

SPIN News

The Newsletter for Parents of Children with Special Needs

SPECIAL
PARENT
INFORMATION
NETWORK

October 2023

Volume XXXX, No. 1

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

1010 Richards Street #118
Honolulu, Hawaii 96813

PHONE
586-8126

Neighbor Islands dial the exchange below, then 6-8126

Kauai - **274-3141**

Hawai'i - **974-4000**

Maui - **984-2400**

Molokai - **1-800-468-4644**

Lanai - **1-800-468-4644**

FAX
586-8129

E-MAIL
spin@doh.hawaii.gov

WEB
www.spinhawaii.org

Like us on Facebook

40 Years of SPIN News

When the Special Parent Information Network (SPIN) first opened its doors in the Fall of 1984, we offered two main services:

- ♥ a telephone "warm"-line of parent-to-parent support where parents of children with disabilities could call in and get information about special education, resources, and events in the community, and
- ♥ a quarterly newsletter written by parents for parents that provided timely information about the special education process, local and national legislation, and services for children with disabilities and their families.

The very first issue of the SPIN News was printed on 11 x 17 newsprint and delivered to public schools for distribution to all students who had IEPs. By 1998, SPIN's logo of a spinning top had changed into a spinning globe to point out the "world" of possibilities that could be available to families if they had access to the right information. We also shifted to an 8-1/2 x 11 inch page, a standard 8-page format, and, eventually, a digital document that could be accessed by phone or computer.

Whether this is your first SPIN News issue or you are a longtime reader, you'll find the following basic values built into every issue:

1 Families are entitled to timely and accurate information in order to take advantage of opportunities in the community and to participate

in decision-making for their child. SPIN will always try to present information that impacts families at the same time that other groups are learning about it.

2 Information should be free of "jargon." Jargon means special words or expressions that are used by a particular profession --like educators or medical folks --that are difficult for others to understand.

3 "People First Language" should be used when describing people

with disabilities. This is language that puts the person before the disability and describes what a person *has*, not who a person *is*. So, for example, SPIN refers to a *student with autism*, rather than an *autistic student*. And finally,

4 Information on

teaching strategies and therapies or interventions to assist students with disabilities should be evidence-based. That means using the latest and best available scientific research while also considering the individual's needs and preferences.



Ruth Akiona,
1984 Warm-line volunteer

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Special Education Words to Know: *Accommodations & Modifications*



Accommodations

Changes in **HOW** a student accesses information and demonstrates learning. It does not change the instruction level or content. Accommodations provide the student with equal access to learning and showing what they learned.

Modifications

Changes in **WHAT** a student is being taught and expected to learn. The curriculum is being modified to fit the students learning ability and style and they are not expected to learn the same material as their classmates.

Examples of Accommodations

Use of audio books instead of reading text
Get a written list of instructions
Use a calculator, spell checker or dictionary
Assistive technology & sensory tools
Testing in small groups or a quiet room
More time for completing tests or assignments
Built-in breaks throughout the day
Use an alarm or timer
Use of captions on videos

Examples of Modifications

Complete different homework problems
Answer different test questions
Create alternate assignments / projects
Use of alternate books
Simplified vocabulary
Fewer answer options in a multiple choice test
Changes to the grade level curriculum
Taking alternate statewide assessments
A pass / no pass instead of a letter grade

Sources

<https://www.understood.org/articles/common-classroom-accommodations-and-modifications>
<https://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/iep-planning-accommodations-modifications/>
<https://blog.brookespublishing.com/4-types-of-accommodations-and-modifications-to-support-student-success/>

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Steps for Successful Transition Planning for Life After High School



Transition planning for students with disabilities for students with disabilities is key to their success as adults. The steps below are part of the transition planning standards for students aged 16 and older.*

*or younger, if appropriate.

Step 1

Conduct Age-Appropriate Transition Assessments

Transition assessments help identify a student's preferences, interests, needs and strengths (PINS) for life after school. They include informal assessments like interviews and observations as well as as formal assessments.



