



Welcome/Bienvenidos

Letter from the Director/Carta Enviada por el Director

BY CECE PINHEIRO

A thank you and an introduction—
Big thanks to the Santa Cruz Film Festivals Board member Laurie Fried and Treasurer Beth Gummere for supporting SPIN in bringing film maker Helen Cohen to Santa Cruz. On Nov. 15, 2014 Helen Cohen spoke at the Mid Town Café, after her latest film “States of Grace” aired at the Rio. Helen is an award winning documentarian as well as a parent of an adult child with Autism, her film “States of Grace” deals with not only parenting children with disabilities but becoming disabled and so much more! Special thanks to Zac Crager owner of Mid Town for providing us with the beautiful space for our event.

Now I'd like to introduce Liz Phillips my friend who was tragically blinded at 6 months old and who has now almost completed her PhD. Please read her important message:

Instruction of the Next Generation

BY LIZ PHILLIPS

It was a beautiful Thursday morning and I was out at Berkeley's Aquatic Park, walking with my guide dog, Allegro, whom I have lately been referring to as “my labradorable,” because of his incredible cuteness. If it were safe to run the trail, perhaps we would have. But it isn't safe to run with a guide dog, especially if, like me, you find yourself ahead of the dog while running. It just defeats the point if the blind human is leading the guide dog. Instead, we resorted to walking so quickly that we could have been mistaken for running, but technically were not. Birds sang, very few people came by, the air was clear, the sun was shining, (but even in the sun it was wonderfully cool,) and I was managing to be exceptionally quiet and not trip on anything which surprised me.

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POR CECE PINHEIRO

Un agradecimiento y una introducción.—
Gracias al miembro de la mesa directiva de los Festivales de Cine de Santa Cruz, Laurie Fried y la tesorera, Beth Gummere por apoyar a SPIN en traer a la cineasta Helen Cohen a Santa Cruz. El 15 de noviembre del 2014 Helen Cohen habló en el Mid Town Café, después de que su película “estados de Grace” se transmitiera en el teatro Rio. Helen es un galardonado documentalista, así como un padre de un hijo adulto con Autismo, su película “estados de Grace” trata no solo sobre la crianza de niños con discapacidades, sino también convertirse en discapacitada y ¡mucho más! Un agradecimiento especial a Zac Crager propietario de Mid Town Café por proporcionarnos el hermoso espacio para nuestro evento.

Ahora me gustaría presentar a mi amiga Liz Phillips que fue trágicamente cegada a los 6 meses de edad y que casi ha completado su doctorado. Por favor, lea su mensaje importante:

Instrucción de la próxima generación

POR LIZ PHILLIPS

Era una hermosa mañana de jueves y yo estaba fuera en el Parque Acuático de Berkeley, caminando con mi perro guía, Allegro, que he estado llamando últimamente “mi labradorable”, debido a su increíble aspecto adorable. Si fuese seguro correr el camino tal vez lo abríamos hecho. Pero no es seguro correr con un perro guía, sobre todo si, como yo, usted se encuentra por delante del perro mientras corre. Sólo derrota el punto si el humano ciego es el líder del perro guía. En lugar de ello, recurrimos a caminar tan rápido que se pudo haber confundido por correr, pero técnicamente no lo era. Los pájaros cantaban, muy pocas personas andaban por ahí, el aire era claro, el sol brillaba, (pero incluso en el sol era fresco,) y yo estaba tratando de ser excepcionalmente tranquila y no tropezar en cualquier cosa que me sorprendiera.

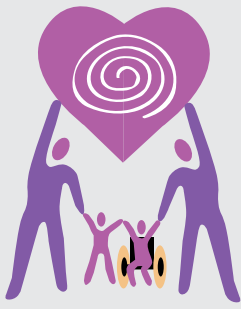
CONTINUA EN LA PAGINA 3—



...Nurturing
Special Kids'
Potential



...Nutriendo
el Potencial de
Niños Especiales



Special Parents Information Network

SPIN is a nonprofit organization dedicated to providing support, information and training to the families and guardians of children with special needs.

