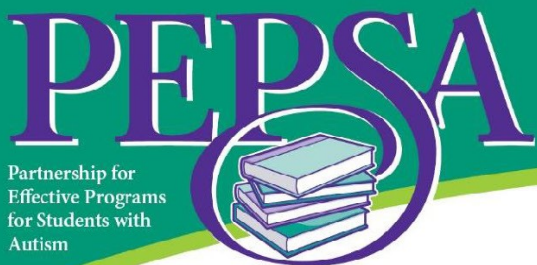
Break-up the cliques: Our students are mini versions of us, who fall into their comfort zones and gravitate toward the same group of peers year after year. As a parent or educator, encourage your student to reach out to new children. This can be during a social event, athletic competition or the school environment. Reaching out to the new kid on the block, sitting in a different seat on the bus or joining a new group in the cafeteria or during recess/P.E. can foster new relationships. Create a **New Friend Challenge**, where you encourage your students to talk to someone new during the

month and report back on something new learned about that person. Don't forget to make yourself available to provide support and prompting to students who may struggle in the areas of initiating a conversation, approaching someone new or talking about themselves to others.

Model teamwork for your students: As an adult, you have the unique opportunity to influence your students through your actions and the encounters you have with other individuals in both the school and home settings. We may not agree with those around us 100% of the time, but we can show our students that disagreements are okay. Through the use of **active and reflective listening, honest dialogue** about our feelings, and **apologizing** for our mistakes, relationship CAN flourish.

Games that support peer question asking and building relationships:

- **We're Not Really Strangers:** Parents and/or Educators should preview the cards and pull ones that are not relevant/inappropriate depending on the age or developmental level of the student group.
- **Ice Breakers:** Short, fun activities that are meant to start conversations and gather details about those around us. Ideally these will be done before group assignments and intermittently throughout the school year to spark new interests and conversations.
- **Never Have I Ever:** Parent and/or Educator should create or review the premade questions included in this game to include those that are appropriate for the context of the students and their developmental level.



Effective Instructional Practices for Meaningful Student Outcomes

Presented by: Ashley Harned, M.Ed., BCBA

Hosted by: Hosted by: UF Health/Jacksonville CARD, UF Health FDLRS – MDC

About the Presenter

Ashley Harned, M.Ed., BCBA, works as an educational consultant with PaTTAN's Autism Initiative. Prior to coming to PaTTAN, Ashley served as a special education teacher for K-4 students with high- and low-incidence disabilities for eight years. Ashley secured her undergraduate degree from Slippery Rock University and her graduate degrees from Wilkes University. She holds her Pennsylvania K-12 Principal Certification as well as her Instructional II Certification as Reading Specialist K-12, Special Education K-12, and Elementary Education K-6. She recently completed her coursework in applied behavior analysis at Florida Institute of Technology. At PaTTAN, her responsibilities include providing in-class consultation to autism support classrooms throughout Pennsylvania, working directly with students, teachers, para-educators and other staff to implement evidence-based instructional practice. Ashley also serves on the Behavior Initiative and is an adjunct professor of education at Eastern University.

Training Description

Target Audience: (District Administrators, Educators, Caregivers, and others who teach students with ASD)

This session will provide a review of effective instructional strategies and procedures for the delivery of high-quality instruction for individual and groups of students across all settings. The focus will be on evidence-based interventions that include addressing the core issues of autism spectrum disorders, namely communication, social skills, and teaching cooperation skills. Emphasis will be placed on effective instruction, data-based decision making, team communication, collaboration, training, and natural environment teaching.

Training Objectives

1. Participants will be able to identify the verbal and non-verbal operants.
2. Participants will be able to identify the errorless and error correction procedures for intensive teaching protocol, effective group instruction and natural environment teaching.
3. Participants will be able identify the basic data collection procedures for cold probes, skill acquisition, group instruction and natural environment teaching as well as data based decision making related to antecedent and consequence interventions.

Date:

March 31, 2022

4:00 pm – 7:00 pm

Location:

Online

Registration Deadline:

March 30, 2022

[Register Online](#)

Registration is mandatory.

For more information contact:

Autumn Mauch

Autumn.mauch@jax.ufl.edu

or (904)633-0801

Directions:

Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

