celebrating two decades of making a difference
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Introduction

During the early and mid-1980s many changes were occurring on the national scene to affect how children and adults with disabilities were receiving services. Self-advocates and families pushed for legislation that would recognize persons with disabilities as valued members of their own communities. New legislation would require the provision of services and supports necessary for inclusion and participation in schools, jobs, and homes of their choice.

On the local level, the State of Hawai‘i was moving slowly to understand and address these new federal requirements. In addition, families of children and adults with disabilities had little understanding of the possibilities afforded under the new federal initiatives. In the mid-1980s, Hawai‘i was lagging behind other states:

- Serving the lowest percentage of students under the Education of all Handicapped Children Act;
- Placing most children and adults with significant disabilities in an institutional setting; and
- Spending less money serving persons with disabilities than any other state.

The new federal laws, and the emerging needs of persons with disabilities, set the stage for the design and emergence of a new interdisciplinary training, research, and community service program: the Hawai‘i University Affiliated Program (UAP), later to become the Center on Disability Studies (CDS).

In the ensuing two decades much has happened to make community-based services a reality. The following pages will spotlight some of the programs that the UAP and the CDS have implemented to assist with this process. We were able to locate many previous faculty who played a significant role in these programs. We found many community people who have also been part of this process. Please enjoy with us a trip down memory lane.
Madeline Goodman, PhD

Dr. Goodman was Assistant Vice-President for Academic Affairs of the University of Hawai‘i (UH) from 1986 to 1993. During that time, she championed the development of the Hawai‘i University Affiliated Program and served as the Principal Investigator for the federal grant that established the program. In addition to serving as an advocate for services for persons with disabilities, she also was an advocate for racial equity and Women’s Studies at UH. She lead efforts to develop policies regarding sexual harassment and authored an activist Affirmative Action Plan. Dr. Goodman left UH in 1994 to become Dean of the College of Arts and Science at Vanderbilt University. She died of cancer in 1996. The Center on Disability Studies is indebted to Dr. Goodman for her vision and support in the establishment of the program that is now the Center on Disability Studies.

George Fargo, PhD

Dr. Fargo, a professor of special education at the University of Hawai‘i, during the 1970s and 1980s, was one of the first faculty members to realize the potential for interdisciplinary teaching and research in the field of developmental disabilities. He spoke out regarding the health, human services, and education needs of persons with developmental disabilities in the state. He was one of the original advocates for a University Affiliate Program (now CDS) at UH. Dr. Fargo died in 1987 before his dream of the program was realized. (Picture not available.)

Robert “Bud” Dire, PhD

Dr. Dire was an Assistant Professor at the Center on Disability Studies in the 1990s. He served as the coordinator of professional development activities for special educators in American Samoa. Dr. Dire was instrumental in building the program model for training and mentoring Samoan educators to serve as instructors for UH special education coursework delivered in Samoa. He worked closely with locally trained specialists, building on local expertise to mentor them as UH instructors of special education courses. The model has been applied in Samoa and other Pacific Basin jurisdictions during the past ten years. Dr. Dire died in 2006 in Seattle, Washington. (Picture not available.)
Ronald James, PhD

Dr. James was one of the original faculty members with the Hawai‘i University Affiliated Program. He served as the research and evaluation coordinator and was the Health Administration faculty for the MCH-Lend Program. He was highly respected by the staff for his prodigious contributions as a successful grant writer. He was described by faculty as a good, gentle, genuine, hard-working professor. Hawai‘i is indebted to him for his many contributions. Dr. James died in 2000, still hard at work writing grants.

David Pfeiffer, PhD

Dr. Pfeiffer came to the Hawai‘i University Affiliated Program in 1996 as a Resident Scholar. Already a giant within the Disability Rights Movement, he excelled as a teacher, a researcher, and a scholar during his seven years as a faculty member at UH. As a teacher in the MCH-LEND program he guided students to a deeper appreciation of disability issues. He served as editor of the Disability Studies Quarterly and was a founder of the Review of Disability Studies: An International Journal. Following his death in 2003, The David Pfeiffer Disability Pride Memorial Library was established at the Center on Disability Studies in his honor by his wife, Barbara Pfeiffer.
Lisa Jong was a star graduate of a data processing class sponsored in collaboration with the State Planning Council on Developmental Disabilities. She began working at the UAP in 1988, and has worked for 19 years as a clerk.
Highlights

- Beginning discussions by staff in the College of Education Special Education Department (Bob Stodden, Phyllis Meighen, and Bill Peet) to establish an environment of creative thinking and innovation to address issues faced by state agencies and schools as they responded to the emerging needs of persons with disabilities.
- Generated interest within the Developmental Disabilities Division, under the leadership of Ethel Yamane to provide support within the state for the UAP initiative.
- Utilized a visiting professor of Social Work, Dr. David O’hara to help develop the concept for a successful UAP initiative.
- Created partnerships across disciplines and with state agencies and directly with people with disabilities and family members that resulted in high energy projects and thinking outside what was known to be possible within traditional systems.
- Established a number of innovative high impact initiatives.
- Generated extramural funding for demonstration projects in the university and the community.