Red de Información para Padres Especiales SPIN es una organización sin fin de lucro dedicada a proveer apoyo, información y entrenamiento para las familias y tutores de niños con necesidades especiales.

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Ricardo Cornejo,
Parent Support & Training Coordinator

Instruction of the Next Generation

Continued—

I had too much work to do to make the entire loop around the park that morning, so we stopped at an odd piece of wood and some other material imbedded for some inexplicable reason in the road, which makes an excellent landmark, and I gave Allegro a few minutes of being an ordinary dog. He sniffed around happily as I checked the time. We'd gone 3/4 of a mile in twenty minutes flat, which was much faster than I had expected.

Completely immersed in the joy of being able to move and be outside, we made time back the other direction just as quickly. I was not a "blind person on a walk," although I was walking, and still blind. I did not "look blind" whatever that means, and the phrase should be abolished in my opinion. I looked like myself. I walked tall. Even when walking uphill I managed to stand straight, the way my dad taught me to do a few weeks ago. I smiled at people who walked by. I carried myself like I was sure of my belonging in this world, because, of that, I am completely sure. I did not move cautiously, but like I trusted myself to find my way, and hold my own, because I am learning that I can.

Perhaps that is why the little boy said hi to me as I made my way up the sidewalk back to the main road. There was quite a gathering of children on the sidewalk, actually. I'm starting to wonder if there is an elementary school nearby there. Perhaps parents or teachers like to bring the kids there to play. The park has an extensive playground, awesome for a child. Most of the kids walking toward me were talking amongst themselves and this is honestly what I expected all of them to do. I was on a walk by myself and had no need to have a conversation with anyone.

But the last kid to walk by, who sounded like he was between ten and twelve, who was walking with an adult, slowed down and said hello. And I smiled at him and said hello in return and kept walking.

The adult with the group was either a teacher or his or someone else's mother. I could hear both of their sets of footsteps behind me, and the woman slowed down slightly. The little boy asked, his voice conveying indignant confusion, "What!" I hear that same tone from kids who are being caught out at something which they shouldn't have done. What, indeed? What had the kid done wrong?

But I could guess the what, in vivid detail. The "what" went like this: the kid had done nothing that "he shouldn't have done," but instead, he did something that "people don't do." It is a very important distinction, which the adult with him did not make, and by example started to teach him to not make it likewise.

It starts with a look. You know the one. You're fixed with it by someone with more power than you, usually while you are a child looking up, literally and figuratively to the older and wiser grown-ups around you. You got that look when you picked your nose in public, took off your bathing suit in the baby pool when you were a little too old to get away with it, and perhaps when you said hello to a person with a disability when you were twelve, because you're sociable and like to acknowledge people you pass on the road. Shhhh, it isn't done. But I'm on the little boy's side here. What is that about? Why on earth isn't it as normal to talk to me as it is to talk to anyone else? My abilities, or lack of them, should not matter that much.

Now, I am not advocating for everyone to pick their nose or run around naked. Most social norms are fine. They're there for a reason, and a really good one at that. However, I become terribly, terribly sad when I see an adult perpetuating social norms that are exclusionary, that harmfully stereotype and prejudge those different from oneself. This kind of "us" and "other" mentality is the source of sexism, racism, and religious wars, as well as ableism— discrimination based on ability— and is at the root of many more instances of intolerant attitudes and actions as well. It perpetuates destructive social barriers, reinforcing a separateness that deforms relationships and further entrenches false beliefs and perceptions that are as devaluing of the people who hold them as they are of the people at whom such perceptions are aimed. What are we saying to our children when we admonish them for acting politely toward another human being, insinuating they have made some social blunder, insisting, wrongly, that the person they were about to speak to is in a different category, has a disability, and so needs to be treated accordingly?



