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Get **SET**...**S**upport, **E**ducate, **T**rain for **S**uccess!

The **mission** of KY-SPIN, Inc. is to link families and individuals with disabilities to valuable resources that will enable them to live productive, fulfilling lives.

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KY-SPIN's Friend Needs Help

Rabbity Rabbit is feeling a little hyper today can you help her find the toys and projects that can help her stay focused?



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Family Activities

February

- By this time in the season our littles are climbing the walls just waiting until that first warm day!
- Plan a playtime and then transition to reading. While this is a great way to engage with our littles it also is a great way to start teaching them how to transition from one activity to another.
- Ideas for playtime could include building a blanket fort to be used when you transition to reading!



KY-SPIN's Transition Tuesdays: Becoming a Contributing Community Member Youth Webinar
February 27, 2024
9:30-10:15am ET
[Register Here](#)

KY-SPIN's Lunch & Learn: Early Childhood Resources Webinar
March 12, 2024
12-1pm ET
[Register Here](#)

KY-SPIN's Virtual Caregiver Support Group: The IEP Team- Who's A Member
March 18, 2024
10am – 11:30am EST or 6pm – 7:30pm EST
[Register Here](#)

KY-SPIN's Transition Tuesdays: Disability Denial/Accessing Services Youth Webinar
March 26, 2024
9:30-10:15am ET
[Register Here](#)

US Department of Education Office of Special Education Programs (OSEP)

OSEP released a comprehensive guidance package designed to increase understanding of the IDEA's assistive technology (AT) requirements as it relates to the IDEA requirements under both Part B and Part C. This [guidance document](#) dispels common

misconceptions regarding AT and provides examples of the use of AT devices and services for children, students, and youth.

[Myths and Facts Surrounding Assistive Technology Devices and Services](#)

Transition Planning to Prepare Our Youth for Success

OSEP Director Williams and Rehabilitation Services Administration Commissioner Danté Allen released the fourth blog in a [series of blog posts](#) on secondary transition from OSERS. This [month's blog](#) addresses the transition planning process to ensure youth with disabilities and their families are empowered to experience successful post-high school outcomes.

Early Childhood Transition Q-&-A Released

OSEP released a [questions-and-answers document on early childhood transition](#), Nov. 28. This guidance will assist early intervention providers, school districts and state agencies in ensuring a seamless transition between Part C and Part B IDEA services for children with disabilities. (In Kentucky Part C is Kentucky Early Intervention System (KEIS) formerly known as First Steps and Part B is through the local public school district.)

Kentucky Department of Education (KDE) [Office of Special Education and Early Learning \(OSEEL\)](#)

Attention Parents

The annual Indicator 8 Parent Engagement survey is now out.

This is a **survey for parents of students receiving special education services**. Your responses will help guide efforts to improve services and results for children and families. All responses are anonymous and cannot be traced back to you or your child.

[Click here to take the 2024 Parent Survey](#)

The survey is a federal requirement as part of the Office of Special Education Program's (OSEP) [State Performance Plan and Annual Performance Report \(SPP/APR\)](#).

Newly Released Guidance



https://youtu.be/6BreRVQzP_Y?si=LRJxIDSZAQfXzCyw


Questions and Answers Related to Specific Learning Disability (SLD) companion resource for the **Specific Learning Disability Guidance Document**

Quick Guide to Special Education Dispute Resolution Processes for Parents of Children and Youth (Ages 3 to 21) , which provides a comparison of the three options available to resolve a dispute

In case you missed it...
Guidance Document for Individual Education Program (IEP) Development

IEP's and 504 Plans

Individualized Education Program (IEP)



An **IEP** is a written program developed by an Admissions and Release Committee (ARC)/IEP team designed to meet a student's unique educational needs.



The IEP was established by the Individuals with Disabilities Education Act (IDEA) to help ensure every child's access to a Free Appropriate Public Education.

A medical diagnosis doesn't automatically qualify a child. They must fall into one or more disability categories and have an evaluation to determine eligibility.

The child's disability must show an "adverse effect" that impedes progress where educational performance is significantly and consistently below the level of children of similar age. They must need specially designed instruction and related services.

An IEP addresses

- Present Levels of Performance (PLOP)
- Measurable annual goals
- Specially Designed Instruction
- How, when, and by whom services and supports will be provided
- How, when, and by whom progress will be monitored and measured
- Related Services and Accommodations
- Transition planning (age 14+)

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Section 504 Plans

What is a 504 Plan?



A Section 504 plan gives accommodations related to a student's disability to meet their needs. It is a civil rights law and not just for education. It is a written plan offering related aids and services that are aimed to meet learning needs as fully as students without disabilities are met.

