

SPIN NEWS

The Newsletter for Parents of Children with Disabilities

SPECIAL
PARENT
INFORMATION
NETWORK

January 2021

Volume XXXVII, No. 2

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.

SPIN

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SPIN Conference Video Gems

Are you bored yet with the same 'ole TV channel listings? Maybe you're feeling a bit anxious about your child's second semester of learning? Well, then, have we got a deal for you!

No, it's not the **SPIN Channel**. Not yet, but we're working on that. What we have to offer right now (and for re-watching in the months to come) are some excellent video workshop presentations from our October 2020 virtual SPIN Conference.

Each workshop received such great feedback from our conference audience of 350+ parents and helping professionals, that we think you're going to like them, too. They make you a little bit smarter about topics important to parenting children with disabilities and health needs. Each great presenter will pass on some tip or tool to help improve the quality of life of your household.

To whet your appetite--so that you want to push the 'Play' button on your



phone, tablet or computer-- we have described seven of the workshops through an infographic, found in the next seven pages of this issue. Each infographic sums up some important information from a particular workshop, with a link at the bottom of the page to the video presentation.

When you visit our SPIN Conference pages, you'll also find other video gems:

- "Sibling Talk Story" capturing the wise thoughts of two brothers and a sister of a sibling with a disability.
- Even the moderator, an ordained minister and former special education professor, is a sibling herself; and
- "Medicine Eagle" - original music by Guywood Dela Cruz on the Native American flute, along with his insights on his life's journey as a man who lost his sight as a young boy.

**I ALREADY
LIKE 2021
BETTER**

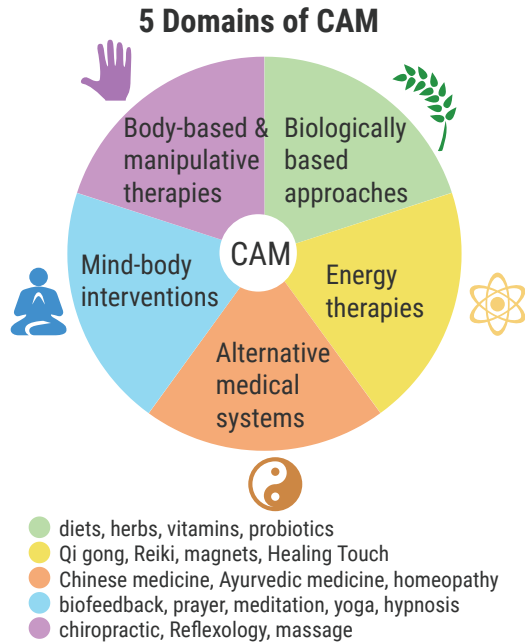
Many of us are looking forward to a new and better year for our families. Are you one to make New Year's resolutions? Check out page 9, and then resolve to attend the **2021 Virtual Pac Rim Conference** sponsored by our friends at the Center on Disability Studies. They'll be offering special discounts for parents and teachers (page 12).

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A Model for Evaluating CAM

What is Complementary & Alternative Medicine (CAM).



Definition

The National Institutes of Health define complementary and alternative medicine as a group of diverse medical and health care systems, practices and products that are not presently considered part of conventional medicine. A therapy or product used instead of a conventional treatment is referred to as *alternative*. One used to supplement traditional medicine is considered *complementary*.

50+% of children with chronic conditions (asthma, ADHD, cancer, cerebral palsy, juvenile arthritis, etc.) use CAM.

35-95% of children with autism use some form of CAM.

What is the model for making good decisions about CAM .

Pediatricians often use the model below when helping their families decide whether to try Complementary and Alternative Medicine approaches. The two main deciding points are: Is it safe? and Does it work to relieve symptoms (efficacy)? Talking with your child's doctor is the best way to ensure that CAM does no harm and is worth the effort and cost to try it out.

