The Center on Disability Studies

The Center on Disability Studies (CDS) is an University of Hawai‘i Board of Regents recognized Center focused on interdisciplinary education, community training and technical assistance, research and evaluation, and community service. The CDS consists of core centers, training programs, and publications that reflect the mission of the Center on Disability Studies.

Core Centers and Programs

- Hawai‘i University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD)
- Pacific Basin University Centers for Excellence in Education, Research, and Service for Individuals with Developmental Disabilities (PBUCEDD)
- National Center for the Study of Postsecondary Educational Supports (NCSPES): A Rehabilitation Research and Training Center (RRTC)
- National Center on Secondary Education and Transition (NCSET): A Collaborative National Technical Assistance Partnership with the University of Minnesota
- National Technical Assistance Center to Increase Employment Opportunities for Asian Americans and Pacific Islanders with Disabilities (NTAC-AAPI)
- Hawai‘i Maternal and Child Health Leadership Education in Neurodevelopmental Disabilities and Related Disorders Program (MCH LEND)

Interdisciplinary Disability & Diversity Studies Core Training Programs

On June 2, 2004, the University of Hawai‘i Board of Regents Committee on Academic Affairs unanimously approved the request to establish an Interdisciplinary Graduate Certificate Program in Disability and Diversity Studies. This was a culmination of fifteen years of efforts by the CDS. The Interdisciplinary Certificate in Disability and Diversity Studies is a 15 credit graduate level program sponsored by the CDS and the Department of Educational Foundations in the College of Education. The certificate program offers students in the masters and doctoral programs in disciplines such as education, social work, psychology, public health, nursing, law, medicine, and political science, an interdisciplinary approach to disability and diversity studies.

The following Disability and Diversity Studies certificate options are available to students at the University of Hawai‘i:

- Post-doctoral Internship / Mentorship in Disability and Diversity Studies
- Disability and Diversity Studies Doctoral Leadership Training Certificate Program
- Culture and Disability Studies Masters Training Certificate Program
- Disability Studies Minor within Liberal Studies Bachelors Degree Program

Review of Disability Studies: An International Journal

In 2003, the CDS created a new publication, Review of Disability Studies: An International Journal to provide a venue for the sharing of scholarly writings related to disability studies. This publication addresses issues of concern to persons with disabilities around the world.
2003-2004 has been a year of reflection and celebration in which we renewed our commitment to the past, our allegiance of our mission. We have reviewed what has been accomplished in the promises we made and what remains to be done for the future we seek. We envision a community in which the American Dream becomes accessible for all persons with disabilities, providing for meaningful self-determination and inclusion in all the aspects of community life.

The crowning achievement of the year was the approval in June 2004 of the Interdisciplinary Certificate in Disability and Diversity Studies by the Board of Regents. Highlights included our notification in the fall of 2003 that we had received funding from the Office of Special Education Programs to provide training for teachers and related services personnel to work to increase the inclusion of students with disabilities into the general education classroom, and participation in the general education curriculum. Again, in June 2004, we learned of the funding of the State Improvement Grant II, a grant written by CDS for the Department of Education to improved educational outcomes for students on the Leeward Coast, an underserved, rural community of low income, high risk students of predominately Hawaiian ancestry.” In the summer of 2003, Dr. Pfeiffer, as Founding Editor, was instrumental in the launching of a new international publication in the field of disability studies, Review of Disability Studies: An International Journal.

These successes were tempered by the sadness we sustained in December 2003, the death of our resident scholar, David Pfeiffer, Ph.D. Dr. Pfeiffer had served as a mentor, teacher, researcher, but most importantly as a conscience for me and all of CDS during the years of his tenure. We intend to continue David’s legacy through the establishment in 2004-2005 of the “David Pfeiffer Disability Pride Memorial Library.

The 2004 Pac Rim Conference provided an opportunity to celebrate the accomplishments of the past two decades. The year also provided opportunities to identify new opportunities for working through a multitude of public and private partnerships to further advance our mission. New grants were written to expand family support services, to improve transition services for youth, and to reduce health disparities among the vulnerable populations of persons with disabilities. These are the futures we seek – more opportunities and increased resources to improve the quality of life, community inclusion, and self-determination of all persons with developmental disabilities and their families.

As part of this mission-passionate organization, I enthusiastically look forward to the new opportunities that lie before us in the coming years to make this mission a greater reality for the community of persons with developmental disabilities and their families.

Robert A. Stodden, PhD
Professor and Director
Center on Disability Studies
Pac Rim 2004, March 29-30, 2004, was a celebration and an acknowledgement of the contributions that the Pac Rim Conference, over the past twenty years, through the leadership of the CDS Director, Bob Stodden, had made toward supporting the quality of life, community inclusion, and self-determination of persons with developmental disabilities and their families. These tributes are excerpts from videos, proclamations, and statements made by local, national, and international speakers on the occasion of the celebration of 20 years of Pac Rim conferences.

“Jason was five years old when I went to my first Pac Rim. He was 23 yesterday and I would say that Pac Rim has really helped me raise Jason and opened doors that would not have been open otherwise. The biggest message I have gotten through Pac Rim is inclusion. Once you buy that message, you cannot go backwards and everything is hinged upon that fact that Jason deserves a life in the community and a life as normal as anybody else.”

—Susan Rocco

When I first went to Pac Rim I remember being completely uplifted by the fact that there were all these people from all over the world who were bringing together knowledge and sharing it.

—Mother of a 40 year old step-son

“As a consumer advocate, I feel that the workshops have helped me and introduced me to people I might not have met. I think the biggest thing about Pac Rim is that it’s a community.”

Pac Rim 2004, March 29-30, 2004, was a celebration and an acknowledgement of the contributions that the Pac Rim Conference, over the past twenty years, through the leadership of the CDS Director, Bob Stodden, had made toward supporting the quality of life, community inclusion, and self-determination of persons with developmental disabilities and their families. These tributes are excerpts from videos, proclamations, and statements made by local, national, and international speakers on the occasion of the celebration of 20 years of Pac Rim conferences.
“The main thing Pac Rim focuses on is the interdependence and the collaboration between all of us.”

—Advocate

“Pac Rim has been an amazing experience as I have been able to interact and be surrounded by other individuals who share the same passion for disability issues as I do.”

—Brian Kajiyama

“Pac Rim has been so instrumental because we have had speakers to come here that have disabilities who were able to speak and relate. That gave us courage to go out and do what we had to do.”

“The messages that I’ve gotten at Pac Rim are always state of the art and way ahead of what I hear locally.”

“Pac Rim has been so instrumental because we have had speakers to come here that have disabilities who were able to speak and relate. That gave us courage to go out and do what we had to do.”

“The Model for Accessibility is a monumental attempt to make meetings and services accessible to persons with disabilities. CDS has succeeded in producing a readable, usable-friendly resource for use by programs across the nation.”

“I believe CDS has inspired me to be where I am today: in graduate school. Their selection for me as a NIDRR Scholar, has had a provide impact on my life. I realized how much more I could do and how hard I would have to work to produce the quality of work needed in the field.”

Between 1984 and 2004, the registration for Pac Rim increased from 100 to more than 1,000.
# Table of Contents

The Center on Disability Studies .................................................. ii  
Message from the Director ...................................................... iii  
Pacific Rim Conference on Disabilities ....................................... iv  
CDS – Collaboration for Change ............................................... 9  
Partnerships for Collaboration .................................................. 10  
Education, Interdisciplinary Training, and Technical Assistance .......... 13  
Research and Evaluation ......................................................... 25  
Community and University Service ........................................... 33  
National Centers for Research, Education / Training /  
Technical Assistance, and Service ............................................. 43  
External Funding Sources, CDS Personnel, and  
Interdisciplinary Affiliated Faculty (MCH LEND) .......................... 49  
Dissemination Activities ......................................................... 53  
Acknowledgments ..................................................................... 69
CDS – Collaboration for Change

Mission

The Center on Disability Studies (CDS), University Center of Excellence in Education, Research, and Service, is located at the University of Hawai‘i at Manoa in the College of Education. 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. This is accomplished through training, service, research, education, demonstration, evaluation, and dissemination activities internationally, nationally, regionally, and locally.

History

The CDS was established in 1988 as the Hawai‘i University Affiliated Program, and is a charter member of the Association of University Centers on Disability (AUCD). This national network of university centers focuses on education, research, and service activities which impact upon the quality of life of persons with disabilities in each state. Beginning in 1988 with core funding of only $250,000 and a staff of four, the CDS has leveraged resources to its current level of funding of over eight million dollars with more than 125 faculty and staff. The CDS receives funding from the Administration on Developmental Disabilities based on a five-year Strategic Plan. This report covers the first year of a five-year funding cycle.

Activities

The CDS conducts a wide range of education, research, and service activities in collaboration with other disciplines. These activities are centered under five initiative areas: School and Community Inclusion; Special Health Needs; Transition, Postsecondary Education, and Employment; Mental Health; and Pacific Outreach. These initiative areas reflect a commitment to best practice and interdisciplinary cooperation within an academic, community, and family context. Activities strive to be culturally sensitive and demonstrate honor and respect for individual differences in behavior, attitudes, beliefs, and interpersonal styles. CDS activities reflect an organizational commitment to excellence and evidence-based practices. Faculty and staff are mentored, supported, and encouraged to excel.

Governance

The CDS has developed self-governance structures. The CDS Assembly, composed of all faculty, staff, and graduate assistants, meets twice a year and elects representatives to the CDS Faculty Council. The Director serves as an ex-officio member of the CDS Faculty Council. The Faculty Senate addresses issues of peer-review of faculty, developing criteria for promotion and other administrative matters. CDS has representatives on the College of Education Faculty Senate and on the University of Hawai‘i Professional Assembly (UHPA). In the 2003 – 2004 academic year, CDS completed a pilot project of participation in College of Education governance activities. That pilot was a success. The CDS Assembly voted during its Spring 2004 meeting to change its internal governance structures and participate fully in the self-governance activities of the College of Education.
Partnerships for Collaboration

Tri-Agency Partnerships

The federal Administration on Developmental Disabilities (ADD) funds three organizations in Hawai‘i to accomplish future choices for persons with disabilities through systems change. These three organizations are the State Council on Developmental Disabilities, the Hawai‘i Disability Rights Center, and the Center on Disability Studies (CDS). This strategic partnership works in collaboration on systems-change to create more choices for persons with disabilities. This collaboration is accomplished through annual retreats, sharing membership on advisory groups, and addressing common issues.

Dr. Patricia Morrissey, Commissioner, of the ADD gave the keynote address during the 20th Anniversary Pac Rim Conference. While here in Hawai‘i, she was able to meet with all three agencies and to observe programs being funded by the ADD. Waynette Cabral, Executive Director of the State Council on Developmental Disabilities, and Gary Smith, Director of the Hawai‘i Disability Rights Center serve on the Community Advisory Council of CDS.

State Council on Developmental Disabilities. The Council supports people with developmental disabilities to control their own destiny and determine the quality of life they desire. The Council prepares the State Plan for individuals with developmental disabilities. It monitors, evaluates, and comments on the implementation of plans of public and private agencies relating to individuals with developmental disabilities. The Council is an advocacy voice for persons with disabilities in the community and with the Legislature.

