

KY-SPIN's eNews 5/21/24



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Get **SET...Support, Educate, Train for Success!**

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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Family Activities

May Family Discussions!

Search and find the different emotion emojis and discuss how we react to these emotions and ways we can manage our reactions.

Examples:

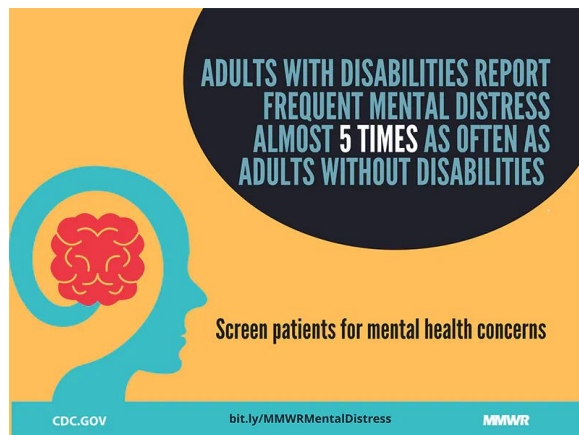
"When I'm angry...", I take 10 deep breaths before I respond to give me time

to calm down.
"When I'm sad...", I talk to someone I trust about why I'm sad.



Emotions & Self Regulation!

Mental Health Awareness Month



CDC: In 2018, an estimated 17.4 million (32.9%) adults with disabilities experienced frequent mental distress, defined as 14 or more reported mentally unhealthy days in the past 30 days.

Helpful Resources:

- [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#) is the agency within the U.S.

Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation.

- [988 Suicide & Crisis Lifeline](#) The 988 Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States.
- **Kentucky [Community Mental Health Centers \(CMHC\)](#)** Publicly-funded community services are provided for Kentuckians who have problems with mental health, developmental and intellectual disabilities, or substance abuse.

KY-SPIN Presents



NURTURING PARENTING

for

Parents of Children with Special Needs and Health Challenges

Every Tuesday in May and June

11am - 12:30pm EST

Each session features a Parent Cafe!

One registration, you can attend all sessions or just the sessions you like.

[Register Now](#)



<https://tinyurl.com/4smzv7kn>

May 7, 2024 Nurturing Philosophy
May 14, 2024 Personal Power, Praise, and Positive Discipline
May 21, 2024 Coping and Calming the Brain
May 28, 2024 Sibling Support
June 4, 2024 Change, Grief, and Loss
June 11, 2024 Praise, Encouragement, and Family Rules
June 18, 2024 The Power of Play and Socialization
June 25, 2024 Communication and Advocacy

For More Info
Contact Amber Hamm:

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Resource Corner



IMPULSE CONTROL
The ability to think before acting or speaking. The ability to say to oneself "Is what I'm about to do or say appropriate?"
An autistic person who struggles with impulse control may interrupt conversations or say things others find inappropriate. Please have patience and if it becomes a problem, talk to them directly about your concerns, making clear what you would like them to do instead.

EMOTIONAL CONTROL
The ability to manage one's emotions, as well as the ability to identify one's emotions.
Autistic people can have a difficult time recovering and "moving on" after feeling intense emotions, particularly negative ones. It can lead to stress, outbursts, and/or meltdowns. Allow the person time and space to recover. Don't try to force conversation. Ask if they want to be alone or prefer to have company. Make water and comfort items available.

WORKING MEMORY
The ability to recall recently learned information and directions. The ability to follow multistep directions.
An autistic employee might need tasks broken down into smaller parts. Try giving one assignment at a time or a list in writing.

WHAT IS EXECUTIVE FUNCTIONING?
Executive Functioning is a set of skills that enable you to do things like pay attention, remember information, and multitask. These skills are used in planning, organization, strategizing, paying attention to small details, and time management.

WHAT IS EXECUTIVE DYSFUNCTION?
Executive dysfunction is very common in autistic people. It means a lack of, or impairment of, executive functioning skills. Autistic people may appear more inflexible, have shorter attention spans, or forget things more than their non-autistic peers. They may require atypical solutions, more time, effort, or assistance to achieve their goals.

SELF-MONITORING
The ability to analyze one's own self-presentations, emotions, and behaviors in social situations.
Autistics can have difficulty with knowing how they are perceived by others. Be understanding of differences that don't harm others; offer direct advice for problems where safety is a concern.

PLANNING
The ability to break down larger projects into smaller tasks and determine importance. Also includes time-management.
Autistic people are great at seeing details clearly, but can have a hard time seeing a big picture and understanding which details are most relevant to that picture. Visual aids such as charts, graphs, and tables may be helpful.