“We were exploring the cutting edge, and turning cutting-edge theory into cutting-edge practice.” Bill Peet

Impact on the Community

- Many of the innovative projects begun during this period have been spun-off into the community and continue to impact the lives of children and adults with disabilities.
- Data processing project showed that adults with developmental disabilities could learn to use a computer at a level that offered them gainful employment.
- Talk/writer, launched as one of the earliest talking-singing-word processors, has been used in over 12,000 classrooms in the English-speaking world.
Highlights

- Obtained commitment from Ethel Yamane, Chief of the developmental Disabilities Division, to provide funding for a new Center within the University to support persons with developmental disabilities to move from institutional settings into inclusive lives in the community.
- Utilized Tom Uno on loan from the Department of Health to assist in the development of the Center.
- Wrote a Federal Grant to provide core funding to establish a University Affiliated Program in the University.
- Received strong support from the Vice-President of the University for development of the Center.

“It was an exciting time, creating an environment to assist the state in adopting a new vision for serving people with developmental disabilities. The HUAP offered the opportunity to provide training for service providers and families and to monitor the changes through community-based research.” Bob Stodden

Impact on the Community

- The initial contract of $250,000 from the Developmental Disabilities Division set the ball rolling for the Center to become a reality.
- A number of previously funded projects were moved into the new Center to immediately begin providing services to the community.
- Federal funding was received to make a difference in the state for persons with developmental disabilities.
Highlights

- Transfer of Tom Uno from the Department of Health’s Developmental Disabilities Division to assist with development of the Center.
- Recruited Bob Stodden as the First Director.
- Established the Community Advisory Council.
- Obtained two general funded positions from the State to support the work of the Center.

“This was an incredible year of growth and promise. The opportunity to develop programs to serve the needs of Hawai‘i’s citizens with developmental disabilities was exhilarating.” Tom Uno

“I give my sincerest gratitude to the Center on Disability Studies (formerly the University Affiliated Program) for twenty years of successful contributions to the lives of persons with disabilities. Those contributions were due to the hard work, dedication, and compassion of many of its staff members through the years. I can still remember those meetings in the 1980s that led to the development of the federal application for the UAP. One of the highlights of my career was obtaining the local funds from the Legislature to support the UAP. The success of the organization can be attributed to the leadership of Dr. Stodden.” Ethel Yamane

Impact on the Community

- The Center created a disability focus within the University.
- A collaboration was established between the University and the State Department of Health to support improvements in the quality of the lives of persons with developmental disabilities.
- The Center established a priority of recruiting persons with disabilities for employment in the HUAP.
"The CDS has always been at the forefront of encouraging efforts of persons with disabilities to be supported in schools and the workplace and to develop the skills to advocate on their own behalf.” Mark Obatake

eqaccess@hawaii.rr.com
Highlights

- Received first round of federally funded demonstration projects offering new models for transitioning youth into employment, education, and community living.
- Funding authorized by the Legislature for transition coordinators for all high schools.
- Created “Winners at Work” for the State of Hawai‘i.

"The University Affiliated Program gave birth to supportive employment. In 1989, leaving the nest of the University to fly on its own, it moved to downtown Honolulu to become an established community service.” Phyllis Meighen

"The University Affiliated Program made important contributions by showing that less restrictive positive behavior support interventions were more effective in treating challenging behavior than chemical and physical restraints.” Sarah Bisconner

Impact on the Community

- Winners at Work has received national recognition of its success in supporting persons with disabilities to achieve employment success.
- The importance of opportunities for work has been a central focus of the UAP since its beginning.
- The outreach work in the Pacific led to the eventual establishment of UAPs in other jurisdictions.
"As an adult with a disability, I appreciate the leadership that CDS has shown in providing public leadership opportunities for adults with disabilities and for their commitment to making resources and training events accessible for all.”

Sheryl Nelson
silchi@lava.net
Highlights

- Helped develop interdisciplinary training throughout the University of Hawai‘i at the undergraduate and graduate level.
- Received its first federal personnel preparation grant.
- Developed a 15-credit specialization in Disability Studies.
- Created a Bachelor of Arts option in Liberal Studies with an emphasis in Developmental Disabilities.
- Operated a Technical Assistance network for the Pacific Basin jurisdictions to improve services for young children with disabilities.