Steps 2 & 3

Write Measurable Post-Secondary Goals & Update Annually

Based on the student's PINS and the results of the assessments, these post-secondary goals (PSGs) should include education and training, employment, and independent living skills, if appropriate. They are developed at the annual IEP and updated every year.



Step 4

Identify Transition Services

Transition services are meant to assist the student to achieve his or her post-secondary goals. Services can include instruction, related services, community experiences, employment skills (like job training), and daily living skills (like managing finances and hygiene).



Step 5

Develop a Course of Study

The course of study is a multi-year description of courses and activities from the present to the year the student will exit high school that are designed to help the student achieve his or her desired post-secondary goals. It is NOT only the courses required for a high school diploma.



Steps 6 & 7

Invite the Student to the IEP Meeting & Develop Annual Goals

It is very important to engage transition-age youth (and younger students as appropriate) in developing annual IEP goals related to the post-secondary goals. The time frame for IEP goals is what reasonably can be expected to be accomplished within a 12-month period.



Step 8

Coordinate Services with Adult Agencies

Parents can invite an agency representative to the IEP meeting, if they may provide or pay for transition services for the student. Schools must also identify other agencies that may be involved in the student's transition and obtain consent from the parent to invite them to the IEP meeting.



Sources: HIDOE IEP Post-Secondary Transition Handbook, November 2020
Seattle University Center for Change in Transition Services



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Diploma Certificate

The key differences between two high school paths for a student with an Individualized Education Program (IEP). It is the Department of Education's expectation that all students complete the high school requirements with their grade level peers, although they can work towards their IEP goals and diploma credits until their 22nd birthday.



Meet the credit requirements of a high school diploma.



All DOE services and supports end once a student earns their high school diploma. Students have until the day before their 22nd birthday to earn their high school diploma.



A student-centered decision based on information from various formal and informal assessments, credits earned thus far and student's post high school plan.



Related agencies work with parent/guardian and student to support post-secondary transition needs of the student (e.g. DVR, etc.)



Accommodations and some modifications may be provided. By changing what he/she learns, curriculum content modifications can impact a student's ability to earn a high school diploma.



Not able to meet all credit requirements of a high school diploma. Work towards IEP goals to earn a Certificate of Completion.



All DOE services and supports continue while the student is enrolled in school. Students may require more services and may continue enrollment until they receive a high school certificate or until the day before their 22nd birthday.



A student-centered decision based on information from broad assessments, credits earned / ability to earn credits, and student's post high school plan.



Related agencies work with parent/guardian and student to support post-secondary transition needs of the student (e.g. DVR, DDD, etc.)



Accommodations and modifications are provided.



for more information visit



Source: <https://www.understood.org/articles/the-difference-between-a-high-school-diploma-and-a-certificate-of-completion>

Updated May 2023



Diploma Vs. Certificate



Diploma

- 24 Credits with Specific Course Requirements
- With accommodations and modifications, the student must be able to meet the standards.
- Post Secondary Transition -Military / College / Trade / Employment
- All services end once a high school diploma is received



Commonalities Between Diploma and Certificate

- All components of an IEP are implemented
- IEP Teams will determine if a student needs additional supports and services until age 22
- Post Secondary Transition -College / Employment / Trade
- May have an educational representative



Certificate

- Focused on Individualized Educational Program and Post-Secondary Goals
- Creative Schedule/Curriculum
- Post Secondary Transition -College / Trade / Employment
- Each school may have their own process on participation in graduation ceremony, and proms



for more information visit



Updated
May 2023

Footsteps to Transition Fair

Hosted by the Department of Education, Leeward District Office

Date: Saturday February 3, 2024

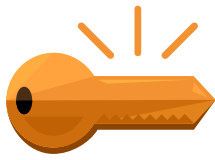
Time: 8:30 am - 12:00 pm

Ewa Makai Middle School

An event for middle and high school students and their families to help in making a successful transition from high school to adult life and independence.