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Continuado—

Tenia demasiado trabajo que hacer para darle toda la vuelta al parque esa mañana, por lo que paramos en un extraño trozo de madera, y algunos otros materiales incorporados por alguna razón inexplicable en la carretera, el cual hace una excelente referencia, y le di Allegro unos minutos de ser un perro normal. Felizmente, olía todo mientras yo revisaba la hora. Habíamos caminado 3/4 de milla en veinte minutos, que era mucho más rápido de lo que yo esperaba.

Completamente inmersa en alegría por tener la capacidad de moverme y estar afuera, de regreso caminamos tan rápidamente en la otra dirección. Yo no era una “persona ciega en un paseo”, aunque yo iba caminando, y seguía siendo ciega. Yo no me “mirada ciega”, lo que sea que eso signifique, y la frase debe ser abolido en mi opinión. Yo me miraba como yo. Yo caminaba en alto. Incluso cuando caminaba de subida conseguí pararme derecha, de la forma en que mi padre me había enseñado un par de semanas atrás. Yo sonreía a las personas que caminaban junto a mí. Caminaba segura de que yo pertenecía en este mundo, por esto soy una persona segura. Yo no me movía con cautela, sino confiada que yo podía encontrar mi camino, y sostenerme yo misma, porque estoy aprendiendo que yo puedo.

Tal vez es por eso que el niño me digo hola mientras caminaba hasta la acera de la calle principal. La verdad, había bastate niños en la acera. Estoy empezando a preguntarse si hay una escuela primaria cerca de allí. Tal vez a los padres o maestros les gusta traer a los niños a jugar ahí. El parque cuenta con un amplio patio, ideal para un niño. La mayoría de los chicos caminando hacia mí se hablaban entre ellos y sinceramente esto es lo que yo esperaba de todos ellos. Yo estaba en un paseo sola y no tenía necesidad de tener una conversación con alguien.

Pero el último niño que paso junto a mí, que se escuchaba como un niño de entre diez y doce años, que caminaba con un adulto, se detuvo y me dijo hola. Yo sonreí y le dije hola y seguí caminando.

El adulto con el grupo era un maestro o su madre o la madre de otro niño. Yo podía oír sus pasos detrás de mí, y la mujer empezó a caminar un poco despacio. El chico le preguntó, con su voz indignada transmitiendo confusión, “¿Qué!” oigo ese mismo tono de los niños que son atrapados haciendo algo que ellos no debería haber hecho. ¿“Que” en realidad? ¿Qué había hecho el chico que estuviera mal?

Pero yo podía adivinar el “qué,” con el máximo detalle. El “qué” fue algo así: el niño no había hecho

nada que “no debería haber hecho”, pero en su lugar, hizo algo que “las personas no hacen”. Es una distinción muy importante, que el adulto con él no hizo, y por ejemplo comenzó a enseñarle a no hacer lo mismo.

Comienza con una mirada. Usted sabe cual. Usted está fijado con esa mirada de alguien con más poder que usted, por lo general, mientras que usted es un niño mirando hacia arriba, en un sentido literal y figurado a los maduros y más sabios adultos alrededor de usted. Te echaban esa Mirada cuando te picabas la nariz en público, te quitabas tu traje de baño en la piscina de bebés cuando eras un poco grande para salirte con la tuya, y tal vez cuando le dacias hola a una persona con discapacidad cuando tenias doce, porque eres muy sociable y te gusta reconocer a las personas que pasas por la carretera. Shhhh, eso no se hace. Pero yo estoy del lado del pequeño aquí. ¿De qué se trata eso? ¿Por qué en la tierra no es tan normal hablarme a mí, como hablarle a cualquier otra persona? Mis capacidades, o la falta de ellas, no deben importar mucho.