“The University Affiliated Program influenced students, faculty, and families throughout the region, using a team approach to create local solutions to problems and an awareness of the contributions of people with disabilities to society.” Nancy Robinson

“One of the highlights of the year was the bringing together of people from the islands to form an interagency consortium to support the development of leadership and resources.” Kathleen Sadao

Impact on the Community

- Students became trained in the discipline of Disability Studies.
- The technical assistance provided helped to develop leaders and resources throughout the region to improve services for children with disabilities and their families.
- A team approach helped create local solutions and awareness of the contribution of people with disabilities in society.
- An Early Intervention Summer Institute prepared personnel to work with infants and toddlers.
Highlights

❖ Employed a family member liaison on a grant to develop a model for transition from high school to work.
❖ Empowered families to work with their child, school personnel and community businesses to develop and implement a process for successful transition.
❖ Implemented the first Native Hawaiian Special Education Project.

“As a parent I felt supported in the commitment of the UAP faculty to develop this model for inclusion of family members.” Ann Horwath

“It seems like a lifetime ago that my then-graduate assistant, Malcolm Hee, and I were working on putting together the proposal for the Native Hawaiian Special Education Project, using WordPerfect on the computer and a typewriter to do the tables — this all before the development of the World Wide Web. Perhaps the most memorable and lasting of my impressions of the UAP is the many friendships and relationships developed that have endured and turned into lifelong friendships.” Gloria Kishi

Impact on the Community

❖ A model for involvement of families was developed to be utilized statewide and nationwide.
❖ Through a series of retreats, the UAP brought family members together with professionals, and gave them the format and structure to empower the family members to plan strategies for integrating family participation in all current and future program planning.
❖ An instructional video and two handbooks to provide a framework for other agencies and organizations to bring families into the planning process and to provide services more attuned to the needs and values of families and consumers.
Highlights

❖ Growth to more than 30 contracts and grants.
❖ Established the Pacific Basin UAP, a satellite program serving American Samoa Community College, Northern Marianas College, and the University of Guam.
❖ Implementation of projects aimed at positive behavioral supports.
❖ Studied the use of psychotropic medications and physical restraints at Waimano Hospital and Training School.

“The teams we began creating to provide outreach to the Pacific made a huge difference in the kinds of opportunities available for children with disabilities on the islands.” Betty Carlson

“The program had a practice of identifying strengths and interests of staff and encouraging them to follow their dreams. Thank you for helping me stretch my wings and fly.” Sally Burchfiel

Impact on the Community

❖ Training, service, and research opportunities were expanded to the people of the Pacific Basin.
❖ The Statewide Transition Project had a tremendous impact on raising the expectations for students with disabilities to have better post-secondary outcomes in education and employment.
❖ The quality of the lives of people with developmental disabilities was enhanced through reduction in the use of psychotropic medications and physical restraints.
“My son, Naihehau Kalama, graduated from Roosevelt High School in 2000. Through the years CDS offered me opportunities to participate in conferences to enhance my advocacy skills. CDS has done a remarkable job of reducing invisibility for him and his gang by increasing society’s acceptance of difference.” Ha‘aheo Mansfield
adminhmansfield@pacthawaii.org
Highlights

❖ Helped give birth to the Pacific Outreach Initiative (POI).
❖ Provided leadership in writing and implementing POI projects and contracts.
❖ Leveraged funds for the outer Pacific Regions that include Micronesia and Polynesia.

"The footprints of the dedicated POI team have supported children with disabilities to be included in regular classrooms with their friends and participate fully in community life.” Dotty Kelly

"People are more aware of the causes of disability and supports for individuals with disabilities, decreasing stigma and promoting employment and greater inclusion for all in the Pacific.” Kathy Ratcliffe

Impact on the Community

❖ Secured over 35 US federal grants and contracts to improve services for people with disabilities who live in the jurisdictions that were part of the US Trust Territory following World War II.
❖ Children and youth with deaf-blindness are included in regular schools and receive specialized services.
❖ Parents are supported and informed so they can advocate for quality services for their children with disabilities.
❖ Children receive related services enabling them to communicate, learn, walk, play and feed themselves.
Cheryl Ellis

"As parents we appreciate the efforts of CDS to create opportunities for inclusion, participation in community colleges, and employment options for young women like Cheryl.” Bob and Mary Ellis
rmcellis@hawaii.rr.com
Highlights

- Received funding for the first Maternal and Child Health Leadership in Neurodevelopmental and Related Disorders (MCH-LEND).
- Established an interdisciplinary faculty from the John A. Burns School of Medicine, the Hawai‘i University Affiliated Program, families, and the community.
- Recruited the first class of trainees from the fields of pediatrics, nursing, social work, psychology, physical therapy, and speech-language pathology.
- Wrote an interdisciplinary curriculum.

“We focused our training around specific children and their families. The lessons they taught us were more valuable than anything we could learn from a textbook.” Wendy Tada

“It was an exciting time to work with an interdisciplinary faculty in developing curriculum emphasizing leadership competencies and team skills which would facilitate advocacy for children with special health care needs, their families, and communities. We became part of a national network representing Hawai‘i and the Pacific Islands.”

