

## 32nd Annual SPIN Conference: Game On!



Like us on Facebook

**SPIN**

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Neighbor Islands dial the ex- change below, then 6-8126

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**February 2018**

**Volume XXXIV, No. 3**

**SPIN** is co-sponsored by the Disability & Communication Access Board and 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.

hat do board games and the SPIN Conference have in

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common? They’re **fun,** they’re **educational**, and they encourage you to **work in teams** and **communicate**. They also teach you to **strategize** and **plan ahead**.

So it’s fitting that this year’s conference theme IS games, and we’re calling the conference “**SPIN It to Win It**!” You’ll want to

mark Saturday, **April 21st** on your calendar and set your map finder for the **University of Hawaii Campus Center**. Here’s why:

After a welcome by **Superintendent**

**Christina Kishimoto,** we plan to host our own version of **FAMILY FEUD** based on surveys

sent to you ahead of the conference.

Then we’ll send you off to the second floor **Boardwalk of Resources**

where you’ll find 60+ agency tables that address **THIS, THAT & EVERYTHING** you

need to know to support your child and family.

Next up: Sixteen excellent workshops presented by talented and knowledgable

professionals and parents covering a variety of topics and age groups. If you

don’t yet have a **CLUE** what you’d like to sit in on, check out

the program on page 7. You might want to wander into a

workshop on Mindful Meditation, for example, to get past the daily

AGGRAVATION

of life in the 21st Century.

By lunchtime, despite morning pastries, there will be some **HUNGRY, HUNGRY HIPPOS**

looking for nourishment.

Luckily, we’ve planned an ono-licious meal in the Ballroom provided by Sodexho Catering.

Lunchtime is also when we will celebrate those **LIFE**-sized heros and heroines who have made such a

positive difference in the quality of our family life.

So don’t be **SORRY**. Make plans to join us and improve

your ‘game’ through

useful informaton and networking with like-minded parents and helping professionals.

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## TARGETING READING SUCCESS

The table below and on page 3 describes the five building blocks or components of reading, what you might see at home, if you child had a problem with this component, and what you can do to help. Come learn more about reading at the SPIN Conference’s workshop on Literacy (see page 7 for a full schedule of workshops).

|  |  |  |
| --- | --- | --- |
| **Reading Component** | **What I see at home** | **What I can do to help** |
| Phonemic Awareness  The ability to focus on and use individual sounds in spoken words (phonemes) | √ difficulty thinking of rhyming words for a simple word like cat (such as rat or bat),  √ little interest in language play, word games, or rhyming. | √ Read books with rhymes. Teach your child rhymes, short poems, and songs.  √ Use computer games designed to build your child’s phonemes.  √ Do sound-related activities, like helping your child think of words that start with the /ch/ sound.  √ Make sure the school’s reading program includes phonemic awareness. |
| Word Decoding and Phonics  The ability to apply your knowledge of letter-sound relationships, including letter patterns, to correctly pronounce written words. Phonics is one approach that teaches students these relationships and how to sound out words. | √ very slow reading due to spending lots of time figuring out words,  √ difficulty understanding what is read because of the effort to sound out the words,  √ guessing at words based on the first letter or two,  √ getting stuck on words when reading. | √ Encourage your child to write and spell notes, e-mails, and letters using what he knows about sounds and letters.  √ Use computer software that focuses on developing phonics.  √ Talk with your child about the “irregular” words such as ‘said’ and ‘was’ that he needs to recognize “at sight.” |
| Vocabulary  The ability to understand what words mean. A reader cannot understand a reading passage or communicate effectively  without knowing what most of the words mean. | √ inability to tell about one’s day in a way that makes sense,  √ misusing common words,  √ difficulty linking words from a book to similar words from another book or from real life,  √ difficulty finding the right word to describe something. | √ Help build your child’s understanding of language by playing verbal games and telling jokes and stories.  √ Encourage your child to read on his or her own. The more children read, the more words they encounter and learn.  √ Talk with your child every day and include new and interesting words in your conversation.  . |
| Fluency  The ability to read with speed, accuracy, and proper expression. | √ reading with no expression,  √ stumbling a lot and losing one’s place when reading something aloud,  √ moving one’s mouth when reading silently. | √ Read aloud and have your child match his or her voice to yours.  √ Use books on tapes; have your child follow along in the print copy.  √ Support and encourage your child. Realize that he or she is likely to be frustrated by reading. |