Hawai‘i Disability Rights Center. The Hawai‘i Disability Rights Center is the designated Protection and Advocacy (P&A) System for Hawai‘i’s estimated 180,000 residents with disabilities. The Center is also the designated Client Assistance Program (CAP) for Hawai‘i residents who are applicants and recipients of vocational rehabilitation and other services authorized in the Rehabilitation Act. The P&A systems and CAPS are authorized by Congress in each state and territory of the United States to enforce federal disability laws and to protect people with disabilities from discrimination.

Community Partnerships

CDS faculty and staff also participate in numerous community boards and advisory groups through the combined efforts with others in the community. These partnerships include participation in:

- Aloha Association on Deafness
- Board for Vocational Rehabilitation
- Community Personal Assistance Services and Supports (CPASS) Board
- Easter Seals Board of Directors
- Hawai‘i ARC Board of Directors
- Hawai‘i Consortium for the Arts
- Hawai‘i Centers for Independent Living Board of Directors
- Hawai‘i Early Intervention Coordinating Council
- Hawai‘i Rehabilitation Council
- Hawai‘i Services on Deafness
- Hawai‘i State Foundation on Culture and the Arts
- Hawai‘i Statewide Consortium of 21st Century Learning Centers
- Keiki Caucus
- Project AWARE Advisory Council (Hawai‘i’s PTI)
- Olmstead Task Force
- Queen Lili‘uokalani Children’s Center
- Responsive Caregivers of Hawai‘i (formerly known as Research Center of Hawai‘i)
- Special Education Advisory Committee (SEAC)
- State Business Action Center
- U.S. Small Business Administration Network
- Workforce Development Council
- Workforce Investment Board of Trustees
CDS Advisory Councils

The CDS has two external Councils to create community and university partnerships to assure that programs and services are responsive to national initiatives, priorities of advocacy groups and state agencies, and the university’s academic program objectives. Members of these two groups are listed below.

The Community Advisory Council (CAC) is comprised of persons with disabilities, family members of persons with disabilities, and representatives of key community agencies. The CAC meets at least twice a year to review the work of the CDS, and provide input for strategic planning and agenda setting. Research on evidence-based practices is also shared with members of the CAC during these sessions.

The University Coordinating Council (UCC) is an external university partnership that assures CDS programs are responsive to national initiatives and university’s academic program objectives. UCC members consists of representatives from departments, colleges, and programs at the University of Hawai‘i at Manoa, which interface with training and research activities focused upon persons with disabilities and their families. The UCC meets quarterly and supports the recruitment for and expansion of the Interdisciplinary Certificate in Disability and Diversity Studies.

**Community Advisory Council (CAC)**

Midori Aoki, Parent  
Sue Brown, 0-3 Hawai‘i Project (IDEA Part C)  
Waynette Cabral, Developmental Disabilities Council  
Sandie Dela Cruz, Parent  
Bob Ellis, Parent  
David Fray, Developmental Disabilities Division  
Jean Johnson, Center on Disability Studies  
Roger Keller, Parent  
Patricia Lockwood, Hawai‘i Centers for Independent Living  
Ha‘aheo Mansfield, Parents and Children Together (PACT) and Parent  
Mindy McConnell, Parent  
Susan Rocco, Special Parent Information Network (SPIN) and Parent  
Gary Smith, Hawai‘i Disability Rights Center  
Garrett Toguchi, Board of Education  
Beth Tokioka, Parent  
Matthew Ulanski, Self-Advocate  
Cassie Woll, Self-Advocate

**University Coordinating Council (UCC)**

Amy Agbayani, Student Equity, Excellence, and Diversity  
Elaine Bailey, Business Administration/Management and Industrial Relations  
Steve Brown, Disability Studies  
Dana Davidson, CTAHR/Human Resources  
Lillian Gonzales-Brown, Institute for Disability Studies  
Richard Johnson, Teacher Education and Curriculum Studies  
Ron Matayoshi, Social Work  
Linda McCormick, Education/Special Education  
Cliff O’Donnell, Psychology  
Jeff Okamoto, Pediatrics  
Carolyn Okinaga, CCECS  
Susan Rocco, Special Parent Information Network (SPIN)  
James Skouge, Education/Special Education  
Norma Jean Stodden, Center on Disability Studies  
Robert Stodden, Center on Disability Studies  
Alice Tse, Nursing  
Randy Weirather, Speech Pathology and Audiology  
Sylvia Yuen, CTAHR/Center on the Family
Education, Interdisciplinary Training, and Technical Assistance
Education, Interdisciplinary Training, and Technical Assistance

CDS offers interdisciplinary pre-service and in-service education and training, technical assistance and dissemination of data and research-based practices within the field of disability and diversity studies. Projects and activities are responsive to the personnel development needs identified by health, education, and human services agencies providing a wide range of services to people with disabilities and their families in Hawai‘i, the Pacific Region, and the nation. All projects and activities promote consumer and family involvement, community inclusion, self-determination, and systems improvement through interdisciplinary university and community partnerships.

Each training and technical assistance project is briefly described in the following pages, with its activities for this report year detailed. CDS staff members who are involved in the project are listed, as well as an email contact for those interested in obtaining further information on the project.

Projects and Activities

Purpose
—Train a cadre of parents to provide ongoing training information and support to families.
—Collaborate with the SEA to assist parents to use alternative dispute mediation options that are culturally appropriate and address the needs of families.
—Collaborate with local parent organizations and groups to ensure they are informed of project’s goals, objectives, and activities.
—Identify local organizations that have similar or complementary goals, objectives, and activities to ensure a strong collaborative relationship to support families.
—Network with all appropriate clearinghouses, organizations, and projects that serve parents and families of children with disabilities, to enable access to information and resources.
—Collect data in all project activities of the numbers of parents that are provided information and training during each year.
—Improve effectiveness of strategies used to reach and serve parents, including unserved and underserved parents.
—Collect data on the effectiveness of the project’s collaboration with other projects and organizations that serve parents.

Activities for 2003-2004
• Provided site visit and technical assistance in May 2004.
• Conducted home visits and physical therapy consultations for 12 children during a site visit in May 2004.

Staff
Katherine Ratliffe
Martha Guinan
ratliffe@hawaii.edu
• Completed inservice training for special education bus drivers, special education teachers, parents and staff of children in Part C, parents of young children and older children served by nurses and nutritionists, and staff of the Fatuoaiga long term care facility.

• Consulted with special education personnel regarding documentation, durable medical equipment, and practice issues.

Disability and Diversity: Demonstrating Effective Practices for Improving Access to, Retention in, and Completion of Postsecondary Education by Culturally and Linguistically Diverse (CLD) Youth with Disabilities

Purpose
—Address critical needs of CLD youth with disabilities through a replicable package of three primary and complementary strategies.
—Empower CLD youth with disabilities by helping them acquire self-determination and self-advocacy skills.
—Develop collaborative teams consisting of family members and disability and diversity personnel, to support CLD youth with disabilities to develop and implement individualized postsecondary education plans.
—Develop peer and adult mentor relationships providing CLD youth with disabilities with educational, social, and emotional supports.
—Coordinate with the University of Minnesota and San Diego State University.

Activities for 2003-2004
• Worked with 38 high school students in Hawai‘i, and four in Minnesota.
• Developed culturally relevant transition curriculum.
• Established ongoing transition course at San Diego State University.
• Instructed participants in areas of self-determination and self-advocacy skills.
• Established a pool of CLD mentors, consisting of persons with and without disabilities, representing diverse cultures, disability types, careers, ages, areas of residence, and gender.
• Linked high school participants with peer mentors.
• Assisted participants in developing self-determined postsecondary educational transition plans based on individual strengths and needs, including lifelong learning and career goals.

Family Services Center – Commonwealth of the Northern Mariana Islands (CNMI)

Purpose
—Provide technical support to the CNMI Council on Developmental Disabilities.
—Build partnerships between family organizations and family agencies to develop a Family Service Coalition to design a Family Service Center.
—Develop parameters for services and supports for the Family Service Center.
—Complete a needs assessment for capacity and capability of an information technology system.
—Review and analyze existing state and local policies and resources for families.
—Identify training needs for staff members and other service providers.
—Develop a coalition plan for a Family Services Center in CNMI.
—Collaborate between Pacific Outreach Initiative (POI) at CDS and the CNMI Developmental Disabilities Council.

Staff
Robert Stodden
Kelly Roberts
Kawehe Napeahi
Kanoe Kealohaa
robertsk@hawaii.edu
Activities for 2003-2004
• Developed and disseminated a survey on information technology needs for service organizations in CNMI.
• Formed a coalition of service agencies and family agencies to develop a plan for a Family Service Center.
• Held focus groups with independent living family groups, and special education family groups on their ideas for a Family Service Center.
• Worked with CNMI DD Council to write implementation grant to submit to the Administration on Developmental Disabilities to create a Family Service Center in CNMI.

Purpose
—Develop curriculum in Developmental Behavioral subspecialty area.
—Train the two Fellows in Developmental Behavioral subspecialty area.

Activities for 2003-2004
• Wrote clinical curricula for sexuality and exposure to family homes.
• Recruited a Fellow for first training year.
• Identified and recruited faculty to provide Fellow training.
• Developed application for Accreditation Council for Medical Education certification.
• Trained medical students and residents in developmental disabilities.
• Created supportive relationship with Hawai‘i Pediatric Residency Program.

Purpose
—Address the problem of engaging or re-engaging high school Native Hawaiian youth at risk for failing, dropping-out, or placement in special education through high quality academic learning.
—Develop a culturally responsive, differentiated, high quality integrated science curricula aligned to state learning standards.
—Implement in the following three phases designed to achieve project goals. Phase I: Collect, review, and determine the effectiveness of existing science curricula; Phase II: Develop culturally responsive science curricula; Phase III: Field-test the curriculum at Nanakuli High School.

Activities for 2003-2004
• Collected, reviewed, and determined the effectiveness of existing science curricula.
• Developed culturally responsive science curriculum.
Hawai‘i Project for Children and Young Adults who are Deaf Blind

Purpose
—Provide technical assistance for children birth through 21 years who are deaf-blind and their families and service providers.
—Improve services through interagency activities by promoting the coordination of services for deaf-blind students.
—Coordinate between the Pacific Outreach Initiative at CDS and the Hawai‘i Center for the Deaf and Blind.

Activities for 2003-2004
• Conducted meetings of Hawai‘i Deaf-Blind Family Network in December 2003 and May 2004.
• Provided training, entitled “Working with Learners who are Deaf-Blind: Low-Tech/No-Tech Adaptations and Modifications for School and Home” in March/April 2004.
• Established an Advisory Committee and provided staff support for meetings in April 2004 and June 2004.
• Updated Hawai‘i Deaf-Blind Census.