Louise Iwaishi

Impact on the Community

- Trainees from the program went into the community better able to respond to the needs of children with disabilities.
- Community-based services by faculty and trainees enhanced the maternal and child health system of care.
- Graduates of the program have assumed leadership positions and become effective advocates for children with disabilities and their families throughout the Pacific.
Highlights

- Conducted a feasibility study with the State Planning Council on Developmental Disabilities that resulted in the Legislature funding an autism project.
- Established Hawai‘i Resource and Technical Assistance Project on Autism.
- Establishes parent-professional partnership to provide technical assistance, training, and resource development.

“The UAP provided support for the parents to become equal participants, creating a leveled playing field in addressing their children’s unique learning needs and helping their children to become contributing members of the community.” Naomi Grossman

“I was recruited to work on projects involving assistive technology. As a parent of a child with a disability, I appreciate the support provided by the CDS to enable me to be involved in meaningful projects while working on my graduate degrees.” Martha Guinan

Impact on the Community

- The Autism Project brought hope to children and their families through a variety of training opportunities.
- Studies conducted in collaboration with Tripler Hospital (DMG Study) influenced the biomedical interventions with children with autism.

Training opportunities improved the understanding of physicians.

Resources were developed with the Speech and Hearing Clinic and through Aloha STAC to better serve families.
Highlights

- Traveled across the Pacific providing access to assistive technology to island peoples.
- Involved persons with disabilities in a process of story telling using digital technology.
- Produced community television programs focusing on the culture of disability and “tools for life.”
- Created technology camps for youth with disabilities.

“I have thoroughly appreciated the opportunity to get to know Pacific Island peoples, to live with them, and try to understand how “technologies” can promote independence and self-determination.”

James Skouge

“Assistive technology can be very helpful in assisting individuals in increasing their functional adaptability.” Kelly Roberts

Impact on the Community

- CDS has impacted Hawai‘i and beyond through person-centered and family focused values, and espousing a Pacific world view.
- The assessments provided through CDS for individuals to determine what types of assistive technology will work for them has enabled many people to live more independent lives in their communities.
- CDS has also provided training and support to individuals to enable them to fully utilize the technology.
"I became involved with the UAP as a member of its Community Advisory Council when Jason was only a preschooler. Through the years, The Pacific Rim Conference has helped me know about best practices to seek opportunities for the full inclusion of Jason in his community.” Susan Rocco
susan.rocco@doh.health.gov
Highlights

- Created the Ohana Project, a system of care, that more than doubled service capacity for youth with mental health challenges and their families in the Leeward O’ahu area.
- Developed curricula and used it to train hundreds of para-professional educational aides and therapeutic aides.

“The Ohana Project was successful in effectively sustaining services and promoting systems change.”

Kate Pahinui

“This project served as a testing ground for many policies and practices that are now standard throughout the state.”

David Leake

Impact on the Community

- The Ohana Project was acknowledged nationally as a model project for promoting services that are community-based, culturally-competent, family-driven, and youth-guided.
- Families and local service providers gained a voice in assessing needs and developing policies.
- Thousands of family members and service providers received training in coordinated service planning, positive supports, system of care values, service testing, and other cutting edge practices and strategies.
- Out-of-community placements were reduced by development of community-based services for the most challenged youth.
“My relationship with CDS has provided opportunities for me to develop leadership and self-advocacy skills. I have had the opportunity to work as a graduate assistant and to participate in the Certificate program. Working with Art Enabled has been a highlight of my graduate studies.”

Brian Kajiyama
kajiyama@hawaii.edu
Highlights

- Renamed officially the Hawai‘i University Affiliate Program (HUAP), the Center on Disability Studies.
- Provided training for families and teachers on positive behavioral supports.
- Created a curriculum on team building to assist schools with coordinated services planning.

“CDS has affected Hawai‘i and beyond by modeling a planning process that truly values wide stakeholder involvement. This process was an important factor in the state’s eventually achieving Court compliance under the Felix Consent Decree.” Susan Rocco

“The projects implemented by the CDS assisted parents to be equal partners with the schools and community providers in addressing the needs of their children with complex mental health needs.” Jacki Rhuman

Impact on the Community

- Families became real partners in the training of school and mental health personnel and other parents.
- A parent curriculum was a focal point of the training of Student Services Coordinators.
- Parents were valued as co-teachers in training sessions.
- The Leilehua Complex demonstrated the value of coordinated team planning to meet the needs of children with complex mental health needs.
**Highlights**

- Contracted by the Felix Court Monitor to develop and edit the complex-level reports of service testing results for presentation to the Federal Court.
- Developed two special reports: 1) preschool services for children with disabilities, and 2) discipline issues in schools.
- Conducted ground-breaking research, Project SEEK, showing underreferrals of Part C eligible babies and lack of awareness for early intervention services by physicians, child care providers, and other professional groups.
- Began a large-scale study on newborn hearing screening.