## TARGETING READING SUCCESS

The table below includes the last of the five building blocks or components of reading, what you might see at home, if your child had a problem with this component, and what you can do to help.

|  |  |  |
| --- | --- | --- |
| R**eading Component** | **What I see at home** | **What I can do to help** |
| Reading Comprehension  The ability to understand and interpret what is read. This involves 1) decoding what is read, 2) making connections between what is read and what  one already knows, and  3) thinking deeply about what’s been read. | √ Difficulty summarizing a passage or a book,  √ Inability to explain why events in a story went the way they did,  √ Inability to explain what a character’s thoughts or feelings might have been,  √ Inability to link events in a book to real life. | √ Talk with your child about what your child has read. Ask him or her  questions about the book and connect the events to his/her own life.  √ Help your child monitor his/her understanding. Teach him/her to continually ask whether he or she understands what he or she is reading.  √ Help your child make connections between what he or she reads and similar experiences she or he has felt, seen in a movie, or read elsewhere. |

### RESOURCES

**LD Online**

[www.ldonline..org](http://www.ldonline.org/)

LD OnLine is a leading website on learning disabilities, learning

disorders and differences. They seek to help both children and adults achieve reading success.

**Reading Rockets**

[www.readingrockets.org](http://www.readingrockets.org/)

Their reading resources assist parents, teachers & other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.

**The Access Center**

[www.k8accesscenter.org](http://www.k8accesscenter.org/)

This resource is an online newsletter committed to improving access to the general education curriculum for students with disabilities.

# #NotSpecialNeeds



Say “*disability*”, not “*special needs*.” That’s what adults with disabilities are asking folks

to do. If you haven’t yet seen the funny video, “#NOTSPECIALNEEDS, JUST HUMAN NEEDS,”

check it out on FaceBook or YouT[ube (https://www](http://www/). youtube.com/watch?v=kNMJaXuFuWQ). It is a global campaign started by Italy’s national organization for people with Down Syndrome--Coordown.

The message of the movement is that the term *special*

*“... people with Down Syndrome do not have different or special needs, although they may sometimes meet those needs in different ways. They have the same needs as all of us--jobs, friends, love and simply the need to be seen and treated equally.”*

*--Andy Bird*

*needs* is outdated and tends to separate people with disabilities from the rest of society. It’s time to toss it out of our vocabulary, just as we exchanged *retardation* in favor of *intellectual disability* and *serious emotional disturbance* for *emotional disability*.

# February is Children’s Dental Health Month



***Tooth decay can lead to heart disease, stroke and diabetes once your child is an adult.***

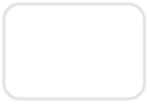
**THE PROBLEM**

##### 3 out of 5 school children are affected by tooth decay.

*Toothbrush bristles can hide bacteria that make your child sick.*

**51 million school hours are missed due**

**to oral disease.**



**• • •**

**It causes parents to miss 25 million hours of work.**

Children who take a lot of medicine can have dry mouth and possible decay.

**Take your keiki to the dentist by his or her 1st birthday.**

**PREVENTION TIPS**

**2 MIN**

**X 2**

***Brush for 2 minutes twice a day with flouride toothpaste***

***and floss once a day.***

***Teach your child the proper brushing technique.***

*Rinse your toothbrush in hot water. Replace it every 3 months.*



**Eat healthy and limit sugary drinks and snacks.**

Food, Fun & Conversation

We all know family dinner is a great idea, but it’s difficult, in this crazy-busy life we lead, to make time for a family dinner that’s device-free and engages everyone to not only participate, but look foward to. The Family Dinner Project aims to help you do just that with yummy recipes, easy games

to play at the table and conversation starters. It’s easy to get started, just sign up with your email and choose how often and what kinds of ideas you want delivered to your inbox.

If you click on “Dinner Tonight” you’ll get an easy recipe plus fun and

conversation ideas. Here is an example for Feburary 26th:

**Dinner:** Butternut Squash & Pear Soup

**Fun**: “I’m going on a picnic, and I’m bringing..” The first person names something beginging with an A, the next person a B and so on.