Ahora, no estoy defendiendo que todo el mundo se pique su nariz o corran desnudos. La mayoría de las normas sociales están bien. Están allí por una razón, y una muy buena. Sin embargo, me entristece terriblemente, cuando veo un adulto perpetuar las normas sociales que son excluyentes, estereotipos que pueden

causar daño y prejuizar a todas esas personas que son distintas de uno mismo. Este tipo de mentalidad de “nosotros” y “ellos” es la fuente del sexismo, el racismo, y las guerras religiosas, así como ableismo- discriminación basada en la capacidad- y se encuentra en la raíz de muchos más casos de actitudes intolerantes y acciones. Perpetúa las barreras sociales destructivas, refuerza la separación que deforma las relaciones y aun más consolida falsas creencias y percepciones que son tan devaluantes para la gente que lo cree así como para la gente que tal percepciones están dirigidas. ¿Qué es lo que estamos diciendo a nuestros hijos cuando los amonestamos por actuar cortésmente hacia otro ser humano, insinuando que han hecho algunos deslices, insistir, sin razón, que la persona a la que estaban a punto de hablar está en una categoría diferente, tiene una discapacidad, y por lo tanto debe ser tratada en consecuencia?

*I carried myself like
I was sure of my
belonging in this world,
because, of that,
I am completely sure.
I did not move cautiously,
but like I trusted myself
to find my way, and
hold my own, because
I am learning that
I can.*



CONTINUES FROM PAGE 2—

CONTINUACIÓN DE LA PAGINA 3—

*I continued believing
in myself.*

I continued walking tall.

*I know the truth
about myself no matter
what others are
or are not doing.*

*Yo seguiré creyendo
en mí. Continuare
caminando en alto.*

*Sé la verdad sobre mí
y no me importa
lo que otros hagan
o dejen de hacer.*

own separateness. Until we cannot think critically about the distinction between the inculcation of healthy social norms and the perpetuation of ignorance, misunderstanding, distrust, falsehood, and fear.

Sometimes children know more than we adults who think we are in fact so much older and therefore wiser. It is too easy to be like that woman and project your insecurities, stereotypes, and limiting beliefs onto the children in your care or onto your friends and family who might think differently. I was unsure how to salvage the moment and reassure the adult, as much as the child, that it is perfectly okay to talk to someone who is blind. But there seemed little I could do. What would you do?

I continued believing in myself. I continued walking tall. I know the truth about myself no matter what others are or are not doing. I hoped the child might know an adult who could now teach him an even harder lesson: that not all adults are right, that we can make mistakes, grave mistakes, that we are all equal, and to trust himself. I kept on going my way. Then I decided to share this experience. What world do we want to leave to our children? The answer to that question rests, in part, on what we impart to them about the ways in which we live and accept and belong. It is as simple and as difficult as putting aside our preconceived notions of who we and other people ought to or are told to be, and being open to finding out who we really are, celebrating our differences, and by doing so, becoming part of the incredible difference that will make.

.....

Esto es cómo la discriminación contra las personas con discapacidad continúa; se transmite de una generación a la siguiente. Comienza con la siembra de una semilla y crece hasta que tenemos miedo de uno al otro, hasta que nos creemos los estereotipos, las mentiras y el mito de nuestra propia separación. Hasta que no podemos pensar críticamente acerca de la distinción entre la inculcación de normas sociales sanas y la perpetuación de la ignorancia, la incomprensión, la desconfianza, la mentira y el miedo.

A veces, los niños saben más que nosotros, los adultos que pensamos que somos más maduros y por lo tanto más sabios. Es demasiado fácil ser como esa mujer y proyectar sus inseguridades, estereotipos y creencias que nos limitan en los niños en su cuidado o a tus amigos y familiares que podrían pensar de manera diferente. Yo estaba insegura de cómo salvar el momento y tranquilizar al adulto, tanto como el niño, y hacerles saber que está perfectamente bien hablar con alguien que es ciego. Pero parece poco lo que podría hacer. ¿Qué haría usted?