> “The strategies demonstrated in Project SEEK, if implemented consistently, would ensure that the majority of ‘missed’ babies are referred to Part C.”
> Beppie Shapiro

> “CDS emerged this year in the local and national setting as a responsible partner in research on young children and in systems-change efforts in the state.”
> Jean Johnson

**Impact on the Community**

- Partnered in the systems-change effort to improve services for children and youth with disabilities.
- Developed and implemented a highly effective strategy for increasing physician awareness of early intervention.
- Showed that newborns with even a mild-moderate hearing loss could be identified through newborn hearing screening.
Highlights

- Established a National Center to develop a Rehabilitation Research and Training Center for Postsecondary Educational Supports.
- Developed a partnership with the Hawai‘i Department of Education to implement one of the nation’s first State Improvement Grants to improve services, supports, and outcomes for children with disabilities.
- Obtained a grant to coordinate health services under IDEA whereby medical students and pediatric residents provided services to children in rural and remote locations.
- Recognized by the UH Board of Regents as an official research center, The Center on Disability Studies.

“2000 marked an important year for interdisciplinary training. The national focus shifted to providing opportunities for students with disabilities to access the general curriculum. This paved the way to develop Project TACT to differential instruction for inclusion of all children in general education classrooms.” Norma Jean Stodden

“The National Center provided investigations, targeted studies, and dissemination of information to improve postsecondary educational outcomes, with a special emphasis on postsecondary educational opportunities for students with intellectual challenges.” Teresa Whelley

Impact on the Community

- Training was provided statewide in all districts for 158 Student Services Coordinators, a newly established position, resulting in a more efficient referral, evaluation, and transition system for students with disabilities.
- Parents and school personnel received training in positive behavioral supports.
- Numerous research studies enhanced understanding of what is required to support students with disabilities in postsecondary education.
- More families and self advocates attended PAC RIM than ever before.
"CDS has provided me opportunities to utilize my technology skills through work in the Media Center. While working at CDS I am able to explore new career fields." Abigail Dameg
dameg@hawaii.edu
Highlights

- Adapted research-based ACE (Actual Community Empowerment) supplemental literacy interventions to meet the needs of specific communities, schools and programs.
- Responded to new funding priorities while remaining true to the mission: Creating Futures for all through literacy development.
- Expanded ACE outreach to sites throughout the Pacific.

"Creating Futures and ACE programs provide supplemental learning opportunities through fun and effective strategies and put the ‘cool’ back in school!"

JoAnn Yuen

"A key principle in CDS is to empower as many individuals in the community as possible.” Peter Dowrick

Impact on the Community

- The CDS provided research-based, individualized teaching and learning strategies to a global classroom of diverse learners with a range of abilities.
- Creating Futures continues to apply the principles of community responsiveness—being community-based and centered—to our implementation research, for the future development of the community, by the community.
“Vance is a high school student attending Loveland Academy. He has a paper route, ushers at a theater, and takes drama and ceramics lessons. But mostly he enjoys hanging out with his friends.”

Naomi Grossman
naomigr@gmail.com
Highlights

- Received funding for the Real Choices ACCESS project to develop and implement the www.RealChoices.org website.
- Published A Model for Accessibility guidelines.
- Piloted a demonstration project (Community Personal Assistance Services and Supports – CPASS) for consumer-directed systems and services.
- Held an International Disability and Diversity Institute.
- Created a video, Cassilly: How I Got to College.
- Reached its highest funding level ever, with more than eight million dollars in contracts and grants.

“CDS has affected Hawai‘i and beyond by excellent research and service projects conducted through national, state, and local partnerships.”
Rebecca Ozaki

“CPASS has demonstrated the viability of consumer-directed services and has turned on people’s consciousness — and that can never be turned off!”
Kevin Dierks

Impact on the Community

- The results of the CPASS demonstration were so successful that it is changing how services are delivered in Hawai‘i.
- CPASS resulted in the development of a self-governed group of self-advocates for the state.
- The www.RealChoices.org website has been replicated in numerous counties in 8 states and 2 territories.
- The Real Choices website has had more than 725,000 visitors. It provides information about services, products, and resources for individuals with disabilities and long term care needs.
Highlights

- Created the video, *Families with Autism: Let Them Stand Tall!*
- Initiated the first Art Enabled as a student project to celebrate the signing anniversary of the Americans with Disabilities Act (July 26, 1990).
- Developed the talents of students to publish journal articles through coursework in the Certificate Program.