	EVIDENCE FOR EFFICACY	CONFLICTING OR NO EVIDENCE
SAFE	ENCOURAGE	TOLERATE & ENCOURAGE OBJECTIVE MONITORING
UNSAFE OR SAFETY UNKNOWN	MONITOR CLOSELY OR DISCOURAGE	DISCOURAGE

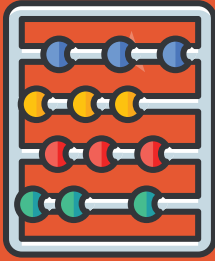
Kemper 2004, Akins 2010

Check out the link to our SPIN workshop below for evidence on neurofeedback, technological aids and mindfulness (for ADHD), hippotherapy (for cerebral palsy), Melatonin, Vitamin C, multivitamins, Gluten and Casein Free Diets (for autism) and CBD oil (for a variety of conditions).

References: October 17, 2020 [Presentation on Alternative Medicine](#) by Dr. Mike Ching and Dr. Jeff Okamoto
[The National Center for Complementary & Integrative Health](#)



Created by SPIN from the "Let's Have a Look-See" SPIN Conference Workshop, October, 2020



Getting to Know Assistive Technology

1



What is Assistive Technology?

Any item or equipment that helps people work around challenges so they can learn, communicate and function better. It may be homemade, specially designed, modified or made commercially.

2



There Are 3 Kinds of A.T.

Low-Tech: is easy to make or adapt yourself.

Mid-Tech: may be provided by the school or available to borrow from a technology resource center.

High-Tech: can be purchased for use, or turn on accessibility options in technology you already have.

3



Low-Tech Ideas

These can be anything jumbo or oversized, a slant board, highlighters, tactile rulers, pencil grips, clothespins or binder clips, Velcro, visual schedules or manipulatives like cars, blocks or cups.

4



Mid-Tech Ideas

These include screen magnifiers, FM systems, voice amplifiers, mouse alternatives or adaptive keyboard for the computer, digital recorders or switches that can be pushed or tapped.

5



High-Tech Ideas

These could be a tablet or iPad, smart pen, smart board, AAC (augmentative & alternative communication), text-to-speech, speech-to-text, screen readers, eye gaze tech, zoom or magnify, software programs or wearable OCR (optical character recognition).

References: October 17, 2020 presentation on Assistive Technology "Hocus Focus"



Created by SPIN from the SPIN Conference Workshop October 2020



Function-Based Treatment for Problem Behavior

All behavior serves a function--children do things to get something or to get out of something. It's important to identify the function of a problem behavior in order to use the most effective strategies to reduce the behavior, increase inclusion and improve quality of life.

What is the function?	What does the behavior look like?	What evidence-based strategies work?
<p>Sensory</p> 	<p>Hand flapping, rocking, smelling objects, licking objects, rubbing the skin with an object, tapping ear, making vocal sounds, repetitive blinking, staring at lights, snapping fingers, grinding teeth, etc.</p>	<ul style="list-style-type: none"> • Provide sensory breaks • Block the behavior • Reinforce the absence of the behavior • Teach a replacement behavior • Teach self-monitoring • Use the behavior as a reinforcer
<p>Escape</p> 	<p>Hiding or arguing when told to clean their room; Being disruptive right before a math test; or Putting head down on the desk when presented with academic work, etc.</p>	<ul style="list-style-type: none"> • Continue to repeat the demand • Teach appropriate requesting • Reduce the demand following cooperation • First/then rules (for example, do this work first, and then you'll get to play a video game)
<p>Attention</p> 	<p>Yelling or acting out when mom is on the phone; Blurting out an answer in class; or Throwing an item across the room to get the therapist's attention, etc.</p>	<ul style="list-style-type: none"> • Planned ignoring • Teach appropriate ways to get attention • Make attention a reinforcer for behavior you want to see • Use attention to reinforce others to do the right thing
<p>Tangible</p> 	<p>Throwing a tantrum in the checkout lane because they want candy; Screaming when told to put the iPad away; or Grabbing a toy away from another student, etc.</p>	<ul style="list-style-type: none"> • Use the tangible (the desired object) as a reinforcer for appropriate behavior • Reinforce others using the preferred tangible • Heavy emphasis on choice



COVID-19 Impact Services



What are they?