ORGANIZATION
The ability to keep materials, projects, supplies and papers properly organized so that they are easily found. Also includes the ability to keep thoughts and time in order.
The autistic worker might benefit from additional resources for organization. Examples include detailed task lists, visual reminders, calendar and reminder apps.

Schedule a consultation with ISAW to learn more at isaw.hdiuk.org
Contact: Bev Harp at baharp2@uky.edu or Brittany Granville at bgr263@uky.edu

ISAW Innovative supports for autistic workers | **Human Development Institute**

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FAQ

ANSWER

Do you need to know more about Participant Directed Services (PDS)?

We have some news for you! Be sure to take a look at our newly published FAQ document containing details about PDS.



Kentucky Cabinet for Health and Family Services A new Participant Directed Services (PDS) Frequently Asked Questions (FAQ) document for 1915(c) Home and Community Based Services (HCBS) waiver programs is now available. The FAQ addresses questions we have received about the PDS service delivery model.

Click this link for more details: <https://buff.ly/4aew2zt>

Newly Released Guidance:

The **Kentucky Department of Education's (KDE) Office of Special Education and Early Learning (OSEEL)** recently released [The Individuals with Disabilities Education Act \(IDEA\) Part B Special Education Process for Identifying, Evaluating and Determining Eligibility for Special Education Services](#). This document provides information on the special education process, including steps by which children are identified as having a disability and in need of special education services.

Important U.S. Department of Health and Human Services (HHS) Federal Rulings:

- **Office for Civil Rights (OCR)** [Section 504 of the Rehabilitation Act of 1973 Part 84 Final Rule: Fact Sheet](#) Issued a final rule to advance equity and bolster protections for people with disabilities. The final rule, Discrimination on the Basis of Disability in Health and Human Service Programs or Activities, updates, modernizes, clarifies, and strengthens the implementing regulation for Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of disability in programs and activities that receive Federal financial assistance.
- **Centers for Medicare & Medicaid Services (CMS)** released the

following final rules:

- [“Minimum Staffing Standards for Nursing Homes”](#) establishes, for the first time, national minimum staffing requirements for nursing homes to improve the care that residents receive and support workers by ensuring that they have sufficient staff.
- [“Ensuring Access to Medicaid Services”](#) (“Access Rule”) creates historic national standards that will allow people enrolled in Medicaid and the Children’s Health Insurance Program (CHIP) to better access care when they need it and also strengthens home and community-based services (HCBS), which millions of older adults and people with disabilities rely upon to live in the community. This landmark final rule will set minimum threshold standards for payments to the direct care workforce, create meaningful engagement with Medicaid consumers, and advance provider rate transparency.
- [“Medicaid and Children’s Health Insurance Program \(CHIP\) Managed Care Access, Finance, and Quality”](#) (“Managed Care Rule”) will improve access to care, accountability and transparency for the more than 70 percent of Medicaid and CHIP beneficiaries who are enrolled in a managed care plan. It will require a limit on how long enrollees have to wait for an appointment and allow people to compare plan performance based on quality and access to providers.
- [HHS Issues New Rule to Strengthen Nondiscrimination Protections and Advance Civil Rights in Health Care](#) Issued a final rule under Section 1557 of the Affordable Care Act (ACA) advancing protections against discrimination in health care. By taking bold action to strengthen protections against discrimination on the basis of race, color, national origin, sex, age, and disability, this rule reduces language access barriers, expands physical and digital accessibility, tackles bias in health technology, and much more.

Early Childhood

[Increasing Independence](#)

A great way to increase motivation for kids. 4 Steps to Goal Setting for Kids gives some practical ways to encourage executive function skills from Scholar Within.



