

Testing the captions.

>> Bill: So, good afternoon and welcome. I would like to mention this webinar is being recorded. My name is Bill Pearlman. I'm the facilitator of the Florida Inclusion Network, which is a project funded by the bureau of education and student services in the Florida Department of Education under the individuals with disabilities education act part B. We provide supports and services to districts and schools and families and we provide professional development and technical assistance to students. Today's presentation, again, is being recorded and it will be available on the Brevard Public School's web night, as well as the FDLRS East website.

I will share my screen.

So, the Florida Inclusion Network collaborates with all districts and schools in Florida to provide customized services and supports to ensure that all students with disabilities have the same educational, social, and future opportunities as their peers.

As facilitators, we utilize data to support districts and schools and the data provides the professional development opportunities and technical assistance that we offer to increase technical skills and to build and sustain capacity for district personnel and we work to build collaborative relationships between family, schools and districts.

I listed my objectives for this webinar on this slide, and as you read them, please remember that this webinar is being recorded. It will be available on the website, so I would ask if you are joining us don't reveal any identifying information related to the student. I will save time at the end for any questions, so please hold questions to the end..

I would like to share more about the Florida Inclusion Network or FIN as we are called. We collaborate with districts and schools to provide services and supports to ensure that all students with disabilities have the same opportunities as their peers. We have examples within each category on the slide.

These slides came from our website and I encourage you to visit it at Floridainclusionnetwork.com. Categories are district capacity building, family support and resources, school-based planning and facilitation and support and we also have resources for products, which include things like our facts and cue cards and other published materials, including items on person-first language and other inclusive topics.

It is important to spend just a few minutes going over some of the research and laws that are relevant to families of students with disabilities. The concept of these least restrictive environment is at the heart of meeting the needs of students with disabilities. The intention of the least restrictive environment is to ensure that students with a disability are served in an environment that they can be educated. The individuals with disabilities education act or IDEA does not state that the maximum appropriate, but each student is considered and the student would attend if the student was not disabled. If a student with a disability cannot be educated in the educational environment even after being provided supplementary aids and services then the student may be placed in other areas other than the classroom. It must be made on the basis of each student's needs. These decisions are made at an IEP meeting where the family participates.

Schools have to provide evidence of the regular classroom is not appropriate for the student and that means the burden is on the school rather than parents having to prove that the regular classroom is appropriate. Information contained in the IEP for each student should perform the base for that decision. Inclusion isn't just simply mentioned within IDEA, but the state of Florida does define inclusion in our state's statutes. So, keep point to know how Florida defines inclusion, a student is part of the community. Teachers and administrators support education and have knowledge and support available to them, access is provided to technical assistance and best practices, instructional methods, and supports.

The definition says the student receives instruction in the general education setting with natural proportions and age-appropriate heterogynous groups in core academics or electives or special areas.

Inclusion allows students with disabilities to receive best practices, instructional methods and customized supports with their pierce without disabilities in a regular class setting. In Florida, every school and every school district completes an assessment of their practices every three years. This assessment is called the BPIE that stands for best practices for inclusive education, and there are two of them. There is ABPIE for each school and there is one for a school district. Now, the district level,

BPIE looks at 30 indicators of inclusive practices and there are indicators that focus on building partnerships between the district and families, because we know that collaboration between schools and families supports positive outcomes for students with disabilities and one of the reasons for offering the session today.

The other BPIE in schools recognizes schools and families to strengthen those relationships as well. On the school BPIE recognizes the importance of their input, so they are looking at the BPIE every three years. I support Volusia schools and they completed their BPIE last year and elementary schools completed their BPIE this year. I completed 150 BPIE this year.

Getting students more involved in school is very important in the student's success. Parent engagement can have a direct impact on students' engagement itself. Studies show that parents who are actively engaged in their student's schooling, show better social skills, better reported behavior, easier adaptation to school and more likely to continue to a post-graduation.

When schools work together with families to support learning, children are inclined to succeed, not just in school, but throughout life. The Florida Department of Education recognizes a child's education is a responsibility shared by school, families, and the community through the entire period the child spends in school.

So, let's get to the heart of today's topic, which is student engagement. One strategy is to establish standards and routines at home. So, you can ask yourself, what are the expectations at home? Are there homework reviewed by parents? Are there consequences if assignments are not completed? Are there specific timeframes to reinforce learning, also timeframes to complete chores and engage in positive peer relationships? In other words, do you have a routine, the homework done first or a little physical activity then homework? Whatever you decide, it is a good idea to establish a routine, so your child knows the expectations. Do you hold your child responsible when expectations are not followed? You have a chart to monitor their progress, this can be a motivational or reinforcement tool to take subjectivity out of the equation.

Recommendations are limit distractions while students are completing their work. It is important for students to have routines and schedules and a designated workspace is helpful. It may be helpful that the workspace is easily observed by you. If your child sends home deadlines and due dates, it is recommended that you post them for your child to see, somewhere in an obvious place, stick to a

schedule, perhaps by using an alarm or some other device. The progress monitoring chart, post it so your child can see throughout the day.

Establishing standards and routines at home is really critical. Consistency creates stability for most students and it often results in the various things shown in the bullet points on the slide. It strengthens shared beliefs and values, builds a sense of belonging, supports family connections, supports time to accomplish meaningful tasks, allows children to know and understand what is expected during the day. It encourages high expectations and encourages positive behavior. So, some other recommendations include things like maintaining your child's sleep schedule, as if they were still going to school even on nonschool days like weekends. Time for non-school family activities like puzzles or games. Help your child prioritize or learn to create goals and tanks, complete tasks and helps your deadlines.