**Conversation**: If you could have a “redo” on any moment from today, what would it be?

What would you want to change or do differently?

In the “Fun” section, there are lots of ideas for fun with food prep, dinner games and things to do between dinner and dessert. In the games section, they break it down to age groups of 2-7, 8-13 and 14-100.

Here are some fun games you could add to your family dinner:

* **20 Things I Love About**... pick any topic or put ideas in a jar and pick them out randomly.
* **Alphabet Game**... choose a catagory like

animals, singers, or people you know and go through the alphabet naming them.

* + **Would You Rather**... you can make up your own questions on the spot or have a bowl-full of ideas like ... own your own plane or your own boat?... be a rabbit or a horse?....visit the Great Wall of China or the Amazon River?

In the “Conversation” section, you will discover

age-appropriate starters as well as themes in different catagories like inspiration, bullying, school, hopes and dreams and current events. Here are a few of our

favorites:

 If you joined the circus, what would your circus act be?

If you could create a school dedicated to fun, what would it be like? What classes would be taught there?

 What will you miss most about winter?

Whatever your family dinners look like, try to

slow it down once in a while, get everyone together, put the devices in a basket and let the fun times begin.

**2018 SPIN Awards Need Your Nominations!**

very year, SPIN publicly celebrates wonderful parents and professionals whose efforts make a positive difference in the lives of our keiki with disabilities and their families. The SPIN Advisory Committee is

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looking for candidates for our 2018 SPIN Awards and we need your help in nominating someone who models the qualities and actions that families appreciate and rely on. There are three award categories:

* The **Parent of the Year Award** is given to a parent or parents of a child or young adult with a disability whose actions and advocacy have benefited other families.
* The **Professional of the Year Award** is given to a professional who has had a significant impact in improving services for children and/or youth with a disability and their families.
* The **Family Choice Award** is given to a professional who has been particularly helpful to families as they sort out services for their child with a disability. This individual may not have an impact on the larger system, but is recognized in his or her community as an extraordinary professional.

We encourage you to share your aloha and nominate one or more very special people for any or all of the awards. You can go to our website at [www.spinhawaii.org,](http://www.spinhawaii.org/) click on the conference tab and download an award nomination form. Or call us at 586-8126 and we’ll

accept your nomination over the phone or mail you a form. Deadline to apply is March 12th.

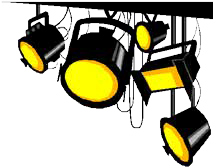


###### **Avokiddo Emotions** is a fun app for kids ages 4 and up to see and identify emotions. Kids can choose either a sheep, giraffe, moose or a zebra and add props to the screen. If they feed the

animal, they will see it react with happiness, when the background sky gets dark, the animals eyes droop and falls asleep and the child can wake it up with an alarm clock. Emotions range from humor, displeasure, happiness and more.

If a child likes a scene, they can take a screen shot and save it. Parents controls include setting the amount of props to be added, allowing only vegetarian props and deciding if the child can save snapshots. With over 100 props, kids will have fun, be able to match emotions with things happening to the character and spend time being silly and creative. Available for $2.99 on Apple, Android and Amazon platforms.

Spotlight

on Support

LDAH School Readiness Project

The **School Readiness Project**, sponsored by the Leadership in Abilities and Achievement Hawaii, provides developmental, social-emotional, hearing, vision and autism screenings for famlies who have chidlren ages 2-5 years on Oahu. If a child goes through screening and needs additional testing, LDAH will help with case management so families know how to navigate

and find the supports they need to help their keiki. All parents are welcome to call to find out

more about early childhood health and developmental milestones. The American Academy on Pediatrics reports that 1 in

4 children are at risk for developmental delays and recommends children receive a developmental screening at 24 or 30 months. For kids to be ready for school, it is a good idea to check their hearing and vision, epecially if you have any concerns. Early detection is the key to success. To find out where screenings will be held in your area, contact LDAH at 536-9684 or 696-5361.

A Day at the Capitol

#### Thursday March 15, 2018, State Capitol Auditorium, Chamber Level 9:00 - 3:00 pm

March is Developmental Disabilities Month and one of the many activities happening in March is **A Day at the Capitol**. It is an annual event that celebrates and encourages individuals with intellectual and developmental disabilities and their family members to take the opportunity to discuss disability-related issues and concerns with legislators and network with other concerned citizens.