4 Steps to Goal Setting for Kids

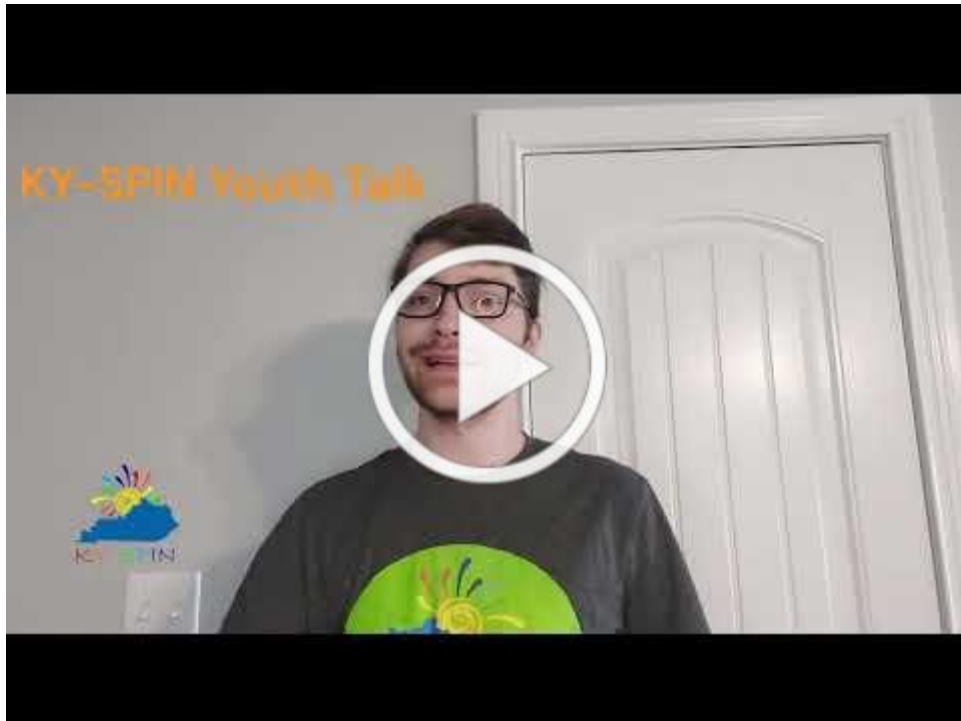
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If you need someone to talk to....

- 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's Youth Talk Money Management](#)



<https://www.youtube.com/watch?v=avJKO-film50>

WHAT IS A BUDGET?

A budget is a plan that will track how much money you are receiving each month and how much money you are spending each month.

Need or Want

Need - Something you must have, like food or a place to live.
Want - Things that are nice, but not necessary.

The 75-15-10 rule is a good way to budget.

Vocabulary

Income - Money you receive
Expenses - Money you pay

- Fixed expenses - Expenses that stay the same
- Variable expenses - Expenses that change

Savings - Money you keep for the future

Budget Success

1. Start with a plan
2. Adjust your spending to stay on budget
3. Review your budget regularly
4. Make changes as needed

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Planning My Budget

75-15-10 Rule
Use this rule (or look online for others) to keep your budget on track and still get the things you want! After completing, you will be ready to fill in your own monthly budget!

WHAT IS MY INCOME?

Think about the money you receive each month and list below.

Job

Allowance

SSI

Monthly INCOME Total: \$

WHAT ARE MY EXPENSES?

NEEDS (75%)
Make a list of things you need: Housing, Transportation, Food, Utilities, Insurance

Using a calculator do the following:
1. Input your INCOME total
2. Press X
3. Input 75
4. Press =

Monthly NEEDS Total: \$

WANTS (15%)
Make a list of things you want: Video Games, Movies, Clothes, Make up

Using a calculator do the following:
1. Input your INCOME total
2. Press X
3. Input 15
4. Press =

Monthly WANTS Total: \$
Add WANTS + NEEDS: \$

SAVINGS (10%)

Using a calculator do the following:
1. Input your INCOME total
2. Press X
3. Input 10
4. Press =

Monthly SAVINGS Total: \$

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My Budget 75-15-10

INCOME

Total Income	\$

SAVINGS 10%

MONTHLY \$

Current Balance \$

1. Determine the MONTHLY amount that you have available for each category.
2. Break down your individual expenses for the month, and enter in the amount of money you need for each.
3. Total your individual expenses and compare the total to your MONTHLY amount.
4. Adjust your individual expense amounts until your MONTHLY totals and your NEED and WANT totals match.

EXPENSES I NEED 75%

MONTHLY \$

Rent/Mortgage	
Transportation/Car payment	
Groceries	
Phone	
Insurance	
Utilities	
NEED Total	\$

EXPENSES I WANT 15%

MONTHLY \$

Travel	
Clothes/Personal Care	
Restaurants/Delivery	
Movies/Entertainment	
WANT Total	\$

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FINANCIAL GOALS FOR THE IEP

An important part of your IEP is transition planning. Make sure you include financial planning and money skill goals in your IEP to get a strong head start. Below are some suggestions.

I can create a personal budget

By the end of IEP cycle, the student will be able to identify how to create a budget and input necessary data to maintain the budget with ___% accuracy.

I can understand the concept of receiving interest and paying interest.

By the end of the IEP Cycle, the student will be able to understand what interest is, and know when they will gain interest and when they will pay interest with ___% accuracy.

I can understand the difference between debit, credit cards, and gift cards.

By the end of the IEP cycle, the student will be able to identify what type of card is presented, and how to safely use that card with ___% accuracy.

I can understand and monitor my bank account.

By the end of the IEP cycle, student will understand how to review a bank account online, and identify debits and credits within that account with ___% accuracy.

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