

SPINNING WHEEL

June 2009



National News:

◆ Student Progress Monitoring:

State Tracking to Measure Student Progress Toward IEP Goals (<http://projectforum.org/docs/StateTrackingtoMeasureStudentProgressTowardIEPGoals.pdf>): This new publication from Project Forum describes different methods states are using to track progress toward meeting annual goals since IDEA 2004 and the elimination of the requirement for short term objectives or benchmarks.

Student Progress Monitoring Resources for Parents and Teachers (<http://www.readingrockets.org/article/30678>): These resources from Reading Rockets explain how progress monitoring can provide data to help parents and teachers work together to make educational decisions for students.

◆ **National Center on Birth Defects and Developmental Disabilities Web Page** (<http://www.cdc.gov/ncbddd/index.html>)

The Center for Disease Control (CDC) has developed new web pages for the National Center on Birth Defects and Developmental Disabilities. Find resources on child development, specific medical disorders and conditions, and other topics.

KY-SPIN Consultants are present at the Commission for Children with Special Health Care Needs (CCSHCN) Clinics throughout the state at various times each month. For information on clinic visits & SPIN workshops contact us toll-free at 1-800-525-7746 or by e-mail at spininc@kyspin.com.

Spotlight on Kentucky: Kentucky State Advisory Panel for Exceptional Children (SAPEC)

The **Kentucky State Advisory Panel for Exceptional Children (SAPEC)** provides policy guidance with respect to special education and related services for children with disabilities in Kentucky as defined by special education regulations and applicable state and federal law. The Panel advises and assists the Department of Education regarding the provision of appropriate services for children aged birth through twenty. The authority for the Panel is mandated under the Individuals with Disabilities Act (20 U.S.C. 1400 et seq. as amended). The Panel conducts public forums as a part of their meetings. The public is encouraged to comment via e-mail or by coming to a meeting. For information via e-mail, contact Renee Scott at renee.scott@education.ky.gov or by calling Kentucky Department of Education (KDE) at (502) 564-4970.

The SAPEC public forums scheduled are for

June 18, 2009 6:30pm-8:30pm at Jenny Wiley State Resort Park, Prestonsburg, KY
October 15, 2009 6:30pm-8:30pm at Blue Licks Battlefield State Resort Park, Carlisle, KY

Did you Know

National Center for Learning Disabilities

Show Off Your Artistic Side!

LD Artist Competition Extended Until June 19, 2009!

Due to many requests from our art competition supporters, the National Center for Learning Disabilities (NCLD) has extended its art competition, so more of you can get involved in the OUR KIDS COUNT! campaign. Show off your artistic side and help NCLD's new public engagement campaign, OUR KIDS COUNT! We want to use your art to help educate politicians, policymakers, educators, friends and family about learning disabilities. If you are an artist, designer, poet, blogger, etc., please help us promote our campaign. Submissions Accepted (Digital/Electronic Formats only): Posters scanned or digital .jpg; Photography (scanned or digital .jpg); Streaming Web Videos (.mpg/.avi); Blogs (text/.doc files); We are open to any other suggestions! The Prizes (\$500 grand prize for each of the following three categories): Children (Ages 4 -11); Teens (Ages 12 -18); Adults (Ages 19 or older)

Deadline: June 19, 2009: Electronic Submittal: Please email your submission(s) to artist@ncl.org

Questions? Please email questions to Sara Anderson sanderson@ncl.org.



SPIN (Special Parent Involvement Network) is a statewide project of KY-SPIN, Inc. that "HELPS YOU HELP YOUR CHILD." SPIN PTI (Parent Training & Information Project) is funded by the U.S. Dept. of Education. **SPIN** provides training, information and support to people with disabilities, their parents and families, and information on all types of disabilities and topics for all age groups. There are no fees for **SPIN** services. Consultation, resource materials, and referral services are also available.