Activites for the Day:

* Continental breakfast
* Welcome & orientation
* Meet with Legislators
* House & Senate floor sessions
* Lunch
* Legislative hearings
* Meet with Legislators
* Tour of State Capital

For more information call the State Council on Developmental

Disabilities office at 808-586-8100. Registration is on-line at Event Brite this year[--https://www](http://www/). eventbrite.com/e/a-day-at-the- capitol-tickets-42762141717-- so act early to guarantee a lunch!

**“SPIN it to Win It!”**

**Saturday April 21, 2018 • UH Manoa Campus Center Ballroom**

**8:30 a.m. - 9:00 a.m. Registration • Networking • Display Tables 9:00 a.m. - 9:45 a.m. Keynote Presentation in Ballroom**

**9:45 a.m. -10:15 a.m. View Displays in Boardwalk of Resources Room, 2nd floor • Networking EPISODE 1 10:20 a.m. - 11:20 a.m.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **“Level Up”** | **“Inclusion: Game On”** | **“Learning the Rules of the Game”** | **“I’ll Take BLISS for $500”** | **“Connect 4 Kids”** | **“Power Up”** |
| **Transition to Adulthood** | **Inclusive Education** | **Social and Emotional Learning** | **Mindful Meditation** | **Early Intervention Transitions** | **Adapting Games w/ Assistive Technology** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EPISODE 2** | **11:30 a.m. - 1:00 p.m.**  **12:00 p.m. - 1:15 p.m.**  **1:20 p.m. - 2:20 p.m.** | | **View Displays in the Boardwalk of Resources Buffet Lunch in Ballroom • Awards Presentation** | | |  |
| **“Jenga”** |  | **“Clue”** | **“Chutes & Ladders”** | **“Phone a Friend”** | **“Hungry, Hungry Hippos”** | **“Stratego”** |
| **Positive Behavioral Supports** | | **Literacy Strategies** | **Universal Design for Learning** | **Coping Strategies for Families** | **Helping Picky Eaters (to age 8)** | **Estate & Benefits Planning** |

**EPISODE 3 2:30 p.m. - 3:30 p.m.**

|  |  |  |  |
| --- | --- | --- | --- |
| **“Bringing Your ‘A’ Game”** | **“The Game of Life”** | **“Game Changer”** | **“Master Mind”** |
| **Strategies to Support Students with Autism** | **Life Course Planning for Individuals with I/DD** | **Mental Health First Aid for Depression & Anxiety** | **Understanding Executive Functioning** |

*Workshops are subject to change*

**REGISTRATION FORM**

Please print clearly

Name Address

City Zip Island

Phone: (h) (w) (cell) E-mail School/Agency

q $25 per parent q $45 for two family members q $25 per college student q $40 per professional

q Amount Enclosed $ Check or P.O. Number

*Make checks and P.O.s payable to SPIN (Special Parent Information Network).*

**A limited number of Airfare Scholarships are available to Neighbor Island parents. Apply early!**

q I am requesting an airfare scholarship as a Neighbor Island parent/grandparent of a child (infant to 22) with a disability. (There is a maximum of two airfare scholarships per child).

q Please send me an application by q email q postal mail

q My Airfare Scholarship application is enclosed.

q I will send in the application later.

q **I request accommodation(s) due to a disability\*:**

I would like: q materials in an alternate format q a sign language interpreter

q a map of accessible parking **\*Note: Requests must be submitted by April 2, 2018.**

**Send completed form(s) with payment as soon as possible to: SPIN, 1010 Richards Street, Room 118, Honolulu, Hawaii 96813 • Fax: (808) 586-8129 •** [**Email: spin@doh.hawaii.gov**](mailto:spin@doh.hawaii.gov)

**Questions? Call us (808) 586-8126 • Website:** [**www.spinhawaii.org**](http://www.spinhawaii.org/)

2/23-4/6 Baby/Toddler Signs Class

9:00 - 9:45 am $20 provided by the

**Calendar of Events**

**Special Needs Planning Workshops 3/15** “Public Benefits”

Comprehensive Services Center. Classes will be held at 710 Green Street, Honolulu.