“All people have value. My entire body of work—teaching, writing, speaking—is a commitment to making fact from that statement of belief. I have chosen to do this through disability studies and disability culture. Because of my experiences as a person with a disability, who is also a scholar, advocate, and writer, and who harbors a passion for the arts, I have chosen disability studies and disability culture as the way to share this belief.” Steve Brown

“Disability studies is about bringing the disability experience to the forefront of what we learn, how we interpret knowledge and what we practice. My goal is to show academics, educators, and other professionals that people with disabilities are real people who share common experiences with everyone.” Megan Conway

Impact on the Community

- Students learn that a person’s disability is a very important part of his or her identity and sense of self.
- The courses and journal have raised awareness of disability as a social and political issue.
Highlights

- Improve employment opportunities for Asian Americans and Pacific Islanders (AAPI) with disabilities through the National Technical Assistance Center.
- Sought to increase opportunities for youth with intellectual disabilities to participate in community college classes.
- Trained pediatric fellows to become certified in developmental/behavioral pediatrics.
- Received approval from the Board of Regents for the interdisciplinary Disability and Diversity Studies Certificate.

"It has been a great honor to be able to work with many hundreds of national network members for the AAPI community and to observe that we’re making progress toward a nation where everyone, regardless of disability and minority status, is given equal opportunities for career success.” Soon Kim-Rupnow

"Creating videos for CDS allows me to help people with disabilities and others who share their diverse perspectives and personal stories. I feel very humbled and honored by the kuleana of providing a lens to give ‘voice’ to the people of Hawai‘i.” Sara Banks

Impact on the Community

- Semi-monthly electronic newsletter, e.news, distributed to approximately 2,000 subscribers, has provided timely information to meet the needs of vocational rehabilitation coordinators, service providers, potential and current employers, and job-seekers with disabilities.
- Educational products, such as workshops, briefs, journal articles, have enhanced the awareness of AAPI culture and the provision of culturally appropriate services.
- The videos that have been produced have been widely distributed and utilized nationally and internationally enhancing the understanding of people about the abilities of people with developmental disabilities.
Ryan is a high school senior at Moanalua High School. He is also a valuable member of the Movement Center and dances in many of their performances. He looks forward to a career in the entertainment field.
Highlights

- Partnered in a “Gala Celebration” sponsored by Hawai’i Voices for Change, featuring Clay Aiken and honoring Champions of Change, Susan Rocco and Senator Suzanne Chun-Oakland.
- Honored by visits to CDS conferences by both Governor Linda Lingle and Mayor Mufi Hanneman.
- Increased attendance created the largest Pacific Rim Conference ever, with over 1,000 participants.
- Hosted B’QUEST sponsored by Challenged America and sailed in the Transpacific Race by a crew of five sailors with disabilities.
- Conducted statewide initiative to prevent fetal alcohol syndrome.

“It has been a thrill to watch the Pacific Rim Conference grow and to witness the increased participation in the event by people with disabilities and their families.” Valerie Shearer

“The Media Center has raised the standards of dissemination information created by CDS. We continue to look for new ways of achieving greater accessibility in our products for the community.” Tom Conway

Impact on the Community

- The State Council on Developmental Disabilities and the Hawai’i Disability Rights Center collaborated with the CDS to implement the Hawai’i Family Support 360 project to ensure that “no door is the wrong door” for families.
- The B’QUEST crew showed the community what people with disabilities “can do” and encouraged many people with disabilities to explore new opportunities in their lives.

A new level of funding, over $11,000,000, provided new resources for the CDS to expand training, service, and research.

- The Media Center implemented universal accessibility standards (W3C) for CDS websites.
Pono Tokioka

Pono has already made an impact — as a result of his being denied a sign language interpreter in a PONY baseball game. In 2006, The Department of Justice negotiated a settlement which ensures that in the future appropriate accommodations are made for young athletes with disabilities.
Highlights

- Launched through Project Ho'omohala, a unique initiative to build a system of support for young people with serious emotional or behavioral challenges.
- Worked with the community through the Medicaid Infrastructure Grant (MIG) to develop a Medicaid buy-in program and to increase support for personal assistants to work with individuals in competitive employment.
- Created a special project “Arts @Work for Youth” in partnership with the Department of Education and the Child and Adolescent Mental Health Division to engage transitioning youth with disabilities into creative arts employment.

“The Center on Disability Studies is a leading innovator and partner in championing best practices and systems-change demonstration projects that promote self-determination and independence through meaningful employment.” Susan Miller

“CDS is creating safe pathways and safety nets for young people at especially high risk or vulnerable to unemployment, homelessness, arrests and incarceration, and school drop out.” Carol Matsuoka

Impact on the Community

- Evidence-based, non-traditional mental health services to accommodate the transitional needs of youth are being created.
- By 2009, Hawai'i will have a Medicaid buy-in available and people with disabilities will have access to personal assistants in the workplace, home and community.
- A statewide youth support organization, supported by Wai Aka, has become a reality.
Highlights

➤ Kicked off the 20th Anniversary Year Celebration.
➤ Received funding for the DMIE Project, the largest grant in CDS history.
➤ Devastated by a campus fire that destroyed a building housing a number of projects.
➤ Premiered an employment film, “Abilities at Work.”
➤ Reached an all-time high in funding with more than seventeen million dollars in grants and contracts.