Staff
Dotty Kelly
Jessica Lundblad
Karro Yee
Marlene Nonaka
Melissa Papalii
Jessica.Lundblad@cds.hawaii.edu

Hawai‘i Real Choices ACCESS

Purpose
—Develop www.RealChoices.org, a website about disability and long-term care issues for individuals of all ages.
—Create, a free one-stop website resource providing accessible long term care and disability service information for the community.
—Design a “universal use” information systems in the country, serving consumers, service professionals, public agencies, and employers alike statewide.
—Develop and implement smart forms that allow individuals to input and safely save personal data that can be electronically parsed to online forms.

Activities for 2003-2004
• Convened six Governing Council meetings to date with a majority membership of consumers or consumer representatives.
• Planned and implemented 25 workgroup and committee meetings.
• Included self-advocates in all aspects of planning, implementation, and evaluation.
• Conducted 35 presentations to more than 1,900 people, including self-advocates, family members, business professionals, state and local agency personnel, and other community members.
• Provided information to more than 27,000 unique users online, making <www.RealChoices.org> one of the top websites visited nationally.

Staff
Rebecca Rude Ozaki
Dexie Galvez
Sumi Lee
Roberta Bishop
rozaki@hawaii.edu

Kukulu Na Uapo: Building Bridges

Purpose
—Develop a culturally responsive, standards-based 6th grade science curriculum, which integrates math and literacy skill outcomes, uses universal design in learning principles and is differentiated for all learners, including students with disabilities.
—Support school-community based teams and workgroups (na hui) comprised of elders
(na kupuna), local cultural experts, educators, and curriculum standards specialist to develop guiding values and a common vision of the curriculum.
—Disseminate a field-tested culturally responsive, standards-based 6th grade science curriculum to 6th grade teachers and other educators.

Activities for 2003-2004

Staff
Norma Jean Stodden
Randee Golden
David Perry
Janelle Akuna
Kawehi Napeahi
Sheryl Saito
Sara Banks
Susan Lehner
Helene McTavish
Raylene Lancaster
NJ.Stodden@cds.hawaii.edu

Activities for 2003-2004

• Involved all stakeholders in a collaborative systems change process.
• Identified and reviewed existing Native Hawaiian curricula in science.
• Planned curriculum components and development of culturally relevant topics through na hui (workgroups).
• Utilized universal design in curriculum design, in learning principles, and differentiated for all learners with research-based teaching strategies for culturally and linguistically diverse students.
• Developed videos and websites to support instructional activities.
• Authored an online course to support teachers in implementing the curriculum.

Purpose
—Increase the capacity of educational agencies to improve the results for children and young adults who are deaf-blind and their families to live, go to school, play, work and have friends in their communities.
—Collaborate between the Pacific Outreach Initiative (POI) at CDS and the outlying Pacific Island nations/jurisdictions of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia (Kosrae, Pohnpei, Chuuk, and Yap), Guam, Republic of Palau and Republic of the Marshall Islands.

Activities for 2003-2004

Staff
Dotty Kelly
Jessica Lundblad
Marlene Nonaka
Jessica.Lundblad@cds.hawaii.edu

Activities for 2003-2004

• Provided training for 29 teachers, related service assistants, administrators and family members who attended the Pacific Partnerships for Deaf-Blind TA Services Pac Rim Pre-Conference Institute, Overview of Deaf-Blindness, Philosophies of Deaf Education, Nine Areas of Literacy, ASL Instruction, Functional Curriculum, Development of Child/Student Profiles and Action Plans.
• Conducted training for 32 Teachers, parents, related service assistants, and administrators in the Pacific Partnerships for Deaf-Blind TA Service Summer Institute, on the following topics: Overview of Deaf-Blindness, Vision, Hearing, and Communication Assessment, Communication Systems, Literacy, ASL and Braille, Communication Development and Teaching Strategies for Children with Multiple Disabilities, Development of Child/Student Profiles and Action Plans.
• Established the Advisory Committee and provided staff support for meetings in March 2004 and June 2004.
• Updated the Pacific Deaf-Blind Census.
Pacific Related Services and Educational Paraprofessional Training Project

**Purpose**
- Train local people to provide related services in Federated States of Micronesia (FSM), Palau, the Republic of the Marshall Islands (RMI) and the Northern Marianas Islands (CNMI), through local community colleges.
- Work with special education departments to provide related services to children.
- Work with children with low-incidence disabilities.
- Continue a three-year project to train related services assistants (RSAs) in FSM, American Samoa, and CNMI in 2000 – 2002.
- Collaborate between the Pacific Outreach Initiative (POI) at CDS and the Federated States of Micronesia, Republic of Palau and the Commonwealth of the Northern Mariana Islands Departments of Education.

**Activities for 2003-2004**
- Enrolled 19 students in first year of program in CNMI.
- Taught two courses in Spring 2004 (ED 111, and ED 112).
- Taught two courses in Summer 2004 (ED 113, and ED 114).
- Planned two courses for Fall 2004 (ED 115, and ED 116).
- Met with Palau Community College and Palau special education to plan for 2005 training.

**Staff**
Katherine Ratcliffe
Dotty Kelly
ratcliffe@hawaii.edu

Pacific Voices: Pacific Regional Technology in Education Consortium

**Purpose**
- Partner with Pacific Island educators to develop a technology integration curriculum.
- Disseminate curriculum through courses and workshops throughout the Pacific, both for pre-service and in-service teacher training.
- Focus on multimedia technologies that “give voice” to children and teachers in the Pacific, celebrating vernacular languages as well as English.
- Celebrate language arts in all of its richness, including listening, speaking, reading, writing, the visual and performing arts, and critical thinking.
- Collaborate between the Pacific Outreach Initiative (POI) at CDS and Pacific Departments of Education in Hawai‘i, American Samoa, FSM, CNMI Guam, and Palau to develop a technology integration curriculum.

**Staff**
Martha Guinan
Malia Nobrega
Lillian Segal
Dotty Kelly
guinan@hawaii.edu

**Activities for 2003-2004**
- Conducted skills trainings and classroom trials at 22 schools in 10 entities (the states of Chuuk, Kosrae, Pohnpei, and Yap in the Federated States of Micronesia; the islands of Majuro and Ebeye in the Republic of the Marshall Islands; the Republic of Palau; the island of Saipan in the Commonwealth of the Northern Marianas Islands; the territories of American Samoa and Guam; and the islands of Oahu, Kauai, and Hawai‘i in the State of Hawai‘i).
- Coordinated video teleconferences between Saipan, Guam, American Samoa, Oahu, Kauai, Kosrae, Pohnpei, and Palau.
- Created recordings of legends, stories and knowledge of elders in several villages, as well as an audio CD of the Utwe Youth Choir in Kosrae, to be shared with the schools enabling cultural wisdom to be passed on.
- Produced a library of over 75 CD-ROMs and DVDs of projects created by the teams from each entity and school.
- Published “Pacific Voices - Integrating Multimedia, Technology, and Culture into Education: A Curriculum Resource,” a manual of ideas learned through the project.
Purpose
—Develop school-based community learning centers in Pohnpei to support children and youth of all ages, and other sections of the community.
—Implement a variety of interesting culturally sound activities with the support of local community agencies and individuals.
—Coordinate activities between the Pacific Outreach Initiative (POI) at CDS and the Pohnpei State Department of Education and their local schools and communities.

Activities for 2003-2004
• Provided services for approximately 1,325 students (21% of school population) of the total at the Community Learning Centers.
• Targeted at-risk students for participation in the activities.
• Implemented diverse activities such as horticulture, book making, mathematic tutorials, cultural song and dance, and computer skills.
• Infused reading, writing, problem solving, and communication in all these activities.
• Implemented ACE Reading at five sites supporting over 60 students.
• Trained new tutors from regular school day teachers to community adults.
• Presented at three international conferences.

Pohnpei Community Learning Center Consortium

Staff
Dotty Kelly
Jessica Lundblad
Elisapeta Alaimaleata
Lillian Segal
Marlene Nonaka
Jessica.Lundblad@cds.hawaii.edu

Related Services Assistants Technical Assistance Project

Purpose
—Provide consultation services, mentorship, training, and support to Related Services Assistants in the Federated States of Micronesia (FSM) who were trained under the Pacific Partnerships for Related Services Assistant Training Project.
—Coordinate between the Pacific Outreach Initiative (POI) at CDS and the FSM National Office.

Activities for 2003-2004
• Completed eight site visits total to four different FSM states.
• Consulted around 102 children for related services needs during site visits with written reports on children with special needs.
• Trained local personnel on topics relating to the child with special needs, including communication for the child with special health care needs; behavior issues for the child with special health care needs; making and adapting positioning equipment for the child with special health care needs; gross motor activities using balls, rolls and bolsters; making toys from trash; games to promote developmental skills.
• Held six in-service training sessions over televideo to provide televideo consultation on children served in remote locations.
• Expanded the website that describes the projects serving children in the Pacific and celebrates the individuals who are providing those related services.
• Produced four newsletters for all participants in the Pacific as well as made available on the website.
• Held one regional training in Honolulu in conjunction with the Pacific Rim Conference on Disabilities for Related Services Assistants.
• Trained fifteen attendees about a new assessment and planning tool called the Functional Inventory of Pacific Skills.

Staff
Katherine Ratliffe
ratliffe@hawaii.edu
Secondary Transition Project (Federated States of Micronesia)

Purpose
— Improve services for students with disabilities.
— Provide training and technical assistance in the four FSM states for teachers, Special Education Coordinators and parents to develop transition plans and implement them for secondary age students with disabilities.
— Collaborate between the Pacific Outreach Initiative (POI) at CDS and the Federated States of Micronesia National Office.

Activities for 2003-2004
• Provided one week of onsite training and technical assistance.
• Conducted technical assistance for each of the four states.
• Worked with each state to develop an Action Plan.
• Provided a technical assistance for the implementation of the Action Plan.

Staff
Dotty Kelly
Teresa Whelley
Melanie Lee
Marlene Nonaka
dotty.kelly@verizon.net

State Improvement Grant (SIG)

Purpose
— Increase statewide capacity to foster high standards and produce quality school-wide services and supports to children with disabilities.
— Improve service integration and student transitions supporting improved learning and performance by children with disabilities.
— Improve statewide capacity for accountability for measurement of student progress and results by addressing access and participation.
— Increase capacity of parents of children with disabilities and others to participate in systems-change processes and the delivery of services for children with disabilities.
— Address identified needs for in-service and pre-service preparation of personnel for necessary content knowledge and collaborative skills.

Activities for 2003-2004
• Developed numerous products including eight effective practices briefs.
• Completed a special brief and parent brochure on “Evidence-based Mental Health Services for Children.”
• Produced a 35-minute video, “Literacy: What’s Working” showing successfully literacy strategies underway at three schools in the state.
• Created and distributed, “What is autism?” and “Providing Quality Assessments for Individuals with Autism.”
• Completed a study on transition between Part C and Part B.
• Developed a report on Due Process Hearings.
• Provided staff support for the Statewide Partnership Steering Committee, SIG Transition Work Group, SIG School-Based Behavioral Health Work Group, and Standards and Assessment Work Group.
• Evaluated the Comprehensive Student Support System.
• Obtained funding for Teaching All Children Together (TACT) Grant.
• Obtained funding for SIG II, a three year grant, with funding of about $750,000 per year.
• Developed proposal for a video series on bullying.