COVID-19 Impact Services are services in addition to the IEP or 504 Plan services that are needed to make up for significant skill loss(s) resulting from delayed, interrupted or inaccessible IEP services caused by school closures.

- ✓ Temporary, high impact specially designed instruction and related services,
- ✓ Beyond the regular school day, and
- ✓ Based on the student's current needs which may result in different services than were received in the past.



Who makes the decisions about COVID-19 Impact Services?

The IEP team or 504 Plan team determines:

What services are needed



How often and how long the services are needed



Where and how the services will be delivered



How will the services be provided?

On-line with a Provider in Real Time OR In-Person



Small groups of students with similar needs



Small groups of students with similar needs



Before or after school sessions



Before or after school sessions



Tutoring



Tutoring



Skill-based Learning Labs

References: 10/17/20 presentation on COVID 19 & Virtual IEPs by Lisa Craig and Nanea Lo, **Addressing the Impact of COVID-19: Implementation Guidelines for Students with IEPs and Section 504 Plans**, Office of Student Support Services (updated August 3, 2020).



Created by the Special Parent Information Network (SPIN)

Finding Your Child's Happy

Emotional Well-Being Tips for Youth

Children's social and emotional health affects their overall development and learning. A child who is emotionally healthy tends to be more motivated to learn, has a positive attitude towards school and family and is generally happier. By contrast, a child with social and emotional challenges can find it difficult to follow directions, have low self esteem and do poorly in school. Here are some tips to encourage social and emotional growth and well-being in your child.

1

PROVIDE A SAFE PLACE

Everyone needs a safe place where they can let down their guard and let someone else in. A safe place could be your home, a teacher's classroom at school, a community program or an outdoor space. Don't be discouraged if your child's safe place is outside the home.



2

CONSIDER PROTECTIVE FACTORS

Children and youth need to connect with their "MAMA": a Meaningful Adult and a Meaningful Activity. Does your child have someone they can check in with or things they can do? Even virtual check-in's are safe and effective and online programs offer learning and connections.



3

TEACH RESILIENCY

The ability to bounce back from stress, trauma and challenges is called being resilient. Kids who show resiliency have warm, supportive adults in their lives and don't sweat the small stuff. Teach them coping skills like problem solving, making realistic plans and encourage independence.



4

MANAGE ANXIETY

If your child is having trouble sleeping, complaining of head or tummy aches, or sticking to you like glue, they may be showing signs of anxiety. To help them, actively listen to your child and check in with them, focus on small, easy tasks, create routines and encourage positive thinking & exercise.



5

MODEL SELF CARE

When you take time to care for yourself, you model how to manage stress, be resilient and promote positive thinking. Try adding a short walk to your day, get plenty of rest, ask for help (and accept it) and try some mindful meditation. Self care is something we all need more of.



6

SEEK PROFESSIONAL HELP

If you are concerned about your child's emotional well-being, contact their pediatrician or one of the numbers below:

Crisis Line of Hawaii:
832-3100 or 800-753-6879

Crisis Text Line:
text ALOHA to 741-741

Health Hotline for DOE students:
844-436-3888





Visual Supports for Kids with Autism

Visual Supports, like the schedules and reminders below, help make the world feel more safe and predictable to children with autism. They can go a long way in easing stress and anxiety in this time of uncertainty caused by the COVID-19 pandemic.



Visual Schedules

Visual schedules break down a routine or activity into smaller tasks. They use words and images to show kids what they need to do to complete a routine or finish an activity. Pairing a picture with a time or an alarm indicates when one activity is done and it's time for the next activity.

To be successful, a visual schedule should be personalized to the child and based on his or her level of comprehension. It's also important to provide a reward or reinforcement when the schedule is completed.

Visual Reminders

Visual reminders are simple rules and reminders framed in a positive way, for example, "walking feet" instead of "no running."

Like picture schedules, they should be personalized to the skill level of the individual. Keeping the reminder in sight--even posting it in several locations--helps the child understand what behavior is expected of him or her. Parents or teachers can point to the visual reminder when the rule is being repeated.