**Register online or scan the QR code
www.footstepstotransition.weebly.com
or call 808-586-8126 for more information**





Soft Skills Hold the Key to Workplace Success

One of the most important things parents and teachers can do to prepare students with and without disabilities for future success in school and in employment is to teach them "soft skills." Soft skills are a combination of people skills, communication, and character traits that make it easier to work in harmony with others. The Department of Labor has outlined six of these "skills to pay the bills" that make it easier for transitioning students to get a job, stay employed and build a successful career.



Communication

Communication includes speaking, listening, facial expressions, writing, body language, and pictures or signs. Most employers consider this a "must have" skill.



Enthusiasm

People with enthusiasm and a positive attitude have an advantage in job interviews. They send the message that they will do whatever it takes to get the job done.



Teamwork

Potential employers look for employees who can work well with others, share ideas, work toward team goals, and participate in group decision making.



Networking

Talking with family, friends, neighbors and others with whom one has contact about job goals and interests is one of the best ways for someone to find a job.



Problem solving

Being able to think on the job, examine problems and come up with solutions is highly valued. It involves the ability to use knowledge, facts and data to complete a task.



Professionalism

Acting professionally involves a combination of skills including being on time and productive, holding high standards, and being responsible for one's own behavior.

Source: "Soft Skills to Pay the Bills, U.S. Dept. of Labor,
<https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/softskills.pdf>



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Teal Pumpkin Project

HALLOWEEN CAN BE A TRICKY TIME FOR FAMILIES MANAGING FOOD ALLERGIES! MANY HALLOWEEN TREATS AREN'T SAFE FOR FOOD-ALLERGIC PEOPLE. THE TEAL PUMPKIN PROJECT PROMOTES SAFETY AND INCLUSION FOR INDIVIDUALS WITH FOOD ALLERGIES TO KEEP HALLOWEEN FUN FOR EVERYONE!

TEAL PUMPKIN PROJECT CHECK LIST:



THIS MADE POSSIBLE BY OUR FRIENDS AT
CVS pharmacy

LEARN MORE AT FOODALLERGY.ORG

Ideas for Non-Food Treats

- Glow sticks, bracelets or necklaces
- Pencils, crayons, pens or markers
- Bubbles
- Stickers
- Halloween erasers or pencil toppers
- Mini slinkies
- Whistles or kazoos
- Bouncy balls
- Finger puppets
- Novelty toys
- Coins
- Spider rings
- Vampire fangs
- Stencils
- Mini notepads
- Playing Cards
- Bookmarks



Every year, millions of children look forward to Halloween, preparing their costumes, planning which events to attend, and imagining all the candy and sweet treats they will receive. But kids with food allergies, and their parents, have to think about Halloween with some caution.

The Teal Pumpkin Project is a public awareness campaign from the Food Allergy Research & Education program. The goal is to raise awareness of food allergy and encourage folks to offer non-food options like trinkets and toys to make Halloween safer and more inclusive for all trick or treaters.

According to FoodAllergy.com, one in thirteen children live with food allergies. By placing a teal pumpkin on your doorstep, it signals that, in addition to candy and sweets, you also offer non-food trinkets that are safe for all the little goblins and witches who visit on Halloween.

Tips for a food-safe Halloween:



Stock up on safe treats to trade any unsafe candies your child gets while trick-or-treating.



Enforce a “no eating while trick-or-treating” rule so you can review labels. Avoid candy treats that do not have an ingredients label.



If prescribed, keep your epinephrine pen with you.



Consider making small goodie bags and give them to neighbors to give to your child.



Throw a Halloween party and skip the trick-or-treating so you can manage the treats and toys your child and their friends will receive.

For more information, visit www.foodallergy.org.



Maui 'Ohana Resource Fair

Thursday, October 12, 2023 | 2-5 p.m.

The Westin Maui Resort & Spa, Ka'anapali
Free parking is available at Whalers Village

West Maui 'Ohana – Join us for a family-friendly afternoon of activities, entertainment and access to school and student resources! There will also be a job fair on-site.