Staff
Robert Stodden
Jacki Rhuman
Shannon Simonelli
Norma Jean Stodden
Jean Johnson
Marie Miguel-Cortez
Landry Fukunaga
jeanj@hawaii.edu
Purpose
—Offer a 15-semester credit graduate level Interdisciplinary Certificate in Disability & Diversity Studies for educators and related service personnel to improve outcomes for students with high-incidence disabilities.
—Provide an integrated training grounded in evidence-based practices to enhance skills needed to educate students with high-incidence disabilities to achieve the state educational standards in the general education classroom.
—Develop the competencies of trainees to work with students with diverse learning styles and challenging behaviors, many of whom are from culturally and linguistically diverse populations.
—Train 75 general and special education teachers and related service personnel at the pre-service and in-service level in three consecutive cohorts.

Activities for 2003-2004
• Recruited the first cohort of 27 trainees to complete two of the five certificate courses.
• Completion of first two courses by the first cohort.
• Obtained Board of Regents approval for the five 3-credit courses will provide the following competencies: understanding of disabilities and diversity; skill in creating and delivering diversified curriculum and teaching strategies; ability to implement positive behavioral supports in the classroom to achieve optimal learning for all students; skill in collaborative teaming and family-centered practices; and skill in utilizing technology for successful inclusive classrooms.
• Developed competencies through inquiry-based learning, portfolio evaluations, and support from mentor-teachers.

Video Futures and Transitions
Purpose
—Provide self-instructional materials and consultation to school-based personnel, clinicians, and family members in the use of positive video futures strategies (self-modeling, feedforward, video explorations) to benefit students at risk for dropping out of high school.
—Improve educational outcomes and transitions to adult life.

Activities for 2003-2004
• Trained 37 school and agency staff to create video and implement Video Futures.
• Developed 10 videos by adjudicated teens who will then teach others to create videos.
• Adapted training to include self-management skills, speech and communication skills, interviewing skills, classroom participation, sports skills and life planning.
• Focused on dissemination and adaptation activities.
• Presented at six Kentucky State Department of Education conferences.

Staff
Teaching All Children Together (TACT)
Norma Jean Stodden
Jean Johnson
Jacki Rhuman
Jeanne Bauwens
Jill Kanda
NJ.Stodden@cds.hawaii.edu

Video Futures and Transitions
Peter Dowrick
JoAnn Yuen
Elisapeta Alaimaleata
Alice Ehmes
Cory Cook
Sara Cothren
Neil McCulloch
Natalie Crespo
Rosie O’Brien Sauni
Jennifer Kunihiro
dowrick@hawaii.edu
Research and Evaluation
Research and Evaluation

The CDS focuses its activities to promote consumer and family involvement, community inclusion, self-determination, and systems improvement through research and evaluation agendas that respond to local and national initiatives. Research-based practices are an important part of program improvement and systems change projects, and are conducted in partnership with consumers, self-advocates, and federal and state agencies. Research activities include controlled interventions, longitudinal studies, participatory action research, and evaluation strategies that assess the implementation of values-based practices.

These research and evaluation projects are briefly described on the following pages, with activities of this report year listed. Also listed is the CDS staff involved in each project, and an email contact is provided for those interested in more information.

ACE Reading

Purpose
—Address the challenges of literacy in children with disabilities and other disadvantages through best practices in reading instruction, the innovative uses of media technology, especially video and computers and through mentoring and community support.
—Teach vital reading skills to children of all ages.
—Help students to believe in their ability to succeed and to enjoy reading.
—Train parents, high school students, and other local people to work within the school system to improve all children’s education.

Activities for 2003-2004
• Trained over 400 community adults, teacher, and high school students have been trained in the delivery of thousands of hours of small group (or 1-to-1) tutoring, with over a thousand students with disabilities or most at risk for academic failure. Much of the recent expansion is based on new contracts and self-support.
• Responded to requests from more than 20 after school programs for utilization of ACE Reading.
• Tutored over 250 students who have improved their reading to a level at which they benefit from regular classroom teaching.
• Trained site coordinator in delivery of training and program monitoring.
• Tested on-site data system for monitoring of student progress monitoring and validity of assessment and evaluation on different locations.
• Maintained over 90% integrity, as monitored by protocols, on-site coordination, evaluation, feedback, and audiotapes that are later reviewed by project staff.
• Enhanced motivation by video self-modeling (feedforward) that produces images of success beyond the child’s current capability.
• Established new programs on Molokai and in Pohnpei and American Samoa.

Staff
Peter Dowrick
JoAnn Yuen
Elisapeta Alaimaleata
Alice Ehmes
Cory Cook
Sara Cothren
Neil McCulloch
Natalie Crespo
Rosie O’Brien Sauni
Jennifer Kunihiro
dowrick@hawaii.edu
**Computer ACE Reading**

**Purpose**
— Develop and evaluate a multimedia-based package to improve literacy related skills for young students.
— Tutor with young students, usually in pairs, with off-the-shelf interactive software.

**Activities for 2003-2004**
- Trained 104 community assistants as tutors.
- Mentored a lead tutor training and supervising individual, who now has her first “real job” as a Vista Coordinator at another school.
- Identified Mene Tauaa of Alofau School, as American Samoa Teacher of the Year, partly on the basis of his success with Computer ACE at his school.
- Tutored 85 students, most at risk for learning disability, with Computer ACE, with those students often showing literacy gains greater than their classmates.
- Began evaluations in Hawai’i, Pohnpei, and Kentucky.
- Implemented program in American Samoa and Philadelphia.

**Staff**
- Peter Dowrick
- JoAnn Yuen
- Elisapeta Alaimaleata
- Alice Ehmes
- Cory Cook
- Sara Cothren
- Neil McCulloch
- Natalie Crespo
- Rosie O’Brien Sauni
- Cherise Ho
- Jennifer Kunihiro
- dowrick@hawaii.edu

**Culturally and Linguistically Diverse (CLD) Transition Success Research Project**

**Purpose**
— Research factors supporting the transition to and success in postsecondary education of persons with disabilities of culturally and linguistically diverse (CLD) heritage.
— Conduct research at five sites across the country, coordinated by the CDS.
— Create a participatory action research (PAR) team to provide guidance.

**Activities for 2003-2004**
- Reviewed literature on disabilities, and developed resources on cultural and linguistic diversity, and transition to postsecondary education.
- Interviewed by telephone young adults with disabilities concerning experiences and services in high school and how they have been doing since high school.
- Conducted focus groups of young adults with disabilities who have achieved success in postsecondary education to explore factors supporting their success.
- Used case studies to illustrate how to effectively support CLD persons with disabilities to succeed in postsecondary education.
- Developed an annotated bibliography posted on project website, with over 400 publications addressing the topics of disabilities, cultural and linguistic diversity, and transition to postsecondary education.
- Implemented a website providing links to over 200 relevant websites plus over 100 documents that can be downloaded and viewed for free.

**Staff**
- David Leake
- Tammie Picklesimer
- Meiko Arai
- Cherie Ikei
- dwleake@aol.com
Purpose
—Project 1: Improve the effectiveness and efficiency of Early Hearing Detection and Intervention tracking systems to support program monitoring and evaluation.
—Project 2: Implement a research study titled of children with congenital hearing loss in Hawai‘i (follow up study), enrolling approximately 200 children from seven birth cohorts and use existing records as well as project instruments to describe their status and analyze influences on developmental trajectories.
—Project 3: Enroll approximately 150 children with congenital hearing loss and perform genetic testing to examine the influence of genetic and other factors on hearing loss.

Activities for 2003-2004
• Met with newborn hearing screening staff at all birth hospitals, identified improvements needed to maximize efficiency and effectiveness.
• Achieved e-mail transmission of data to DOH by 100% of NBHS programs.
• Acquired IRB clearances for follow-up study, began recruitment of subjects, developed forms, and presented information to local groups.
• Created forms for the Epi study, applied for IRB clearances, recruited geneticist and genetics counselors.
• Collected assessment, health, and family data.
• Analyzed and reported data.

Purpose
—Conduct a multi-site research project funded by the Centers for Disease Control and Prevention to determine whether the two-stage OAE/ABR protocol was missing some newborns with a permanent hearing loss.

Activities for 2003-2004
• Completed enrollment of 1,524 babies in the study.
• Performed diagnostic evaluations on 973 (63.8%) of the study babies.
• Analyzed data during a meeting of investigators in Honolulu in March 2004.
• Determined that 2.0% of those who passed the two-stage screening protocol were determined to have a significant hearing loss at approximately 12 months of age.
• Found that another 3.3% had an increased suspicion of permanent hearing loss.
• Established a comparison group of those infants who failed the two-stage protocol.
• Identified 704 infants for the comparison group.
• Obtained diagnostic data on 604 (85.8%) of those infants.
• Presented results and recommendations in May 2004 at the International Congress on Newborn Hearing Screening in Cernobbio, Italy.
• Preparing eight articles for publication in refereed journals.
Kokua I Holomua Family Planning Grant

Purpose
—Implement a collaborative systems change process to develop a One-Stop Center for individuals with developmental disabilities and their families, funded by the Administration on Developmental Disabilities.
—Involve all stakeholder groups (participants, agency and service provider personnel, local workforce investment board) in a process to develop policies, procedures, and practices for a One-Stop Center for persons with developmental disabilities and their families.
—Develop a one-stop navigational system as a resource providing information and streamlining services for transitioning students, ages 16 years and older, from rural, underserved areas.

Activities for 2003-2004
• Convened seven advisory council meetings, five management team meetings and a Visioning Summit.
• Conducted three presentations on the project.
• Developed an implementation grant proposal.

Staff
Rebecca Rude Ozaki
Leolinda Parlin
rozaki@hawaii.edu

Northwest Alliance for Access to Science, Technology, Engineering, and Mathematics

Purpose
—Support the increase of representation of people with disabilities in science, technology, engineering, and mathematics (STEM) careers.
—Encourage students with disabilities to study and work in the STEM fields with peer and mentor interaction, work experiences, computer and network training, and other activities as they transition to college, graduate school, and employment.
—Work with precollege and postsecondary educators and support staff to create more inclusive programs for students with disabilities, where they are encouraged to pursue STEM studies and careers.
—Evaluate project under a subcontract from the University of Washington.

Activities for 2003-2004
• Coordinated evaluation and research methods.
• Developed appropriate evaluation instruments including a Youth Tacking System that will track past and current project participants and a case study template.
• Developed an online database, administer data collection, and conduct data analyses.
• Provided summary data for annual progress report to the National Science Foundation.
• Cooperated with other Alliance sites (New Mexico and Maine) in evaluation efforts.
• Located, catalogued, and disseminated best practices and replication models associated with the successful operation of other projects designed to increase the success of individuals with disabilities in STEM careers.