Early Intervention Transition

Children who are in the Hawaii Department of Health's Early Intervention program will transition out of the program when they meet all their IFSP outcomes or turn three years old. Follow these steps for a smooth transition from Part C Early Intervention (EI) to Part B, the Department of Education (DOE) special education preschool (if the child meets Part B eligibility requirements) or other community programs.



Step 1

Planning for Transition Starts Early

Part C requires a transition meeting to occur no more than 9 months and no less than 3 months prior to age 3.



Discuss and develop a transition plan at the first IFSP meeting



Plan is reviewed at each IFSP meeting



Plan includes steps to support child and family



Plan includes service options based on discussions with family

Step 2

Think About Your Transition Options



DOE Special Education Preschool



Private Preschool or Child Care Center



Community Programs / Traveling Preschools



Playgroups or staying home



Step 3

Part C EI Transition Conference

Must occur at least 90 days before the child turns 3.



Chance to find out about programs in the community



Family can share hopes, dreams and goals for their child



Establish relationships with school or program staff



DOE invited to share about their referral process.



EI supports family in making referrals to DOE and/or community programs selected by the parent.

Step 4

Special Education Transition



The referral to DOE begins the request for evaluations to determine IDEA eligibility



Student Focus Team meeting with family & neighborhood school to discuss if evaluation is warranted



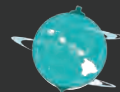
If warranted, evaluations will be conducted by the DOE



Eligibility Conference to determine if child meets criteria for special education & related services



Individualized Education Program (IEP) meeting to set goals and objectives for your child to be implemented by age 3





Resolutions for a Better You in 2021

Start with Micro Goals

Smaller, specific goals are easier to manage and can provide you with a boost of confidence when complete.



Learn to Meditate

Take a few deep breaths and think about your goals for a few minutes each day, to provide focus and clarity.



Drink More Water

Having enough daily water will increase your energy, help with digestion, mood and help you lose weight.



Don't Cut Out the Cake

Instead of cutting out your favorite foods, add more fruits and vegetables and leave room for dessert.



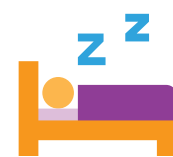
Schedule in Exercise

Decide on 2 days a week to start and stick with it. Do things you enjoy, like family walks, yoga and bike riding.



Pencil In Bedtime

Lack of sleep affects your energy and weight. Plan a bedtime routine and stick with it for improved health.



Find Time for Yourself

Find a quiet place and set aside time every day to relax your mind and body for 20 minutes. You deserve it.



Create a Savings Plan

Whether you pack a home lunch once a week or save your change, make a plan to save a bit each day.



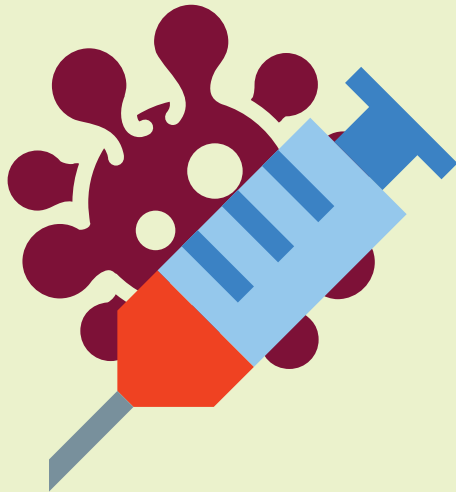
Reward Yourself

When you complete a micro goal or milestone, celebrate and treat yourself. Self-love yields positive results.





Things to Know About the COVID-19 Vaccination



Now that the United States has a vaccine shot that works for people, here are some things you need to know about the new COVID-19 Vaccination process.

The safety of COVID-19 vaccines is a top priority.

- COVID-19 vaccines were carefully tested in clinical trials before being approved to use.
- Trials have been done all around the world.
- COVID-19 vaccines will NOT give you COVID-19 because they do not use a live virus.
- COVID-19 vaccines will NOT cause you to test positive if you have a COVID-19 test.