Yo seguiré creyendo en mí. Continuare caminando en alto. Sé la verdad sobre mí y no me importa lo que otros hagan o dejen de hacer. Yo espero que el niño pueda conocer un adulto que ahora le enseñe una lección aún más difícil: que no todos los adultos están en lo correcto, que podemos cometer errores, graves errores, que todos somos iguales, y que confié en el mismo. Yo seguí mi camino. Después decide compartir esta experiencia. ¿Qué mundo queremos dejar a nuestros hijos? La respuesta a esta pregunta depende, en parte, de lo que les impartimos sobre las maneras en que vivimos y aceptar y pertenecer. Es tan sencillo y tan difícil como dejar a un lado nuestras ideas preconcebidas de lo que nosotros somos y lo que se dice que debemos ser, y estar abierto a descubrir quiénes somos en realidad, que celebramos nuestras diferencias, y al hacerlo, convertirse en parte de la increíble diferencia que hará.

.....



L-R Laurie Fried Santa Cruz Film Fest Board member, Film maker Helen Cohen, SPIN Exec Board member Pat Golditch, SPIN Exec Director Cece Pinheiro , SPINBoard member Ken Kulpa.

Save the Date



Aparte el Dia

Pajaro Valley Conference

Conferencia Del Valle Del Pajaro

For Spanish Speaking families of children with special needs
Para Familias de Niños con Necesidades Especiales

Saturday, January 31st 2015
Sábado, 31 de enero del 2015
8:00 am-1:00pm

Watsonville High School
250 E Beach St., Watsonville, CA 95076

This conference is designed for Spanish speaking families with children with disabilities. Bilingual professionals are also welcome to attend. Educational workshops and a community resource fair will be offered. Continental breakfast will be provided.

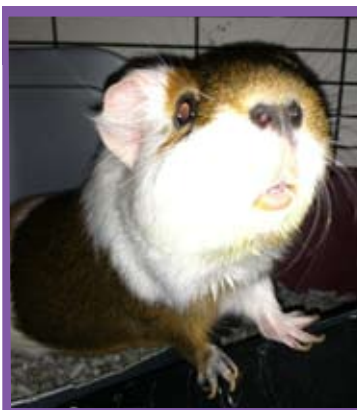
Esta es una conferencia en español diseñada para familias de niños con discapacidades. Profesionales también son bienvenidos. Se ofrecerán talleres educativos y una feria de recursos comunitarios. Se proveerá desayuno continental.

No Childcare will be provided
No habrá cuidado de niños

For more information or to collaborate with the conference please contact
Para más información o si quiere ser un colaborador en esta conferencia llame a
Elizabeth Chavez (831) 722-2800 • email/correo electrónico : echavez@spinc.org



more announcements/ mas anuncios



WEBSITE ANNOUNCEMENT

Please remember to check out the SPIN website:
¡Recuerde visitar el sitio Web de SPIN:

www.spin.org

for the latest on activities, events, support groups,
and more! **para lo último en actividades, talleres,
grupos de apoyo, y más!**



Monarch ILS supports people with developmental and intellectual disabilities to become more empowered, independent individuals who are actively engaging in their communities. We provide support in a variety of areas, including: increased participation in integrated settings, community and home safety, health and wellness education, accessing technology, utilizing public transportation, physical fitness, relationship development and personal safety, employment skills, job attainment and retention, academics, volunteerism, self-advocacy, self-determination, appropriate social interaction and boundary awareness, enriching recreational pursuits, literacy, creative expression, self-regulation, and emotional well-being.

For more information please contact

Beth Prentiss, Program Manager

Phone: (831) 430-6439

Email: prentiss.beth@gmail.com

www.monarchils.com

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www.santacruz yoga.net

For more info call Tom at

(831) 332-0789 or

email tsimpkins@santacruz.k12.ca.us

Working together to support SPIN



Much like SPIN, the joy for me is educating my clients so they can make informed decisions, balance their needs/wants, and create a quality living experience for everyone involved.