Staff
Chuan Chang
chuanc@hawaii.edu
Strategies for Effective and Efficient Keiki (Child) Find (SEEK)

**Purpose**
—Demonstrate a methodology for improving Child Find under Part C of IDEA.
—Develop a model process for evaluating and describing current ways in which infants and toddlers are identified, assessed, and enrolled in early intervention services; and evaluating the equity, effectiveness, friendliness, and efficiency of the Child Find system.
—Develop, pilot, revise, demonstrate, and evaluate innovative strategies to improve Child Find based on evaluation findings.

**Activities for 2003-2004**
• Evaluated Child Find strategies.
• Developed and implemented model Child Find strategies to address weaknesses identified through an initial needs assessment.
• Implemented model strategies: presentations to and materials for primary care physicians; and enhanced communications between early intervention programs and their clients’ physicians.
• Collected, analyzed, and reported model strategy evaluation data.
• Disseminated model strategies and materials locally and nationally through presentations, publications, and web site development.

Study of Cultural Variables Influencing the Development and Implementation of Self-Determination Skills in Youth with Serious Emotional Disturbances

**Purpose**
—Increase understanding about the diversity of existing views regarding culturally appropriate forms of self-determination for youth with emotional and behavioral difficulties.
—Use peer-led group discussions to research issue.
—Include youth, parents, and teachers of African-American, Asian, Caucasian, Hispanic, and Pacific Islander heritage.
—Engage youth leaders and parent-partners at Hawai‘i Families as Allies.

**Staff**
Beppie Shapiro
Taletha Derrington
Brenda Smith
beppie@hawaii.edu

**Activities for 2003-2004**
• Explored in peer-led group discussions involving (1) youth with serious emotional, behavioral and/or mental health challenges, (2) family members, and (3) educators, including those of African, Asian, Caucasian, Hispanic and Pacific Islander heritage residing in the state of Hawai‘i and in Washington, D.C.
• Documented discussions, and collected questionnaires to draw individual responses.
• Analyzed the data for publication and dissemination.

**Staff**
Sally Y. Nhomi
David Leake
Robert Stodden
Rosalie Boone
Rhonda Black
nhomi@aol.com
Teen Literacy Through Technology (Full TLT)

Purpose
—Develop an effective school- and after-school based supplement literacy and math program for teens who are at-risk (special needs, SPED, ESL, low income communities, etc.).
—Infuse Community Technology Centers (CTC’s) with effective learning environments to enhance literacy and math skills during and after school.
—Maintains and enhances four Community Technology Centers: Farrington High School, Palama Settlement Community Center, PACT/KPT and Susannah Wesley Community Center.
—Add two new Community Learning Centers: Halua Ku Mana (Hawaiian Charter School) and Fagaitua High School (American Samoa).
—Upgrade equipment and software, improve internet access, (re)train personnel, ensure accessibility, and add expertise and resources such as senior groups, Americorps and college interns.

Activities for 2003-2004
• Accessed by an average of 500 adults and children each month.
• Developed and pilot tested in school (ESL and Read Right) and after school (community-based programs).
• Integrated a student-paced, project based curriculum, group interaction and the support of coaches (peer and adult) to enhance literacy skills through story writing.
• Improved reading fluency, word recognition and comprehension by participants by 1-3 grade levels.
• Observed positive changes in attitude toward education activities in teens by parents and teachers.
• Improved attendance on average from 78% to 93% (in class and after school).
• Improved reading fluency, word recognition and comprehension after eight weeks for ESL students (9th grade) who had been defined as “preliterate,” with those gains maintained literacy gains 8 weeks after Teen ACE ended.
• Evaluated computer-based math applications and is developing protocols to pilot test Teen ACE Math in Spring/Fall 2005 under Full TLT2.

Staff
Peter Dowrick
JoAnn Yuen
Elisapeta Alaimaleata
Alice Ehnes
Cory Cook
Sara Cothren
Neil McCulloch
Tasha Wyatt-Beck
Natalie Crespo
Rosie O’Brien Sauni
Jennifer Kunihiro
dowrick@hawaii.edu
Community and University Service
Community and University Service

The CDS is committed to developing resources to expand and improve services for persons with disabilities so self-determination will be a realistic option in Hawai‘i, the Pacific Region, and the nation. To achieve this purpose, emphasis is placed on training, consulting, and technical assistance to develop, support, and sustain community-based services. The CDS works closely with other organizations serving persons with disabilities, advocacy groups, and self-advocates within the community to develop grants and other resources to expand opportunities across the lifespan of persons with disabilities. The CDS faculty and staff provide consultation to departments and agencies locally and regionally by serving on national, regional, state, and local committees, workgroups, and task forces.

Faculty and staff hold affiliations and participate across 14 departments and schools within the University of Hawai‘i system, and conduct activities in more than 20 university collaborating programs across the nation. Faculty participates in campus-wide activities, such as the Strategic Plan Committee and the Institutional Review Board (IRB). Additionally, faculty serve on a large number of interdisciplinary theses and doctoral committees.

These service projects and highlighted activities for this report year are briefly described on the following pages. Project staff is identified and an email contact is provided for anyone wanting further information.

Projects and Activities

American Samoa Training Projects

Purpose
—Implement an undergraduate teacher education program with dual certification in elementary and special education.
—Develop guidelines for an American Samoa Special Education Certification Program in selected special education areas.
—Implement an assessment program for alternative testing procedures and protocols.
—Train assessment personnel in new evaluation procedures.
—Develop resource centers in elementary schools.
—Expand secondary transition programming.
—Assist in the development of a Five-Year Strategic Plan for the American Samoa Department of Special Education.

Staff
Kate Moran
Victoria Pratt
kmoran@hawaii.edu

Activities for 2003-2004
• Coordinated the logistics of providing 10 on-island University courses for 30 teacher dual certificate candidates enrolled in the American Samoa Department of Education (ASDOE)/University of Hawai‘i Cohort Program.
• Conducted training for Certification of Assessment Personnel focused on administering, interpreting and representing current levels of performance in student’s ability, academic achievement and adaptive skills.
• Provided training focused on Certification of Teacher for the Blind.
• Developed Certification for Speech and Language Teachers.
• Authored a culturally sensitive assessment tool for the Alternative Testing Program for students with severe disabilities.
• Expanded transition programs at the secondary level.
• Defined graduation requirements for alternative diplomas.
• Developed Resource Centers (classroom facility) in two elementary schools.
• Completed Five-Year Plan for Special Education Division.
• Provided ongoing consultation in assistive technology.

Purpose
—Create a self-employment and micro-enterprise education and technical support for people with disabilities while safeguarding social security and other health and welfare benefits.
—Develop for artists with disabilities and their circle of support a business plan and begin self-employment.
—Conduct weekly sessions for persons with disabilities and their families that cover business and marketing planning and development.

Activities for 2003-2004
• Celebrated on May 30 “VSA arts of Hawai‘i-Pacific Day” on the Big Island of Hawai‘i, declared by Hawai‘i County Mayor Harry Kim.
• Received the International Leadership Excellence in Public Awareness and Advocacy for People with Disabilities, from VSA arts in Washington, D.C., at its annual leadership conference.
• Presented sessions on professional development to direct service providers of service to adults with developmental disabilities in Honolulu, Hilo, and Maui.
• Convened a Statewide Taskforce with UH, VSA arts and the Hawai‘i Workforce Development Council to develop a comprehensive statewide strategic plan to formalize creative industries as viable careers and employment pathways for people with disabilities.
• Established Hawai‘i Artspace Advisory Council in partnership with the College of Education and the Department of Health with Senator Daniel Akaka, Honorary Chair.
• Obtained support from Senator Daniel Inouye for the Statewide Creative Industries Initiative and renovation of the Hawai‘i Artspace.
• Received the MetLife Excellence in Leadership Award and National Endowment for the Arts National Leadership Recognition.
• Received Hawai‘i Legislative Recognition for “Artists Mean Business” initiative, a statewide effort of social change that concentrates on blending arts education and creative industries with community partnerships that embrace entrepreneurial principles.
**Purpose**
—Provide technical assistance and consultation services to Child and Adolescent Mental Health Services Division in the Department of Health.

**Activities for 2003-2004**
• Wrote a grant for funding to develop policies on restraints and seclusion.
• Developed a grant application for funding of a State Improvement Grant for Co-Occurring Disorders (mental illness and substance abuse).
• Wrote a block grant application for Child and Adolescent Mental Health Services Division.

**Staff**
Jean Johnson  
David Leake  
Robert Johnson  
Juana Tabali Weir  
jeanj@hawaii.edu

---

**Purpose**
—Create a systems change grant to develop, support and pilot consumer directed services.
—Chose three sites because of their diverse demographics, to explore consumer direction in Hawai‘i. These sites, Molokai, Leeward Oahu, and East Hawai‘i on the Big Island are now in the process of forming local councils, to explore the supports needed for consumer direction to be successful in their own community.
—Establish family councils in all communities in Hawai‘i, and to provide sustainable support to individuals who choose consumer direction.
—Provide funds to train individuals and families who volunteer to participate in CPASS as well as provide support related to building sustainable community resources to support consumer direction.
—Guide system changes necessary to implement consumer directed services statewide to all DDD participants.

**Activities for 2003-2004**
• Provided statewide CPASS orientation to stakeholders: self advocates’ families and friends, Department of Health administrators and case managers, community resource partners, service agencies on five islands: Hawai‘i, Oahu, Maui, Kauai, Molokai.
• Designed CPASS Brochure and Presentation Board.
• Identified stakeholders at each of the demonstration sites: Leeward District-Oahu, Molokai-Maui District, and Big Island-East District.
• Formed three Site Advisory Councils composed of over 50% consumers and self advocates.
• Facilitated and completed training of the State Council including the following topics: Consumer Direction, Visioning, Medicaid 101, Individualized Planning, Support Broker/Community Support Guide, Risk and Liability, Fiscal Intermediaries, and Goal development, prioritization, and updated grant activity timeline.
• Trained site councils regarding the responsibilities and outcomes of CPASS.
• Researched and explored flexibility of using grant funds at the demonstration sites.

**Staff**
Sandra Kofel  
Kevin Dierks  
Sandy Shitanishi  
Sandra.Kofel@cds.hawaii.edu
- Assessed training needs, designed training for councils to include self direction & fiscal intermediary options.
- Created an action plan for each site.
- Marketed CPASS state wide.
- Collaborated with the Department of Health’s Developmental Disabilities Division in statewide Consumer Driven Personal Assistance Training.
- Designed and disseminated Consumer Direction Resource Manual, state wide, to CPASS council members.
- Participated in monthly National Teleconferences sponsored by Center on Medicare & Medicaid Services and Rutgers University.

**Purpose**
—Develop a comprehensive handbook to provide examples on how faculty and teaching assistants at the postsecondary level can create a welcoming environment for ALL students.
—Provide guidelines for ensuring that students with disabilities are given the help they need as they progress through their college careers.
—Coordinate between the Center on Disability Studies and the Center for Teaching Excellence.

**Activities for 2003-2004**
- Created Great Expectations: Creating a Welcoming Classroom Environment handbook.
- Developed a course outline based on the publication.
- Suggested appropriate and legal ways faculty can make referrals.
- Held orientation sessions for Teaching Assistants at University of Hawai‘i Center for Teaching Excellence.