"A big part of growing at work is to find one’s own strength and connect it to something interesting and meaningful. I think CDS is a place that provides opportunities for self-searching and growing.”

Chuan Chang

"I am proud to be part of CDS, creating a safety net of services, research, and education for the future of people with disabilities. CDS is a leader in developing the core foundation of knowledge and understanding that upgrades the standards of accountability for services for people with disabilities.”

Elisapeta Alaimaleata

Impact on the Community

➤ When the DMIE project is completed, CDS will make a major impact on the reduction of morbidity and mortality from diabetes.
➤ The campus fire will eventually result in improved campus facilities for the CDS.
➤ CDS pioneered work with Native Hawaiian curricula to utilize traditional Hawaiian values in teaching science and math.
<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
</tr>
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<tbody>
<tr>
<td>Takayo Inatsuka</td>
<td>Occupational Therapy</td>
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<tr>
<td>Lisa Ing</td>
<td>Speech Pathology</td>
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<td>Louise Iwaishi</td>
<td>Pediatrics</td>
</tr>
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<td>Melinda Kohr</td>
<td>Psychology</td>
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<td>Susan LaFountaine</td>
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<tr>
<td>Lucille Lew</td>
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<td>Ron Matayoshi</td>
<td>Social Work</td>
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<td>Bunny Carl Matsuura</td>
<td>Nursing</td>
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<tr>
<td>Michele Meada</td>
<td>Nutrition</td>
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<td>Jeff Okamoto</td>
<td>Pediatrics</td>
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<tr>
<td>Julee Omori</td>
<td>Dental Hygiene</td>
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<td>Ruth Ota</td>
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<td>Mary Ann Patino</td>
<td>Physical Therapy</td>
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<td>Leolinda Parlin</td>
<td>Family</td>
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<tr>
<td>Alice Tse</td>
<td>Nursing</td>
</tr>
<tr>
<td>Marge Wada</td>
<td>Speech Pathology</td>
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</tbody>
</table>
Shea was fortunate to have been born after newborn hearing screening was standard practice in hospitals. His hearing loss was identified before he was a month old and he benefited from early intervention services. His speech and language skills are now age-appropriate and he is fully included in his first grade class.
St. John Baccam  
(sjbaccam@hawaii.edu)

- At CDS since 2006
- Serves as chief administrative and fiscal officer for the Center on Disability Studies
- Oversees all personnel and fiscal transactions.
- Supports the Director and Principal Investigators to successfully accomplish grant and contract requirements.
- Completes all internal and external reporting requirements.

Colleen Souza  
(colleens@hawaii.edu)

- At CDS since 1992
- Responsible for personnel processing and records
- Assists with grant processing
- Supervises other office staff

Marcus Hayden  
(marcush@hawaii.edu)

- At CDS since 2004
- Under direction of the Fiscal Officer, processes for approval personnel and fiscal requests
ADMINISTRATIVE SUPPORT

Velina Sugiyama, 2001, Ka Hana Project

Charmaine, Crockett, 2007, Events Planner

Vicky Pratt, 1990 – Moved to Utah in 2007

Alice Ehmes, 2004, POI Projects

Ronald Deese, 2007, MIG Project

Kathy Richins, 2007, DMIE Project

Vanessa Oshiro, 2004, Media Center

Rochelle Dulatre, 2007, DMIE Evaluation Project

Corrie Ota, 2007, DMIE Project

William Rems, 2004, Media Center

Jeri Gardner-Mestanza, 2007, American Samoa Project

Naomi Wong, 2007, Ho'opa'a

Richard Chea, 2005, POI Projects

Jean Isip, 2007, DMIE Project

Calvin Cheung, 2007, DMIE

Lisa Hiraoka, 2005, MCH-Lend

Tami Joyo, 2007, TACT Project

Patrick Yrizarry, 2007, Family Support 360 Project

Chin Lee, 2005, MIG Project

Daniel McCallum, 2007 Ka Upena Project

Kriste Colley-Valdez, 2007, DMIE Project

Adela Mearig, 2007, DMIE Project

Sung Hye Park, 2007, NTAC-AAPI Project

Cavin Kaimi Castaneda, 2005, MIG Project

Denise Watanabe, 2007, DMIE Project

Patrick Yrizarry, 2007, Family Support 360 Project

Garid Faria, 2006, Project Ho‘omohala


OUR FUTURE

On the preceding pages we have honored the past and acknowledged some who have had a role in key activities and projects of the Hawai‘i University Affiliated Program and then the Center on Disability Studies (CDS). But more than looking backward, this report looks forward to future contributions by our young faculty, by the students currently receiving interdisciplinary training, and by graduate assistants working in the CDS. In the next two decades, all of these will write an even greater history of the impact of the CDS on the lives of persons with disabilities and their families!
Highlights

- Enrolled in the interdisciplinary Certificate in Disability and Diversity Studies at the CDS.
- Elevated ability to create authentic characters to a new level through emphasis on people-first sensitivity and people-first language.
- Exposure to “telling your stories” through disability culture writings that opened up a world not previously known.
- Extended concept of “nothing about us without us” to the literary choice of using the first person voice for a man with mental challenges.

