



# SPIN NEWS

Special Edition  
2005-06 School Year

**SPIN** is co-sponsored by the Disability & Communication Access Board and the Special Education Section of the Department of Education. Services include a phone line for information referral and support, a quarterly newsletter, an annual conference and community workshops. SPIN is guided by an Advisory Committee made up of parents, teachers and people with disabilities.

## SPIN

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Hawai'i - 974-4000

Maui - 984-2400

Molokai - 1-800-468-4644

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WEB

## Parent Consent: An Important Right

**I**nformed Parent Consent is one of the important parent rights in special education. It is made up of two parts:

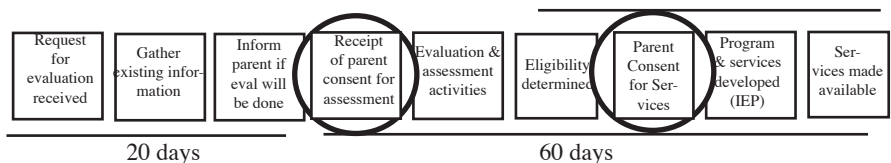
- "Informed" means the school must give you enough information about the activity they want you to agree to so that you are able to make a decision. If your native language is not English or if you communicate through sign language, this information must be given to you in a form that you can understand.
- "Consent" means your permission in writing.

of special education to continue. After you give your permission, the IEP team, with you as a member will decide exactly what services will be provided, as well as your child's placement.

If you don't give your permission in writing within five days after your child's eligibility is determined, then there is no IEP meeting, and your child will not receive special education and related services.

For each time your consent is required, the school must explain to you that your consent is

### The Evaluation Process



There are at least 3 times when your written consent is required:

- ✓ before the school evaluates your child for the first time to see if he or she needs special education;
- ✓ before the school holds an initial IEP meeting after your child has been found eligible; and
- ✓ before any re-evaluation of your child that involves additional tests.

voluntary and can be taken back at anytime. If you withdraw your consent in writing before the school acts, then they cannot go forward.



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In the second instance, you are giving your permission for the process

# Related Services under IDEA 2004

## What are related services?

The **Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)** defines related services as “transportation and developmental, corrective and other supportive services required to assist a child with a disability to benefit from special education.” IDEA 2004 names many of these services, including:

- ◆ speech therapy,
- ◆ audiology services,
- ◆ *interpreting services*,
- ◆ recreation (including therapeutic recreation),
- ◆ counseling services,
- ◆ psychological services,
- ◆ physical therapy,
- ◆ medical services for diagnostic and evaluation purposes,
- ◆ occupational therapy,
- ◆ orientation and mobility services,
- ◆ social work services,
- ◆ rehabilitation counseling services,
- ◆ parent counseling and training, and
- ◆ *school nurse services*.



## Who determines what related services are needed?

A student must need special education in order to be considered eligible for related services. Typically, the initial decision about what related services are needed is based on the student’s evaluation results. The IEP team is responsible for selecting the appropriate related services needed by the student to benefit from special education. These services must

be listed in the IEP, and they must be provided at no cost to the parent. If a child with a disability has a need for a related service, the school should ensure that a qualified provider of that service either:

- ◆ attends the IEP meeting, or
- ◆ provides a written recommendation concerning the nature, frequency, and amount of service to be provided to the child.

## Can other services be included?

Yes, the list of related services in IDEA 2004 is not complete. Other therapies, as well as other services not listed, may be included in a child’s IEP, if the IEP Team determines that a particular service is needed for a child to benefit from special education.

In addition, IDEA requires that *assistive technology devices and services* be made available to a student, if they are required as part of his or her related services. For instance, a student who is speech impaired and receiving speech therapy may require an augmentative communication *device* to help him communicate his needs to others. The school would then provide the assistive technology *service* of teaching the student (and the family, too, if appropriate) how to use the device.

## What’s new in 2004?

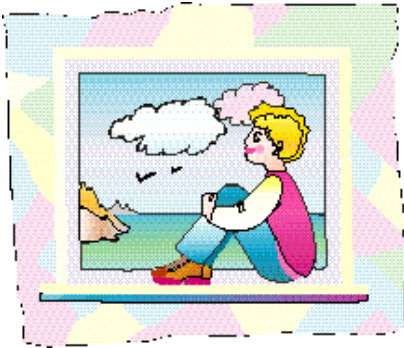
Interpreting services and school nurse services were added. Interpreting services are used to assist children who are Deaf or hard of hearing. They include sign language interpreting, and two kinds of transliteration services--oral and cued language. Transliteration means conveying a message in English word order without using sign language.