**Staff**
Madeline Harcourt
harcourt@hawaii.edu

**Hawai‘i Workforce Investment Project**

**Purpose**
—Develop a user-friendly, web-based information infrastructure in partnership with the Workforce Investment consortium of key stakeholders who provide services through the Statewide One-Stop Employment Centers.
—Implement an electronic intake and referral system for nine state, local, and non-profit Workforce Investment Act partners.
—Provide a comprehensive, seamless service system for individuals with disabilities.
—Celebrate the multi-access web-based system providing the first cross-disability, “universal use” information system in the country, serving consumers, service professionals, public agencies, and employers alike statewide.

—Provide consumers and service providers statewide with in-depth, up-to-date information on available private and public services, resources, and products that support persons with disabilities seeking to enhance their vocational skills and/or obtain employment.

—Monitor the utilization of the Real Choices website related to employment issues for individuals with disabilities.

### Activities for 2003-2004

- Conducted eight training sessions in Honolulu, Hilo and Kona, and Lihue, and Wailuku for case managers.
- Presented to nine stakeholder groups on the project’s progress and activities.
- Documented utilization of web site by more than 800 stakeholders.

### Purpose

—Consolidate viable Centers “within walking distance” of nearly all Kalihi residents, whose major ethnic groups are Filipino, Samoan, Caucasian, and Hawaiian. 40% speak English as a second language.

—Make computer labs in six community agencies and other technology of variable quality, available during limited hours.

—Upgrade equipment and software, improved internet access, (re)trained personnel, and ensured accessibility, and have also brought in expertise and resources such as Americorps and college interns.

### Activities for 2003-2004

- Utilized by 1,800 community members to access the internet, apply for jobs, learn word processing and digital art, to improve literacy skills, and help other participants.
- Achieved self-sufficiency through grant opportunities, job sharing, and organized use of community volunteers.
- Assisted community organizations to become self-sufficient through grant opportunities, job sharing, and an organized use of community volunteers.
- Wrote two articles on the activities of the centers.

### Staff

**Kalihi Community Technology Centers**

- Rebecca Rude Ozaki
- Roberta Bishop
- Mason Nakadomari
- Sumi Lee
- Chuan Su
- rozaki@hawaii.edu

**Leeward Community Learning Centers**

- Peter Dowrick
- JoAnn Yuen
- Elisapeta Alaimaleata
- Alice Ehmes
- Cory Cook
- Sara Cothren
- Neil McCulloch
- Tasha Wyatt-Beck
- Natalie Crespo
- Jennifer Kunihiro
- dowrick@hawaii.edu

—Collaborate among schools in Leeward Oahu, focusing on students in early adolescence while involving and supporting other sections of the community.

—Develop unique program for each school based on local needs and resources.

—Support through a partnership among schools, agencies, and Creating Futures at the CDS.

### Staff

**Kalihi Community Technology Centers**

- Peter Dowrick
- JoAnn Yuen
- Elisapeta Alaimaleata
- Alice Ehmes
- Cory Cook
- Sara Cothren
- Neil McCulloch
- Tasha Wyatt-Beck
- Natalie Crespo
- Jennifer Kunihiro
- dowrick@hawaii.edu

**Leeward Community Learning Centers**

- Rebecca Rude Ozaki
- Roberta Bishop
- Mason Nakadomari
- Sumi Lee
- Chuan Su
- rozaki@hawaii.edu
—Design includes all children (“all” meaning all) to have opportunities for safe, healthy activities outside school hours, involving the community, to improve their literacy and other academic skills, for recreation, cultural growth, health, and enjoyment.
—Involve all six middle schools of this rural district, incorporating six high schools and 14 elementary schools as additional sites.

Activities for 2003-2004
• Served 1,500 students in the 21st Century Community Learning Center (CLC) programs in Leeward District.
• Expanded from three intermediate schools to seven schools.
• Offered 129 activities before, during, and after school.
• Served 245 community adults, not including walk-in parents and other volunteers.
• Collaborated with 11 agencies worked directly or indirectly with the schools, providing after and before school activities and in-kind contributions to the programs.
• Served approximately 460 special education students, 220 children with “limited English proficiency.”
• Improved students reading fluency and word recognition and regular school attendance to above 90%.

Purpose
—Create opportunities for adults with disabilities who want to learn more about themselves and community service opportunities while gaining job-enhancing skills.
—Involve participants in self-development classes, service membership opportunities at AMERICORPS sites, and a one-to-one mentorship with a trained mentor.
—Provide a stipend, a monthly bus pass and education award for trainees.
—Collaborate between the Corporation for National Service, the Hawai‘i Mentoring Initiative, and community volunteers.

Activities for 2003-2004
• Offered 23 self-development workshops on such topics as dealing with stress, getting ready to transition to work, self-advocacy and art self-discovery workshops.
• Assigned mentors to each trainee.
• Volunteered service by participants at an AMERICORPS site of their choice in an effort to familiarize themselves with national service opportunities on O‘ahu.
• Provided an opportunity to develop leadership skills and problem solving skills as well as providing an opportunity to give back to their communities.
• Developed increased self-esteem which will prepare these participants to move on to better opportunities as well as help them transition to paid national service positions as appropriate.

Staff
Peter Dowrick
JoAnn Yuen
Elisapeta Alaimaleata
Alice Ehmes
Cory Cook
Sara Cothren
Neil McCulloch
Natalie Crespo
Rosie O’Brien Sauni
Jennifer Kunihiro
dowrick@hawaii.edu

Ready, Set, Go!

Staff
Robert Stodden
Madeline Harcourt
Denise Kodani
stodden@hawaii.edu

39
## Special Olympics

**Purpose**
—Provide follow-up for athletes identified as needing follow-up during the Special Olympics Healthy Athletes screening during the Hawai‘i State Games, a collaboration between national and local Special Olympics, the Hawai‘i Department of Health, and CDS.

**Activities for 2003-2004**
- Designed the database for tracking health screening needs.
- Followed up with care coordinators to ascertain whether athletes received the screening services they needed.
- Developed a report of whether the athletes obtained the needed follow-up services.

**Staff**
Jean Johnson  
Patricia Wright  
jeanj@hawaii.edu

## State Council on Developmental Disabilities

**Purpose**
—Reduce health disparities among persons with developmental disabilities in Hawai‘i.

**Activities for 2003-2004**
- Instituted a follow-up program for individuals identified by the Healthy Athletes screening program at the Special Olympics State Games as needing follow-up.
- Developed a database for the screening results for the athletes.
- Entered all the screening data into the database.

**Staff**
Jean Johnson  
Joe Shacter  
Matthew Ulanski  
jeanj@hawaii.edu

## Waipahu Community Learning Centers

**Purpose**
—Involve other sections of the community with comprehensive, interesting, and developmentally appropriate programs for at-risk youth.
—Support youth at risk, helping them to become successful citizens; and to keep school buildings open for community participation and learning.
—Provide activities at all schools most afternoons of the regular school week. In some places, activities also occur before school, in the evening, or on weekends, or during the inter-session and summer times.
—Establish partnership with the Department of Parks and Recreation and other community-based agencies.

**Activities for 2003-2004**
- Served over 2,000 children and adults in the activities offered in the Community Learning Centers.
- Implemented over 60 activities, before school, after school, weekends, summer and inter-session.
- Provided activities that included homework support, tutoring in reading and math, cooking, cartooning, solar cars, and parenting.
- Implemented ACE reading or other tutoring programs at all schools.
- Trained more than 50 tutors, mostly teachers, and some parents/community members.
- Involved more than 15 state and community agencies in supporting the Community Learning Centers.

**Staff**
Peter Dowrick  
JoAnn Yuen  
Elisapeta Alaimaleata  
Alice Ehmes  
Cory Cook  
Sara Cothren  
Neil McCulloch  
Natalie Crespo  
Rosie O’Brien Sauni  
Jennifer Kunihiro  
dowrick@hawaii.edu
• Improved performance of regular attendees in the four schools by half a grade or more in Reading, English, Math, Science, and Language Arts.
• Revitalized existing after school programs at the four sites by the Community Learning Centers.
• Provided a safe, supervised place for student to go after school – to the Community Learning Centers.
• Created an after-school, inter-session, and summer academic and enrichment programs staffed by certified teachers, college students, youth workers, and parent volunteers.
• Established productive after school relationships with the Parks and Recreation Department and the Community College.
National Centers for Research, Education/Training/Technical Assistance, and Service
National Centers for Research, Education/Training/Technical Assistance, and Service

The Center on Disability Studies receives federal funding from the Administration on Developmental Disabilities, United States Department of Health and Human Services, to operate a University Center for Excellence in Developmental Disabilities (UCEDD). The major activities of the CDS program focus on improving the programs and services for persons with developmental disabilities and their families in Hawai‘i and the Pacific Basin through interdisciplinary training, research, technical assistance, dissemination, and community service. In addition to these activities, the CDS also houses six major centers. The following paragraphs describe these centers and their accomplishments this past year.

Hawai‘i University Center for Excellence in Developmental Disabilities Education, Research, and Service (UH-CDS)

This core grant focuses on improving outcomes and opportunities for persons with developmental disabilities and their families in the State of Hawai‘i and in the Pacific Basin jurisdiction through interdisciplinary training, research, technical assistance, dissemination, and community service. Capacity building has targeted efforts to serve persons who are from underserved disability groups, underrepresented cultural groups, and underserved rural areas of the state and region in collaboration with persons with disabilities and their family members, and local and state organizations.

The Hawai‘i UCE has gained regional and national prominence as a research and training program within the University of Hawai‘i. Faculty and staff hold affiliations and participate across 14 departments and schools within the University of Hawai‘i system, and conduct activities with more than 20 universities across the nation.
Projects and Activities

Hawai‘i Maternal and Child Health Leadership Education in Neurodevelopmental Disabilities (MCH LEND) and Related Disorders Program

Purpose
—Train future maternal and child health leaders in Hawai‘i and the Pacific who can develop and implement the comprehensive, integrated and culturally appropriate health care systems of services for children with neurodevelopmental and related disorders and their families.
—Provide interdisciplinary leadership training.
—Conduct professional consultation and technical assistance to the Title V and other community health agencies.
—Contribute to continuing education activities.
—Conduct research and program evaluation.
—Develop and disseminate of educational resources.
—Collaborate on special projects.
—Educate future leaders to understand the principles of family centered care, concepts of community systems of care, financing of services, and major legislation for CSHCN.

Activities for 2003-2004
• Provided leadership training for fourteen future health professionals that included fieldwork, clinical practica, seminar and service learning.
• Partnered with State Title V agencies for the research component of the training.
• Collaborated with other divisions within the Department of Health, the Alcohol & Drug Abuse Division, Developmental Disabilities Division, and Child and Adolescent Mental Health Division.
• Created practicum opportunities for students across a wide range of public and private agencies in the state.
• Collaborated with UH School of Medicine to develop physician training program on Physician Toolkit, 5A’s and pharmacotherapy.
• Collaborated with the Universe Foundation (Japan) and the Volunteer Resource Center of Hawai‘i (VRCH) to provide social work education and training to Japanese Social Work students, Graduate and Undergraduate, representing 18 universities throughout Japan.
• Worked with Pacific Islands MCH coordinators to improve training and quality assurance.
• Consulted extensively with the Department of Education in all districts to assure services for students with special needs.
• Participated in the Medically Fragile Coordination Task Force, Obesity Task Force, the Medicaid Waiver Providers Association, the Learning Disabilities Association, the Early Intervention Coordinating Council, the Special Education Advisory Council, and the State Council on Developmental Disabilities.
• Obtained funding for a number of new grants to provide family support services, transition services, and training to improve the inclusion of students with disabilities in the general education classroom.
• Completed a number of studies in collaboration with Title V and Part C agencies.
• Worked with the Medical Home Project and the Asian Think Tank.