- Donation distribution of Uniqlo clothing, backpacks, books and more
- Entertainment by Da Braddahs, Louise Alborano and magicians John Hirokawa and Alan Arita
- Family literacy activities
- Art activities by the Maui Arts & Cultural Center
- Mental health supports
- Maui HIDOE job fair

Hawai'i State
Department of Education



Child & Adolescent
Mental Health Division



Unity Day



Oct. 18, 2023

Aloha in Action

The Hawai'i State Department of Education is encouraging everyone to join a national movement during National Bullying Prevention Month for inclusive, nurturing learning environments for all.

On Wednesday, October 18, **wear orange** to show your support that all students deserve to be safe in school, online and in the community. A lei is a common symbol to show love, peace, celebration and friendship.

The Department will be distributing orange bracelets and banners with the message **Unite for Kindness, Acceptance and Aloha**. Let's send a giant ORANGE message of hope and solidarity!



#UnityDay808
#AlohaInAction





Calendar of Events



- 10/12 Maui 'Ohana Resource Fair**
2:00 - 5:00 p.m. FREE
Westin Maui Resort & Spa, Ka'anapali
Family-friendly activities and entertainment with access to school and student resources (see flyer on page 8).
- 10/12 Hawaii Children & Youth Summit**
9:00 am - 3:00 pm FREE
Town Hall with youth and Legislators, breakout discussion on issues, travel scholarships available.
Register at www.hawaiiicys.org/link-tree
For more info: www.hawaiiicys.org
- 10/14 Maui Ola La 'Ohana**
10:00 am - 4:00 pm
UH Maui College Great Lawn
A healing safe space for Maui families to ho'omaha, ho'ola and ho'oku'u featuring lomilomi, keiki activities, food, music, ku'i kalo, ohaha services and talk story. For more info contact Mikaela Aki: MAki@hmkop.org.
- 10/18 Unity Day**
Wear orange on school campuses and at school events to show support for students being and feeling safe and included at school (see flyer on page 9).
- 10/21 LDAH Traveling Mini Conference Oahu Tokai University in Kapolei**
10:00 am - 2:00 pm FREE
Leadership Disability & Achievement Hawaii is capping off their annual Traveling Mini Conference on Oahu in October. Check out local resources, hear from community partners and connect with other parents. To register, visit www.ldahawaii.org or call 808-536-9684.
- 10/24 Pumpkin Carving Festival**
10:00 am - 5:00 pm FREE & \$35 kit
Windward Mall Atrium, Kaneohe
Watch giant pumpkin carving, buy a pumpkin carving kit for \$35 to create your own.
- 10/27 Coffee Cake & Play Dates Spooktacular Sensory Bash** 10:00 am - 12:00 pm FREE
For parents with children who are deaf/hard of hearing or deaf-blind. Info: call 808-699-3934 email: gingermk@hawaii.edu. Register: <https://bit.ly/hpdpbpcoffeecake>
- 10/28 Fall Dance & Silent Disco**
6:00 - 8:00 pm FREE
St. John Vianney Catholic Church, 920 N. Keolu Dr., Kailua
The Hawaii Autism Foundation is sponsoring a fall dance for teens and young adults. To register, visit: lp.constantcontactpages.com/sl/uRm9cQE
- 11/4 AccesSurf Hawaii Day at the Beach**
8:00 am - 2:00 pm FREE
Open to anyone with a physical or cognitive disability. Featuring assisted swimming and floating as well as surfing, trained volunteers and specialized equipment will help everyone enjoy an inclusive day at White Plains Beach. Sign up: www.accessurf.org
- 12/14 Deaf Santa at Pearlridge Mall**
A FREE event for children who are deaf/hard of hearing/deaf-blind. For more information, visit www.csc-hawaii.org.
- 2024 4/6 SPIN's Annual Conference**
8:30 - 3:30 p.m., UH Campus Center
Airfare scholarships & registration forms will be available starting November 1, 2023 on www.spinconference.org



For more events and happenings around the state, be sure to visit our website events calendar at

<https://spinhawaii.org/events/> and like us on Facebook!

SPIN - Special Parent Information Network