School nurse services are services provided by a qualified school nurse that are designed to enable a child with a disability to receive a free appropriate public education (FAPE), as described in the child’s IEP.

IDEA 2004 also includes one exception to related services. It states that schools are not responsible for the costs of maintaining or improving the functioning of a surgically implanted medical device, like a cochlear implant.

For more information about related services visit:  
<http://www.nichcy.org/newsdig.asp>  
or ask SPIN to make you a copy of the *Related Services News Digest*.

# FOLLOW YOUR DREAMS...



## THE IMPORTANCE OF DREAMS

The following perceptions and thoughts may be helpful in increasing your family's hope and motivation.

**D**are to dream for yourself and your family members, and to live to fulfill the dream. There is no substitute for a strong belief in oneself, and in one's ability to fulfill one's dreams despite the obstacles and challenges of disability.

Remember dreams and desires as a core part of developing any educational, medical or community treatment plan and develop the plan around those dreams.

Even though most planning is directed to the near future, keeping the long-term goals in sight gives direction to short-term planning to develop those skills and resources that will best lead to the accomplishment of the long term dreams.

Consider developing recreational skills and opportunities as part of the process of developing comprehensive Individualized Education Programs (IEPs), transition plans and person-centered plans.

Publicize and celebrate the successes of people with disabilities, as their accomplishments inspire and bring out the best in all of us, whether or not we have similar challenges.

*Adapted from the Beach Center on Disability*

## “TO BELIEVE..”

To believe is to know that every day  
is a new beginning.

It is to trust that miracles happen,  
and dreams really do come true.

To believe is to see angels dancing  
among the clouds,

To know the wonder of a stardust sky  
and the wisdom of the man in the moon.

To believe is to know the value of a  
nurturing heart,

The innocence of a child's eyes  
and the beauty of an aging hand,

for it is through their teachings we learn to love.

To believe is to find the strength  
and courage that lies within us.

When it is time to pick up the pieces  
and begin again.

To believe is to know we are not alone,  
That life is a gift and this is our time  
to cherish it.

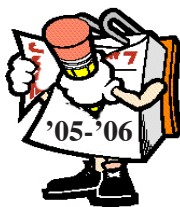
To believe is to know that wonderful surprises  
are just waiting to happen,

And all our hopes and dreams are within reach.  
If only we believe.

*Author Unknown*



**MARK YOUR  
CALENDAR!**



**2005**

- 10/1 Hawaii Down Syndrome Congress  
Annual Buddy Walk  
Kapiolani Bandstand, 10 a.m. - 2:00 p.m.  
Call Connie at 949-1999 or e-mail to  
hawaiidownsyndrome@hawaii.rr.com
- 10/14 Hawaii Foster Parent Association's  
& 15 10th Annual Conference  
Sheraton Waikiki  
Contact Judith at 263-0920 or  
e-mail to judith@hawaiifosterparent.org
- 12/8 Future Horizons Autism/Asperger's Conference  
& 9 Call 800-489-0727 or  
www.FutureHorizons-autism.com

**2006**

- 3/13- Pacific Rim 2006 Conference  
15 Sheraton Waikiki  
Call Steve Potts at 956-7539 or e-mail to  
Steve.potts@cds.hawaii.edu  
www.pacrim.hawaii.edu
- 4/22 **20th Annual SPIN Conference**  
**UH Campus Center**  
**Contact SPIN at 586-8126**
- 5/20 Hawaii Families As Allies  
Sixth Annual Conference  
(travel stipends for neighbor islands)  
Contact Esther at 487-8785 or  
www.HFAA.net
- 6/9 "Tools for Life" Expo  
& 10 Hawaii Convention Center  
Call ATRC at 532-7110;  
e-mail to tflinfo@ToolsforLifeHawaii.com or  
www.ToolsForLifeHawaii.com



**Special Parent Information Network**  
919 Ala Moana Blvd., Room 101  
Honolulu, Hawaii 96814

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