Priority Groups for the COVID-19 Vaccine

There is no vaccine for children under 16 at this time. Adults who receive the vaccine will, in turn, help to protect our keiki, until a safe and effective vaccine is available for children.



Essential health care workers.



Teachers, childcare providers and support staff, food and agriculture workers, utility employees.



Nursing home residents and staff.



Adults and teens over 16, who have high risk medical conditions.



Police officers, fire fighters, emergency responders, and corrections officers.



Anyone who is over the age of 65.

Why Should I Get the COVID-19 Shot.



A vaccine is important to help stop the spread of COVID-19.



It is a safe way to protect yourself from getting COVID-19.



It will help protect others around you.



It will help us get back to regular activities faster.

Things to Know When You are Ready to Get the COVID-19 Vaccine



You will need 2 doses of the vaccine to have the best protection.



After your shot, you must wait 15 minutes to be sure you don't have a reaction to the vaccine.



You will need a second shot 3 or 4 weeks after you get your first one.



You can go to a medical clinic, pharmacy or a drive through vaccine station to get your vaccine.

Are There Side Effects from Getting the Shot.

Yes. Your body may feel different after the shot. This is called having side effects. If the area around your shot looks different, tell a trusted adult right away or call your doctor.



You may have a headache or cough.



You might be really tired for a few days.



You may get a slight fever or chills.



Your arm might be sore in the area where you got your shot



You might feel nausea or sick to your stomach.



These side effects should go away in a few days.

Keep Yourself and Others Safe

It may take a year before most people are vaccinated and it is safe to gather in large groups and not wear a mask all the time. Until that time, be sure to stay safe when you are around others.



Wear a mask when you leave your home



Wash your hands often



Keep social distancing



Do not gather in large groups



Upcoming Events



Parent Talk Café



Join our virtual group!
LDAH has Tips & Tools to share
through our online training format.

Every Friday

1:00 p.m. Parents as Teachers
2:00 p.m. Featured Presentation

What can I Expect?

- Training workshops
- Tips & Tools for the Week
- Guest Hosts
- Storytelling and shared experiences
- Discovering Solutions

New topics every week!

Join LDAH every Friday on Facebook for the next installment. For more information, call 536-9684 or email tking@ldahawaii.org.

TACA Virtual Coffee Talk
with Special Parent Information Network: Hawaii



TACA Virtual Coffee Talk
with Special Parent Information Network: Hawaii

Friday, January 29th • 4:30 pm

Join TACA and SPIN (Special Parent Information Network) as we support each other with a virtual coffee talk. We may not be in the same room but we are all in this together! Coffee Talks are informal events for parents and caregivers to share support and resources. Registration will close on the evening prior to the event. An email with the log in information will be sent to you the morning of the event.

Please RSVP to obtain link and information for viewing:
www.tacanow.org/hawaii

For more info, email: kiele.pennington@takanow.org

PAC RIM 2021
36th Annual Pacific Rim International (Virtual) Conference on Disability & Diversity

INNOVATE

March 1-2, 2021 Online

The University of Hawaii PAC RIM Conference will be virtual in 2021. They are offering a Pre-Conference event on Saturday February 27th, as well as two full days of workshops, posters sessions, films and talk story. In addition to the discount codes shown on the right, there is also a kama'aina rate for 20% off (kamaaina20). For more information about the schedule and to register, visit their website: <https://pacrim.coe.hawaii.edu/>. If you have questions about the conference or need a discount code, call SPIN at 808-586-8126. We'll be happy to help you out.

Discount codes for PAC RIM 2021:

Self-Advocates/Persons with Disabilities:
PRSA: \$100 for all 3 days
PRSA-aloha: FREE Pre-Conference only

Family Members of Persons with Disabilities:
PRfamily: \$100 for all 3 days
PRfamily-aloha: Free Pre-Conference only

Students:
PRstudent: \$100 for all 3 days
PRstudent-aloha: FREE Pre-Conference only

PreK-12 Educators:
PReducator: \$100 for all 3 days
PReducator-aloha: FREE Pre-Conference only