Staff
Louise Iwaishi
Robert Stodden
Sayuri Asano
Henry Ichiboo
Jean Johnson
Melinda Kohr
Lucille Lew
Ron Matayoshi
Jeffrey Okamoto
Julee Omori
Ruth Ota
Leolinda Parlin
Katherine Ratilffe
Norma Jean Stodden
Tina Tamai
Garrett Toguchi
Alice Tse
Margaret Wada
Carol Waslien
Yusnita Weirather
Cori Kobayashi
Wanda Harris
mchlend@hawaii.edu
National Center for the Study of Postsecondary Educational Supports (NCSPES)

Purpose
—Develop research, training, technical assistance, and information dissemination, focused upon postsecondary educational supports for students with disabilities.
—Assure that postsecondary educational programs of the future will foster high expectations, build self-confidence and develop an understanding of the strengths and needs of all students.
—Improve access, participation, and performance of persons with disabilities in postsecondary programs, to improve the placement of such students as successful members of the labor force.
—Share the strategic programs of research and explore ways to impact national policy, priority, and practice.

Activities for 2003-2004
• Completed 28 studies in two Phases.
• Held several workshops and presentations at national conferences.
• Sponsored two Capacity Building Institutes and co-sponsored two Institutes including a National Summit.
• Completed 99 briefs that are available on the web at www.rrtc.hawaii.edu.
• Published 23 papers among five special edition journals.

National Center on Secondary Education and Transition (NCSET)

Purpose
—Provide technical assistance, training and information dissemination around the issues of secondary education and transition to post-school environments for youth with disabilities.
—Coordinate the Post-Outcomes Network of NCSET, with a special emphasis on postsecondary education, employment, and transition to these environments.

Activities for 2003-2004
• Co-sponsored three Capacity Building Institutes, a National Summit, and two national conference strands.
• Published three refereed journal articles, two special journal issues, seven briefs, and three Essential Tools.
• Conducted two national teleconferences.
• Coordinated a working group of the National Alliance on Secondary Education and Transition (NASET).
• Presented at five national conferences.
• Provided direct technical assistance to five states and 16 national and local organizations.

Staff
Robert Stodden
Teresa Whelley
Juana Tabali Weir
Melody Yeganeh
Thomas Christ
Sheila Leder
Mari Zeleznik
Cindi Sherman
Jennifer Tang
Janice Uga
Matthew Ulanski
stodden@hawaii.edu

Megan Conway
Thomas Conway
Gina Rosabal
Velina Sugiyama
Kelly Chang
Margarita Cholymay
Coty Ishitani
mconway@hawaii.edu
National Technical Assistance Center to Increase Employment Opportunities for Asian Americans and Pacific Islanders with Disabilities (NTAC-AAPI)

Purpose
—Establish and maintain a National Technical Assistance Center (NTAC) designed to increase employment opportunities for Asian Americans and Pacific Islanders with disabilities nationwide.
—Build technical assistance capacity through the participation of partners formalized within four National Networks.

Activities for 2003-2004
• Developed the HIRE.US database program, modeled after the Department of Labor’s Workforce Recruitment Program, as a personnel resource designed to assist employers and businesses nationwide to identify qualified temporary and permanent employees with disabilities from a wide variety of fields.
• Experienced 3,985 website hits on its website.
• Disseminated monthly email newsletter, E.News, to more than 2,000 NTAC subscribers.
• Expanded four national network memberships to approximately 150 members throughout the country to provide ongoing technical assistance to Asian Americans and Pacific Islanders with disabilities.
• Developed 10 subcontractors in various regions to help increase employment opportunities for Asian Americans and Pacific Islanders with disabilities.
• Presented 15 workshops at local and national conferences.
• Disseminated information to more than 30,000 persons through various publications and outreached to over 40 organizations.
• Spearheaded promotion of National Disability Mentoring Day in Hawai’i while sponsoring job-shadowing activities throughout the state and will continue to promote job-site mentoring and employment for AAPI with disabilities.

Staff
Robert Stodden
Jean Johnson
Weol Soon Kim-Rupnow
Christine Su
Amy Nawatani
M.E. Lake Albrecht
David Starbuck
kimrupno@hawaii.edu
Purpose
—Supplement outreach of the Hawai’i UCE with sites in the Commonwealth of the Northern Mariana Islands (CNMI) at the Northern Marianas College (NMC) and in American Samoa at the American Samoa Community College (ASCC).
—Provide support by the UH-CDS through governance, technical assistance and mentorship activities.
—Establish a Consumer Advisory Council for each site to provide direction in planning, implementing and evaluating project activities.
—Focus on improving services in the Pacific Islands for persons with developmental disabilities and their families in areas of early intervention, assistive technology, interagency coordination, inclusive schools and communities, participation in cultural and traditional arts, service coordination, transition, vocational, employment, and training for special education teachers, related service providers, personal assistants, and interpreters for individuals who are deaf.

Activities for 2003-2004
• Facilitated the Interagency Leadership Councils to support cross-agency collaboration for people with disabilities in CNMI and AS.
• Facilitated the Family Support Alliance Conferences in collaboration with the DD Council and parent organizations in the CNMI and AS.
• Coordinated the American Samoa Interagency Council to collaborate on its first inter-island outreach project on the island of Aunuu to identify individuals who are unserved and underserved.
• Developed a website at American Samoa Community College (ASCC) for the UCEDD that is linked to the website at Hawai’i UCE at University of Hawai’i at Manoa.
• Coordinated Toetama’s Home Project in Aunuu that included ASCC Trades and Technology Department, Division of Vocational Rehabilitation, DD Council, Resource Center for Families and Community (RCFC), and American Samoa UCE.
• Assisted with the Aunuu’s Sidewalk Accessibility Community Project which involved the Aunuu Community, ASCC students and family members in American Samoa.
• Taught Summer Courses at the Northern Marianas College for ED 215 and ED 315 three credit hours for each course.
• Provided ongoing support to STARPO (parent organization) in the CNMI, meeting twice a month to ensure that issues were addressed re services for children with disabilities.
• Co-chaired the Parent Cluster Group for the OSEP Continuous Improvement Monitoring Process in the CNMI.
• Served on the Northern Marianas College ADA Committee to ensure that there is compliance to ADA standards at the college.
• Worked with the TriAgency partners (DD Council and P&A) to ensure that there was collaboration on all major jurisdiction-wide activities related to serving persons with disabilities.

Staff
Dotty Kelly
Tony V. DeLeon Guerrero
Robert Erickson
Josephine Fejeran
Seth Galeai
Tafa Mamea
Patricia Seumanu
Katrina Siaosi
Lauren Voigt
Jurecz Su
Marlene Nonaka
dotty.kelly@verizon.n
External Funding Sources

CDS Personnel

Interdisciplinary Affiliated Faculty (MCH LEND)
External Funding Sources

The CDS is funded through external grants, contracts, and cooperative agreements from private, federal, state, and local government agencies. The CDS currently administers 40 federal and state-funded grants and contracts totaling approximately eight million dollars from the following:

**United States Department of Education**
- Fund for the Improvement in Postsecondary Education
- National Institute on Disability and Rehabilitation Research
- Native Hawaiian Education Program
- Office of Educational Research and Improvement
- Office of Elementary and Secondary Education
- Office of Postsecondary Education
- Office of Special Education Programs
- Office of Vocational and Adult Education
- Rehabilitative Services Administration

**United States Department of Health and Human Services**
- Administration on Developmental Disabilities
- Centers for Disease Control and Prevention
- Centers for Medicaid and Medicare Services
- Maternal and Child Health Bureau

**United States Department of Labor**
- Education and Training Agency
- Office of Disability Employment Policy

**American Samoa Department of Education**
- Assistive Technology Resource Center of Hawai‘i
- Center for Families of Individuals with Developmental Disabilities, American Samoa
- Developmental Disabilities Council, CNMI
- Hawai‘i Community Foundation
- Hawai‘i State Department of Corrections
- Hawai‘i State Department of Education
- Hawai‘i State Department of Health
- Hawai‘i State Department of Human Services
- Hawai‘i State Department of Labor and Industrial Relations
- Hawai‘i State Foundation on Culture and the Arts
- Kosrae Special Parent Network
- Minot State University
- National Science Foundation
- Pacific Resources for Education and Learning (PREL)
- Pohnpei Special Parent Network
- Pohnpei State Department of Education
- Special Olympics
- State Council on Developmental Disabilities
- University of Hawai‘i President’s Diversity and Equity Fund
- University of Hawai‘i John A. Burns School of Medicine
- University of Minnesota
- University of Washington
CDS Personnel

Administration

cds@hawaii.edu
956-9199

Robert A. Stodden, Ph.D.
Director

Valerie Shearer, M.A.
Grants and Data Coordinator

Russell Chun,
Fiscal and Administrative Officer

Colleen Souza,
Administrative Officer

Shelby Souza,
Project Clerk

Lisa Jong,
Clerk

Core Function Directors

Norma Jean Stodden, Ph.D.
Interdisciplinary Training
nhemphil@hawaii.edu

Jean L. Johnson, DrPH
Community Training and Outreach
jeanj@hawaii.edu

David W. Leake, Ph.D.
Research and Evaluation
dwleake@aol.com

Media Center

Print/Web/Server
info@media.cds.hawaii.edu
956-7991

Thomas Conway, M.B.A.

Juana Tabali-Weir, A.A.

Nikolaus Daubert, B.S.

Vanessa Oshiro, B.F.A.

Trip Rems, B.S.

Michael Sarpy, B.F.A.

Lan Wang, Arch.D.

Initiative Area Coordinators

Jacqueline H. Rhuman, M.S.
School and Community Inclusion
rhuman@hawaii.edu

Beppie Shapiro, Ph.D.
Special Health Needs
beppie@hawaii.edu

Robert A. Stodden, Ph.D.
Transition, Postsecondary Education,
and Employment
stodden@hawaii.edu

David W. Leake, Ph.D.
Mental Health
dwleake@aol.com

Dotty Kelly, M.A.
Pacific Outreach
dotty@hawaii.edu
Dissemination Activities

Conferences

Publications

Professional Dissemination Activities by CDS Faculty

Web Sites
Dissemination Activities

Conferences

The Pacific Rim Conference on Disabilities

The CDS utilized many avenues to promote collaboration and change to create future choices for persons with disabilities. A primary avenue is through the annual Pac Rim Conference. This conference has been held annually for the past two decades, with attendance growing annually. This past year, approximately 1,000 people attended from the state, region, nation, and international communities. Special efforts are made to provide support to enable persons with disabilities, self-advocates, and parents and family members of persons with disabilities to attend. This was made possible this past year when a successful silent auction was held, raising funds for future scholarships. A highlight of this past conference was the Technology Fair, where interested participants were able to try out new technologies and engage in hands on interactive learning. Martha Guinan and Valerie Shearer serve as co-chairs for Pac Rim.