“I believe becoming a published author was a direct result of becoming involved with the CDS and the Certificate Program. That my mentor, Dr. Steven Brown, was supportive without respect to how I might finally use this knowledge was a contributing factor.”

Patricia Wood

Impact on the Community

- Debut novel, Lottery, was published in August 2007.
- Book already translated into 11 languages
- Book promises to have a major impact on views of people with mental challenges, helping define real people not by their circumstances but by their ability.
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janelle Akuna</td>
<td>2006</td>
<td>Assistant Professor</td>
<td>Ka Hana Project</td>
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<td>Jean Anderson-Asuega</td>
<td>2007</td>
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<td>Jeanne Bauwens</td>
<td>2004</td>
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<td>TACT Project</td>
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<td>James Brightman</td>
<td>2005</td>
<td>Junior Specialist</td>
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<tr>
<td>Lisa Galloway</td>
<td>2001</td>
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<td>Ka Hana ‘Imi Na‘auao</td>
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<td>Randee Golden-Scalise</td>
<td>2003</td>
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<td>Ka Upena Project</td>
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<tr>
<td>Madeline Harcourt</td>
<td>2005</td>
<td>Assistant Specialist</td>
<td>Applaud</td>
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<td>Caryl Hitchcock</td>
<td>2007</td>
<td>Assistant Professor</td>
<td>Ho’opaa’ Project</td>
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<tr>
<td>Ranilo Laygo</td>
<td>2006</td>
<td>Assistant Professor</td>
<td>Project Ho’omohala</td>
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<tr>
<td>Mellanie Lee</td>
<td>2005</td>
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<td>POI Projects</td>
</tr>
<tr>
<td>Jessica Lundblad</td>
<td>1999</td>
<td>Junior Specialist</td>
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<tr>
<td>William Milhalke</td>
<td>2006</td>
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<tr>
<td>Christy Nishita</td>
<td>2007</td>
<td>Assistant Professor</td>
<td>DMIE Evaluation Project, Money Follows the Person</td>
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<tr>
<td>Mua Porotesano</td>
<td>2007</td>
<td>Junior Specialist</td>
<td>Ho’opaa’ Project</td>
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<tr>
<td>John Schwartz</td>
<td></td>
<td>Junior Specialist</td>
<td>American Samoa Project</td>
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<tr>
<td>Lillian Segal</td>
<td>2006</td>
<td>Junior Specialist</td>
<td>Text to Speech</td>
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<td>Dawn Skaggs</td>
<td>2005</td>
<td>Junior Specialist</td>
<td>Family Support 360 Project</td>
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<tr>
<td>Shannon Simonelli</td>
<td>2001</td>
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<td>SIG Project</td>
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<tr>
<td>Tammy Tom</td>
<td>2007</td>
<td>Junior Specialist</td>
<td>DMIE Evaluation Project</td>
</tr>
<tr>
<td>Denise Uehara</td>
<td>2006</td>
<td>Assistant Professor</td>
<td>DMIE Evaluation Project, SIG 2, POI</td>
</tr>
</tbody>
</table>
Jason Elento is a lucky guy. He will have more opportunities for being included in general education classrooms, because his parents, Linda and Wendall, are strong advocates to ensure that he receives the education and services he needs in the most appropriate setting.
GRADUATE ASSISTANTS

David Baker, MA, Information and Computer Science

Joyce Ballesteros, MA, Counseling

Scott Bowditch, PhD, Educational Psychology

David Clayton, MEd, Counselor Education

Cory Cook, MA, Psychology

Eric Folk, MEd, Educational Psychology

Elizabeth Foster Heckman, MA, School and Community Counseling

Landry Fukunaga, PhD, Social Psychology

Josh Fouts, PhD, Curriculum Studies

Elizabeth Jacobs, PhD, Clinical Psychology

LeeAnna Kobayashi, MEd, Special Education

Stephanie Manley, MSW, Social Work

Lily Matsubara, MEd, Early Childhood

Susan Mrazek, PhD, Community & Cultural Psychology

Cecilia Noble, PhD, Sociology

Lori Rucksdashel, MEd, Educational Administration

Tina Tanasosi, PhD, Sociology

Angela Techur-Pedro, PhD, Medical Sociology

Melodi Wynne, PhD, Community & Cultural Psychology
MISSION

The mission of the CDS is to support the quality of life, community inclusion, and self-determination of all persons with disabilities and their families.

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