You can call us toll-free at 800-525-7746 or at 502-937-6894, our e-mail address is spininc@kyspin.com and our website is www.kyspin.com; our main office is located at 10301-B Deering Road / Louisville, KY 40272.





Early Childhood: Communication (birth to three):

Kentucky Early Childhood Standard – Demonstrates observation and listening skill and responds to the communication of others; communication skills in order to express herself/himself; and interest and engages in early literacy activities. Your child's ability to express herself/himself as well as understand others. It involves speaking, listening, and serves as the foundation for later reading and writing.

What does it mean?

- Infants and toddlers learn about talking and communicating by interacting with their families and the other people who take care of them. They learn from playing games (like peek-a-boo) with others and "talking" with them even before they are able to speak.
- Infants and toddlers typically respond to language through making sounds (cooing and babbling) and eye contact. They express themselves in many ways, by using sounds, gestures, movement, and words.
- Infants and toddlers learn from listening and often understand much more than they can express.
- Toddlers begin to use simple gestures and then words to express themselves (such as bye-bye and mama). Eventually, they begin to use phrases to express their wants and needs.

What are some things you can do?

- Talk to your child throughout the day. Talk about the things that you see everyday. Babies really like to listen to people when they use high voices and short sentences.
- Respond to your child's attempts to communicate with you. Have conversations with your toddlers about their day. Expand on toddlers' words by describing objects ("Let's play with the blue car") or events ("We are going for a walk in the neighborhood").
- Be patient and listen to your child as he "talks" to you – whether that be through sounds, gestures, or words. Give him time to let you know how he is feeling or what he needs.
- Make eye contact with your child as you are talking with him so that he knows that he is special and you are interested in talking with him.
- Use single words to label and describe objects.
- Avoid baby talk. Limit using words that are stated incorrectly (ba-ba for bottle or wa-wa for water). This can be confusing for children when they are learning new words.
- Read your child's cues. Talk when he is ready to listen and provide quiet time & time to rest when needed.
- Read to your child. Allow babies & toddlers to interact with books in a variety of ways. Babies may like to chew on books so provide safe, soft books like bathtub books. For toddlers, provide durable board books with lots of pictures & few words.
- Cuddle your baby or toddler while you are reading with them.
- Talk about the stories that you read. Point to the pictures and describe them. For toddlers, ask them questions about the pictures or story.
- Sings songs with your child. Most children love music with interesting words and repetition, like "Wheels-on-the-Bus."
- Repeat and expand on the words your child uses. Toddlers often use one word to represent an idea ("Ball" for "I want the ball"). You can add to their words by stating a sentence "Yes, you want the blue ball."
- Use gestures (waving hand for bye-bye) accompanied by words when communicating with your child.
- After 12 months or so (after your child stops putting most things in his mouth), provide him the opportunity to scribble. Use large crayons and plain paper. Talk about his work and display it in your home.

By: Kentucky Department of Education (2004). "Building a strong foundation for school success: The Kentucky early childhood standards. Parent guide for children birth to three." Frankfort, KY: Author. The full publication can be accessed at <http://education.ky.gov/NR/rdonlyres/13339B02-6065-42F0-B00E-40486538FB9E/0/birthtothreewebversion.pdf>

Transition: What Is Health Care Transition?

Transition from youth to adulthood involves many factors such as leaving home and managing finances, education, and employment. At the same time an important part of the transition process is preparing for health care.

As any young adult you will eventually need adult centered care. Adult health care means:

1. Being seen by adult health care providers in an adult setting
2. Focusing on meeting the health needs that adults have
3. Having a health care provider to answer, discuss and counsel you about adult health issues, concerns, and treatments
4. Learning about insurance both public and private

Begin to plan for this transition now by asking your health care providers questions, and take part in managing your own health care needs.

Prepared by Judy Blackwell, MSW at the Commission For Children With Special Health Care Needs in Lexington, Ky.



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Summer Fun!