If you are looking to purchase or sell real estate in Santa Cruz County it would be an honor to serve your needs."

Teresa Marlow

REALTOR® | DRE# 01733164

831.818.3430

TM@TeresaMarlow.com | TeresaMarlow.com

thank you/
gracias

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of the Balzer Family
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**Down Syndrome Support
Group having fun at their
Pumpkin Patch Gathering.**



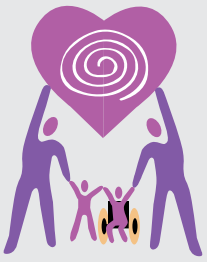
Like

**SPIN now has a
Facebook page.**

Please look us up "Special
Parents Information Network"
and LIKE our page to receive
updates and announcements.

Spanish Speaking Down Syndrome Support Group





Special Parents Information Network

Mailing address/Domicilio
P.O Box 2367
Santa Cruz, Ca 95063
Email:info@spinsc.org

So. Santa Cruz Co Office
294 Green Valley Rd. Ste. 313
Watsonville, Ca 95076
Phone: (831)722-2800
Fax: (831)722-2580

No. Santa Cruz Co Office
740 Front Street, Suite 175
Santa Cruz, Ca 95060
Phone: (831) 423-7713

San Benito Co Office
320 Hillcrest #105
Hollister, CA 95023
Phone: (831) 722-2800

Support Group Meetings

GET CONNECTED! CHECK OUT SUPPORT INFO

SPIN All Disabilities Parent Support Group

Join the group for special speakers and topics, as well as receive informational and emotional support from other parents. Meetings are held at different locations; one meets once a month, on Wednesdays, at the Santa Cruz office. Others are scheduled for special presentations. Call Nancy at 423-7713 or email nwinans@spinsc.org for info.

Grupo de Apoyo de Síndrome Down

Es usted padre de un hijo/a con Síndrome de Down? Quiere conocer otros padres, compartir sus experiencias, saber de nuevos recursos. Quiere recibir apoyo de personas que entienden su situación entonces venga a nuestras juntas y haga nuevos amigos. Llame a Sonia Plageman al (831) 423-7713 para más información.

San Benito Parent Support Group

If Parents are interested in The San Benito County Support Group; please contact Ricardo Cornejo at (831) 722-2800 or rcornejo@spinsc.org for info.

SPIN ONLINE SUPPORT GROUP:

This group is open only to parents or family members in the Santa Cruz and San Benito counties of Central California. To participate, go to this webpage: <http://groups.yahoo.com/group/spinsc>.

Follow the directions to join. Be sure to tell us your first and last name; city where you reside, and child's disability. This is to protect our group and keep it local. Your information will be kept confidential by the moderator. The more who join the more people who can give and receive support! Our group email is: spinsc@yahoogroups.com. Contact Nancy Winans at 423-7713 or nwinans@spinsc.org for more info.

PARENT /COMMUNITY Led Support Groups Autism/ Asperger Support Group

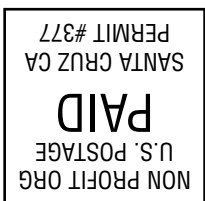
Michele Robbins, parent of twins with autism, has been leading a Parent Support group for parents of children with Autism or Asperger Syndrome for over a year. They meet once a month in the evening. Please contact her directly at: michelebrobbins@gmail.com for more information about the meeting place and dates.

C.H.A.D.D Support Group for Parents of children with AD/HD. Meetings are held in Aptos. Contact Judy Brenis for more information about this informational group at 831-684-0590.

NEW Groups! If you would like help to start a new parent support group for a specific disability, contact Nancy Winans at 423-7713 or nwinans@spinsc.org to discuss how SPIN can help you get a group going.

SPIN is a member of "FEDC" – California Family Empowerment Disability Council

Current Resident or



Special Parents Information Network (SPIN)
P.O Box 2367
Santa Cruz, Ca 95063
Email:info@spinsc.org
Website: www.spinsc.org