Other Conferences

In addition to Pac Rim, the CDS sponsored three national institutes, and co-sponsored the Can-Do, Direct-Support Worker, SPIN, and Early Childhood Conferences. These conferences provide opportunities for the CDS to disseminate information on promising practices, evidence-based research, and emerging issues with the communities it serves. Additionally, this past year, the CDS co-sponsored the International Conference on Cognitive Disabilities-Mental Retardation, Autism, and Related Disabilities in collaboration with the Council on Exceptional Children's Division on Developmental Disabilities. The CDS also collaborated with community agencies in staging a number of technology fairs.

Publications

Review of Disability Studies: An International Journal

The CDS publishes a scholarly publication in the field of disability studies, Review of Disability Studies: An International Journal (RDS). The late Dr. David Pfeiffer served as the founding editor of the journal, founded in 2003. RDS is an internationally-focused academic journal in the field of Disability Studies, containing research articles, essays, bibliographies, and reviews of materials relating to the culture of disability and people with disabilities. It also publishes forums on disability topics brought together by forum editors of international stature. Poetry, short stories, creative essays, photographs, and art works related to disability are also published.

RDS is published four times a year, in both print and electronic format, and runs approximately one hundred pages an issue. Interested persons may subscribe to the journal by downloading a subscription form at <www.rds.hawaii.edu>. The current editor of RDS is Dr. Robert A. Stodden. Co-Associate Editors are Dr. Steven E. Brown and Dr. Megan A. Conway.
Professional Dissemination Activities by CDS Faculty

Books, Articles, and Briefs


Disabilities.


**Software**


**Audiovisuals**


National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities (2003). *National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities Products* [Mini CD]. Honolulu, HI: Center on Disability Studies.


National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities (2003). *National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities Self-Employment* [CD]. Honolulu, HI: Center on Disability Studies.

National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities (2003). *National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities Service Providers* [CD]. Honolulu, HI: Center on Disability Studies.

National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities (2003). *National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities Success Stories* [CD]. Honolulu, HI: Center on Disability Studies.

National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities (2003). *National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities Summit Proceedings* [CD]. Honolulu, HI: Center on Disability Studies.

National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities (2003). *National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities Youth Leadership Institute* [CD]. Honolulu, HI: Center on Disability Studies.


Nhomi, S. Y. (2003). *Hawai'i Youth Helping Youth* [VHS]. Honolulu, HI: Center on Disability Studies.


Ratliffe, K.T., & Chang, L. (2003). *Choo Choo at the Zoo with Darin* [VHS]. Honolulu, HI: Center on Disability Studies.


**Educational Pamphlets, Booklets, Etc.**

Johnson, J. & MCH LEND Trainees (2003). *Batten Disease* [CD]. Honolulu, HI: MCH LEND, Center on Disability Studies.


**Presentations**


Conway, M. (2004, February). *Issues of dual sensory loss for the health professional.* Presented at the MCH-LEND Program meeting, University of Hawai‘i at Manoa, Honolulu, HI.


Conway, M. (2003, August). *Technology and postsecondary education.* Presented at the National Capacity Building Institute on Transition and Technology, Minneapolis, MN.

Conway, M. (2003, Fall). *Sociology of education and disability.* Presented at EDEF 310, University of Hawai‘i at Manoa, Honolulu, HI.


Derrington, T.M. (2004, April-June). *Strategies for effective and efficient keiki (child) find: Outreach to physicians to improve identification and referral to early intervention.* Dissemination presentations to infant/toddler development and Healthy Start programs and Public Health Nursing Section of the Hawai‘i State Department of Health. Kamuela, HI; Kapa‘au, HI; Kealakekua, HI; Wailuku, HI.

Presented at the National Association for Asian and Pacific American Education Conference, Philadelphia, PA.


Johnson, J. & Iwamoto, J. (2003, October). *Assessing outcomes of mental health services.* Presented at the International Conference for Children with Behavioral Disorders, St. Louis, MO.


Johnson, R., Woll, C. & Johnson, J. (2003, November). *If I can go to college, so can you!* Presented at the Association of University Centers on Disabilities 2003 Annual Meeting and


Kofel, S. (2004, March). *Orientations to self advocates and families state wide: Molokai, Oahu, Maui, Big Island-East (Hilo), Big Island West (Kona), Kauai.*


Miller, S. (2004, June). *NEA report on career access and the Hawai‘i Artsplace*. Presented to Pearl City Neighborhood Board and Executive Committee on Health, Pearl City, HI.

Miller, S. (2004, May). *NEA report on career access and the Hawai‘i Artsplace*. Presented to Hawai‘i Superintendent of Schools and Arts Education Specialists, Honolulu, HI.


Officials, Honolulu, HI.


Miller, S. (2003, November). *Professional development presentations to direct service providers of service to adults with developmental disabilities*. Presented at the State of Hawai‘i Developmental Disabilities Council Meeting, Hilo, HI.

Miller, S. (2003, October). *NEA report on career access and the Hawai‘i Artsplace*. Presented to Pearl City Lion’s Club, Pearl City, HI.

Miller, S. (2003, October). *Professional development presentations to direct service providers of service to adults with developmental disabilities*. Presented at the State of Hawai‘i Developmental Disabilities Council Meeting, Honolulu, HI.


Ozaki, R. (2004, June). *Real people, real opportunities, real choices*. Presented at the Hawai‘i Families as Allies, Honolulu, HI.


the State Capitol Assistive Technology Day Event, Honolulu, HI.


Ozaki, R. (2003, December). *Real people, real opportunities, real choices.* Presented to the Workforce Investment Grant Mandatory Partners Meeting, Honolulu, HI.


Ozaki, R. (2003, October). *Real people, real opportunities, real choices.* 20th Home & Community-Based Services Waiver Conference, Milwaukee, WI.


Whelley, T. (2003, December). *Student speak: Stories of students with significant disabilities in...*
postsecondary education. Presented at the Annual TASH Conference, Chicago, IL.
Whelley, T. (2003, November). Workshop: Programs in Virginia serving students with intellectual disabilities in college, VA-HELP meeting, Richmond, VA.
Whelley, T. (2003, October). VCU/RRTC supported education model for students with LD and ADHD. Presented at the Division of Career Development and Transition International Conference, Roanoke, VA.
Whelley, T. (2003, October). VCU/RRTC supported education model for students with LD and ADHD. Presented at the 2nd Annual Strategic Alternative Learning Techniques Center Conference, Tucson, AZ.
Whelley, T. (2003, August). Great Expectations: How to create a welcoming classroom environment for all students. Presented at the Teaching Assistant Training and Orientation, University of Hawai‘i, Honolulu, HI.
Whelley, T. (2003, August). The role of families in transition from secondary education to adult life. Presented at Transition and Technology: Independence and Beyond, Bloomington, MN.

Web Sites

American Samoa Partnerships: CSPD
http://www.asp.hawaii.edu/

Assistive Technology Resource Centers of Hawai‘i
http://www.atrc.hawaii.edu/

Pohnpei Community Learning Centers Consortium
http://www.cclc.hawaii.edu/

Center on Disability Studies
http://www.cds.hawaii.edu/

Creating Futures
http://www.cds.hawaii.edu/creatingfutures/

Disability Studies Quarterly
http://www.cds.hawaii.edu/dsq/

ACE Reading
http://www.cds.hawaii.edu/reading/

Cultural Influences on Self-determination
http://www.cisd.hawaii.edu/
Culturally and Linguistically Diverse Individuals with Disabilities
http://www.cld.hawaii.edu/

Felix Monitoring Office Contracts
http://www.felix.hawaii.edu/

Disability and Diversity: Demonstrating Effective Practices for Improving Access to, Retention in, and Completion of Postsecondary Education by Culturally and Linguistically Diverse Youth with Disabilities
http://www.fipse.hawaii.edu/

Maternal and Child Health Leadership Education in Neurodevelopmental and Related Disabilities Program
http://www2.hawaii.edu/~mchlend

Efficacy of the OAE/ABR Protocol in Identifying Hearing Loss
http://www.nbhs.hawaii.edu/

National Center on Secondary Education and Transition
http://www.ncset.hawaii.edu/

Kukulu Na Uapo Project (Building Bridges): Native Hawaiian Curriculum Grant
http://www.nhc.hawaii.edu/

National Technical Assistance Center for Asian Americans and Pacific Islanders with Disabilities
http://www.ntac.hawaii.edu/

Pacific Rim Conference on Disabilities
http://www.pacrim.hawaii.edu/

Pacific Basin University Center for Excellence for Developmental Disabilities
http://www.pbuce.hawaii.edu/

Pacific Partnerships for Deaf-Blind Technical Assistance Services
http://www.pdb.hawaii.edu/

Pacific Outreach Initiative
http://www.poi.hawaii.edu/

Pacific Outreach for Partnerships for Parent Empowerment
http://www.poppe.hawaii.edu/

Pacific Partnerships in Disability & Diversity Studies
http://www.ppdds.hawaii.edu/

Pacific Regional Technology in Education Consortium: Pacific Voices
http://www.prtec.hawaii.edu/

Hawaii’s Real Choices Partnership Project: Accessibility for Consumer Choice Entry Support System
http://www.rca.hawaii.edu/

The Review of Disability Studies
http://www.rds.hawaii.edu/

Real Choices
http://www.realchoices.org/
The Rehabilitation Research and Training Center  
http://www.rrtc.hawaii.edu/

Related Services Assistant Training Program  
http://www.rsa.hawaii.edu/

The Self-Development Project at Leeward Community College: A “Toolbox for College Success” for Students with Disabilities  
http://www.sd101.hawaii.edu/

Strategies for Effective and Efficient Keiki (Child) Find  
http://www.seek.hawaii.edu/

Hawai‘i State Improvement Grant  
http://www.sig.hawaii.edu/

Interdisciplinary Disability and Diversity Studies Certificate Program for Student Services Coordinators  
http://www.ssc.cds.hawaii.edu/

VSA Arts  
http://www.vsarts.hawaii.edu/

Hawai‘i Workforce Investment Partnership with Persons with Disabilities  
http://www.wip.hawaii.edu/
Acknowledgments

*Mahalo to all CDS Faculty and Staff. Your efforts throughout the year resulted in the many accomplishments contained in this report to enable the Center on Disability Studies to fulfill its mission.*

**Coordinator**

Valerie Shearer

**Editor**

Jean Johnson

**Design**

Vanessa Oshiro

**Photography**

Landry Fukunaga  
Madeline Harcourt  
Bob Johnson  
Vanessa Oshiro  
Kathy Ratcliffe  
JoAnn Yuen

**Production**

CDS Media Center