The second engagement strategy is to establish time for reading as a family. And so, you may ask, are audio books or traditional books in your home? Ask your child questions about the material they are reading? Are discussions centered around books that your child is reading? Do you incorporate activities to support learning from reading activities?

Growing up in my parents' home, I had three sisters and I was surrounded by magazines and periodicals, my parents had set up budgets for periodicals delivered in the mail. We had newspapers delivered every morning and the local paper every afternoon. When I was young, I got magazines like "boys life" and as my sisters and I got older, we were involved in conversations in which magazines my parents would subscribe to. We got "life" magazine, "natural geographic" and many, many, more. We would subscribe to conservative publications and left-leaning publications. Dinner conversations were lively and every kid was expected to discuss what they were reading and because I wanted to be part of the conversation, I needed to read. It was not something I initially wanted to do, but overtime and exposure, it is something that became a part of me. So, this is a good engagement strategy, read books to your child or allow your child to read to you. There is a research that the overuse of screen time can have pretty significant of adverse impact on young brains.

It is likely that a child would like to use a screen during their breaks from doing work, so it is important to limit screen time by mixing in old school medians and hopefully, teachers sent home hard copy packets that students are able to work from, if not, you may want to print out anything you can for your child, as much as possible, parents should encourage print and book reading and if possible, request hard copy textbooks from your child's school.

Some more recommendations, read, watch and play with your children to engage with them. Engage in conversation about what they have read and/or watched, and model how to use media as a learning source. You can demonstrate or describe to your children why you're using certain media at certain times. For instance, you meet say, let's Skype with Grandma, so she can see your painting or I'm going to use Google maps to find the nearest library.

So, this is a time really to work with your child, not a time to provide a device and walk away. The strong family bonds yield greater student success, and your attitude towards reading is important and has a major influence on your child's success, so be sure to approach this time with a positive attitude.

Another engagement strategy would be to help support your child's organizational skills. So, do you have a designated space for home learning? Do you support your child in planning or upcoming tasks, discussing next steps and what materials should be gathered in advance, for instance? Do you create schedules and then post those schedules? Do you have a checklist and homework bins really helping your child get and stay organized.

Students need a space that is designated for learning, so try to make sure it is quiet and comfortable. This area should look different from the rest of the other areas from your home. It should include things like pencils and homework packets and maybe their laptop. You want to build in time for snacks and outdoor time and perhaps different school subjects and stick to a schedule. Use an alarm on your phone or some other device and again, post the schedule for your child to see during the day.

So, raising kids is filled with challenges even under the best of circumstances and if your child has a disability that can increase the number of challenges that you face. So, understanding some of the engagement strategies that I reviewed is a starting point. I strongly encourage you to build a network of support, so toward that end, I'm going to share additional resources with you on the next several slides and then I will stop the recording and I will have time for questions if there are any, also provide a link for you to take a quick survey to reflect on today's webinar and make any modifications if needed.

On the next several slides, I'm going to share additional resources for parents. Feel free to use your phone camera to take pictures of these slides if you would like to capture some of those resources.

The bureau of exceptional education and student services administers programs for students with disabilities and coordinates services throughout the state and participates in multiple interagency efforts mentee to strengthen the quality and variety of students with special need, so they are a great source of information.

This link is a really great source for student tutorials and other resources. Inside of this website, you will find resources located all over the web to support learning in mathematics, language arts, science, social studies. You can find 800 tutorials and they are constantly adding more, so check in for updates and that is www.floridastudents.org.

I mentioned the Florida Inclusion Network is a discretionary project of the Florida Department of Education, but here are other projects that have valuable resources to support you and your student. Multi-tiered systems of support, MTSS, Florida diagnostic and learning resources system, FDLRS, center for autism and related disorders, the family network on disability, there is parent to parent of Miami, which has a lot of great resources and family cafe.

Here are more projects to support you and your student, Project 10 for students in transition to secondary school. Project access, students with significant disabilities and you see the other, Florida instructional materials center for the visually impaired, resource materials and technology center for the deaf and hard of hearing, positive behavior interventions and supports, PBIS, and TATS, which stands for technology assistance and training systems.

So, I highly recommend that you check out the FIN website, that I mentioned earlier, the Florida Inclusion Network that provides services to improve inclusive practices for students with disabilities in general classrooms and FIN services are provided throughout Florida by a number of facilitators like myself who have experience and expertise in planning and implementing inclusive practices and I have the pleasure of supporting Brevard and Volucia counties. If you visit our website, you will be able to view and download additional resources. Here is a screen shot and it shows our fact folios. What it means to be inclusive, number two, what it means to be an advocate, number three, what it means to have an inclusive classroom, and volume four is what it means to have an inclusive school. There are other resource, too, communications for students with disabilities, back to school tips to help start the year off right in the fall, a number of different resources available. Here is my contact information, Bill Pearlman, Florida Inclusion Network, and my e-mail address and there is a Q.R. code and a bit.ly code. And I would ask that you take a moment to complete a short survey on today's presentation. And I thank you in advance for doing that. I'm going to return to Zoom. I'm going to stop sharing my screen

and offer -- and stop the reporting as well and offer answer any questions. Again, thank you for being with us today and I will stay on and answer any questions that you may have.