To sign up or for info, call 284-3551 or email [admin@csc-hawaii.org](mailto:admin@csc-hawaii.org)

IEP Clinics by LDAH

12:30 - 1:30 pm, FREE, bring your own lunch

**2/26** “Present Levels of Performance”

**2/27** “Transition Plan”

**2/28** “IEP Goals & Objectives”

**3/1** “Modifications & Accommodations”

**3/2** “Organizing Your Documents” 245 N. Kukui St., Honolulu RSVP to 536-9684

3/3 Access Surf Day at the Beach

**4/7** 9:00 am - 1:00 pm, FREE surfing event for all

**5/5** ages and abilities. White Plains, Ewa Beach Sign up online at [www.accessurf.org](http://www.accessurf.org/)

**4/19** “Special Needs Trusts”

6:00 - 7:30 pm FREE presentations by Scott Suzuki, Attorney at Law at St. Louis Alumni Hall, 916 Coolidge St., Honolulu. For tickets: [www.autismsocietyofhawaii.org](http://www.autismsocietyofhawaii.org/)

**3/15 Day at the Capitol** with Hawaii State Council on Developmental Disabilities

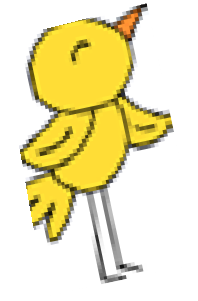
8:00 am - 12:00 pm FREE

Meet with legislators and celebrate diversity. RSVP 586-8100.

**3/21 Honolulu District Families Embracing 4/18 Autism** 6:00 - 7:00 pm FREE

**5/16** 245 N. Kukui Street, Honolulu

Different topics each month. 3rd Wednesday every month, Free parking and childcare with RSVP 536-9684.

Side by Side Parent Support Meeting

|  |  |  |  |
| --- | --- | --- | --- |
| **3/9 SEAC** - **Special Education Advisory 3/27** | | | “Managing Challenging Behaviors” |
| **4/13 Committee Meeting** 9:00 am - 12:00 pm **4/24**  **5/10** Call for meeting location 586-8126. [www.seac-hawaii.org](http://www.seac-hawaii.org/) | | | “Promoting Social Skills Development”  6:30 - 8:30 pm, FREE, at the Inspire Church Waikele. RSVP: [sidebyside@inspirechurch.tv](mailto:sidebyside@inspirechurch.tv) |
| **3/10 Autism Society Sensory Friendly Film 3/31**  “A Wrinkle in Time” 9:30 - 11:00 am  Free for children with autism, $5 for siblings,  $11 adults at Pearlridge Consolidated Theater. | | | **KELII Family Social**  9:00 am - 12:00 pm $8-14 for 3 hours of mini bowling, mini golf, laser tag and games at Tiki’s Family Fun Center. For info and link to tickets, visit [www.spinhawaii.org/events](http://www.spinhawaii.org/events) or |
|  | for info/tickets: [www.autismsocietyofhawaii.org](http://www.autismsocietyofhawaii.org/) |  | [email: haolem002@gmail.com.](mailto:haolem002@gmail.com) |
| **3/10** | **Hawaii Theater for Youth**  “Little Big Eye” for ages 2+ | **4/7** | **Autism Society Train Ride**  12:00 - 1:30 pm $9 children, $10 adults |
| **5/5** | “Shocka: The Story of Energy & Hawaii” 5+  Shows on these dates will have a sign language interpreter and sensory friendly lights & sounds.  $10 for ages 3-18, $20 adults. for more info visit  [www.htyweb.org](http://www.htyweb.org/) | **4/21** | 91-1001 Renton Rd., Ewa Beach, for more  info: [www.autismsocietyofhawaii.org.](http://www.autismsocietyofhawaii.org/)  **SAVE THE DATE!**  **32nd Annual SPIN Conference** |
|  |  |  | **“SPIN It to Win It!”** |

For more events and happenings around the state, be sure to visit

our website events calendar at [www.spinhawaii.org/events](http://www.spinhawaii.org/events) and like us on Facebook!

SPIN - Special Parent Information Network

8:30 am - 3:30 pm at UH Campus Center Registration forms and airfare scholarships available [www.spinhawaii.org,](http://www.spinhawaii.org/) call us at 586-8126 or email [spin@doh.hawaii.gov.](mailto:spin@doh.hawaii.gov)