Where does it come from?



The Rehabilitation Act of 1973

Section 504 provides a broad range of protections against discrimination based on the disability by recipients of Federal financial support, which includes public schools.

- *The disability does not have to be a lasting disability to qualify under 504 (e.g. temporarily wheelchair bound or on crutches.)*



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Individualized Education Program



https://youtu.be/8_wDMtkVrHA

Yearly Meeting

The team will meet yearly to review and update your child's plan.


Meetings are held at least once a year, but you can request a 504 meeting at any time.



https://youtu.be/0Aa017MT_44?si=PuP7_ni2K_tji0b9

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Early Childhood

Preparing for Doctors-Therapist Visits



Preparing for Doctors/Therapist Visits

Doctors

Make a list of questions to ask your child's doctor, like...

- How experienced are you with my child's condition?
- What should I know and look for related to my child's condition?
- What specialists does my child need?
- What hospital is the doctor affiliated with (Norton, UofL, UK, etc.)
- Do you have any concerns with my child's development?
- What milestones should I be looking for and when?
- What test does my child need and what are they for?
- Is my child in the correct car seat?

Therapist

Make a list of questions to ask your child's occupational, speech, physical therapist, and psychologist, like...

- What can I do to help my child at home with therapy?
- What do I need to do to help my child prepare for therapy?
- What are my child's goals? Are we on the same page?
- What skills can I practice with my child in our daily routines?
- How can I implement the things taught in therapy to better my child's life?
- How many visits does my insurance allow, and how long are each visit?

How to prepare for your child's visit to the doctor or therapist

- Have realistic expectations for your child and flexibility if things don't work as planned.
- Remind your child in preparation for the visits; many children have difficulty transitioning. Remind them of the appointment the day before, an hour before.
- Pack a bag with your child's favorite things, such as tablets, coloring books, snacks, and things to entertain them if the appointment runs long.



Encourage pretend play between you and your child! These are some everyday things your child may encounter at the doctor's office.

How many can you find?
 How many can you name?
 Do you know what they are used for?



Stethoscope



Blood Pressure Cuff



Hand Sanitizer



Swab



Thermometer



Doctor



Nurse



Scale



Height Chart



Otoscope



Band-Aid



Eye Test



Give yourself grace, you are doing amazing!

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If you need someone to talk to....

- 988 Suicide & Crisis Lifeline Crisis Line: 988 (talk or text)
Website: <https://988.ky.gov>
- KY Crisis Text Line: Text KY to 741741 to reach a volunteer Crisis Counselor
- National Suicide Prevention Lifeline (800) 273-TALK (8255)
- Kentucky [Community Mental Health Centers \(CMHCs\)](#) 24-Hour Crisis Numbers
- Disaster Distress Helpline Crisis line: 1-800-985-5990 (also available for Voice Phone-VP); Spanish-speakers can press "2" for 24/7 bilingual services. Website: <https://www.samhsa.gov/ddh>

Youth Connect:

KY-SPIN Youth Talk: Turning 18 What to Expect





WHAT'S IN A SIGNATURE?



Why do we sign things?

- Shows that you wrote something
- Shows that you agree
- Shows ownership

What do we sign?

- Financial or insurance papers
- Leases or contracts
- Consent



Who should we ask for help?

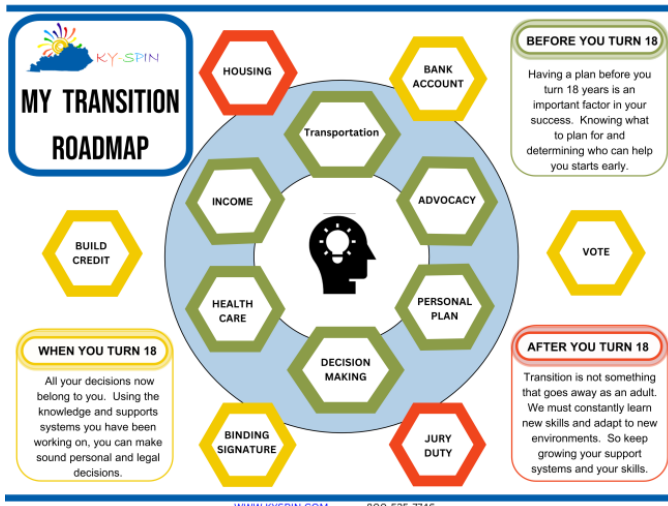
- Parents or Caregivers
- Lawyers or Legal Aid
- Trusted Friends



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